H. Q. Mitchell – Marileni Malkogianni

State of Qatar
Ministry of Education and Higher Education

TOP STARS 6a

Teacher's Book

Academic Year 2021–2022

mm publications

GRADE 6 SEMESTER 1

TOP STARS 6a

Teacher's Book

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mm publications

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

النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءْ قَسَمًا بِمَنْ نَشَرَ الضِّيَاءْ
قَطَرٌ سَتَبْقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِيَاءْ
سِيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِيَاءِ الأَنْبِيَاءْ
قَطَرٌ بِقَلْبِي سِيرَةٌ عِزٌّ وَأَمْجَادُ الإِبَاءْ
قَطَرُ الرِّجَالِ الأَوَّلِينْ حُمَاتُنَا يَوْمَ النِّدَاءْ
وَحَمَائِمٌ يَوْمَ السَّلَامْ جَوَارِحٌ يَوْمَ الفِدَاءْ

Teacher's Book

H. Q. Mitchell
Marileni Malkogianni

mm publications

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Communication Objectives	Structures	Vocabulary	Writing	QNCF competencies
Module 1 • Everyday life • p. 7				
• to talk about hobbies, everyday and free-time activities • to talk about actions happening at the moment of speaking • to talk about space • to introduce the indefinite and the definite articles • to talk about possession • to talk about one's schedule • to talk about future plans	Present Simple How often do you play volleyball? I play volleyball once / twice / three times a week. Present Progressive Present Simple vs Present Progressive The indefinite article *a/an* The definite article *the* Possessive Pronouns Future *be going to*	Everyday activities Free-time activities Hobbies Space Events	**Project:** to write an email about one's hobby **Writing tip:** • to revise how to use different tenses in a description • to revise how to use adverbs of frequency • to revise how to use capital letters, full stops, question marks and exclamation marks in sentences **Phonics** **y** /aɪ/ fly dry go cycling July	
Module 2 • The past • p. 19				
• to talk about free-time activities • to talk about the past • to talk about a past experience • to talk about actions happening at a specific point in time in the past • to talk about interrupted actions in the past • to agree on the steps of a procedure	Past Simple Past Progressive Past Simple vs Past Progressive when/while First, Second, Next, Then, After that, Finally	Free-time activities Outdoor activities Adventures Recipes	**Project:** to write a personal story **Writing tip:** • to learn how to use the past tenses and *when/while* in a description • to revise how to use the linking word *and* to connect ideas and to add information **Phonics** **g** /g/ /dʒ/ grandad geography dig orange grass vegetables	
Module 3 • Be careful! • p. 31				
• to talk about digital safety • to learn how to use Object Pronouns • to talk about table manners • to use the Imperative • to use verbs with two objects • to talk about ailments • to talk about actions one is advised to or not advised to do • to ask about quantity • to ask and answer about something one would like • to use the verb *need* • to talk about the senses	Object Pronouns Imperative Verbs with two objects What's the matter? / What's wrong? I have got a sore throat. should/shouldn't Would you like...? I'd like... How much/many...? I need... taste/look/sound/smell + adjective It's/They're good/bad for you. a few / a little	Digital safety Table manners Ailments Personal hygiene	**Project:** to write a text message about a problem, asking for advice and to reply to a text message, giving encouragement and advice **Writing tip:** • to learn how to use *should/shouldn't* and phrases/expressions to ask for help or advice, to give advice and to use phrases/expressions to give encouragement • to learn how to use *before* and *after* to talk about the order of events **Phonics** **e** /iː/ **ee** /iː/ email sleep he zookeeper these cheese	

Communication Objectives	Structures	Vocabulary	Writing	QNCF competencies
Module 4 • Life in town • p. 43				
• to talk about occupations • to talk about obligations • to order in a restaurant • to talk about lack of obligation • to talk about road safety and rules around town • to talk about obligation and prohibition • to extend an invitation • to accept or refuse an invitation	Have to (Affirmative – Negative – Questions – Short answers) must/mustn't can't Would you like to (go to the park)? That would be nice. / I'd love to. / Sure. I'm afraid I can't. I have to (tidy my room). I don't think so. I have to (study).	Occupations Food Road safety Places	**Project:** to write an email to a friend giving information from a leaflet **Writing tip:** • to learn how to use the adverb *also* • to learn how to use the adverb *too* **Phonics** **u** /uː/ ruler, June, scuba diving **u** /juː/ computer, museum, uniform	
Module 5 • Differences • p. 55				
• to talk about ability in the past • to talk about a past experience • to talk about obligation in the past • to talk about technology in the past and today • to compare the past to the present • to talk about physical appearance in the past	Could (Affirmative – Negative – Questions – Short answers) Had to (Affirmative – Negative – Questions – Short answers) Past Simple vs Present Simple What did ... look like then? What does ... look like today?	Free-time activities Technology Physical appearance	**Project:** to make a poster about what one did and looked like in the past and what one does and looks like now **Writing tip:** to learn how to make a poster **Phonics** **o** /ʌ/ brother, honey, money **o** /ɒ/ ice hockey, bronze, mascot	

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

MODULE STRUCTURE

Vocabulary

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

Lesson 1:

Song

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

Quiz

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

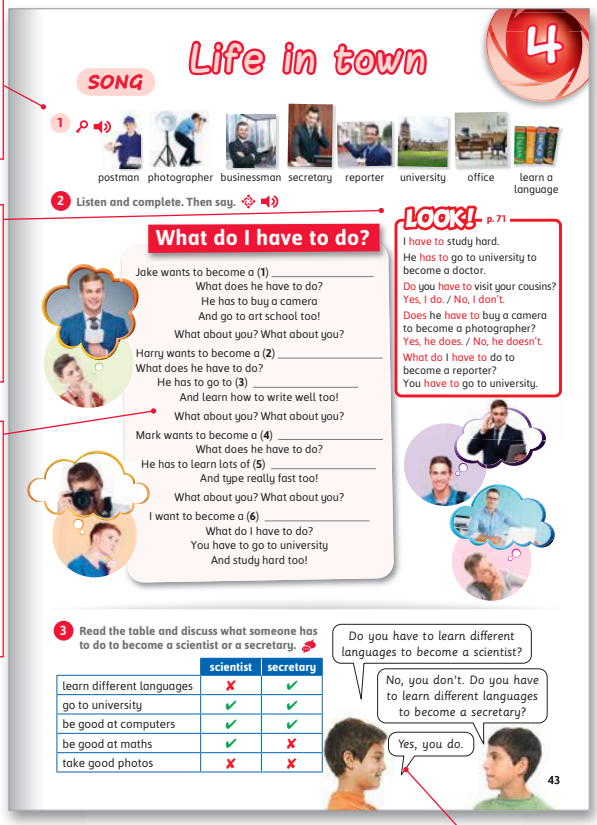
Song/poem

Quiz

Presentation of new vocabulary always with pictures

The *Look!* box highlights grammatical structures

A new song/poem that presents vocabulary and grammatical structures



Immediate practice on vocabulary and structures

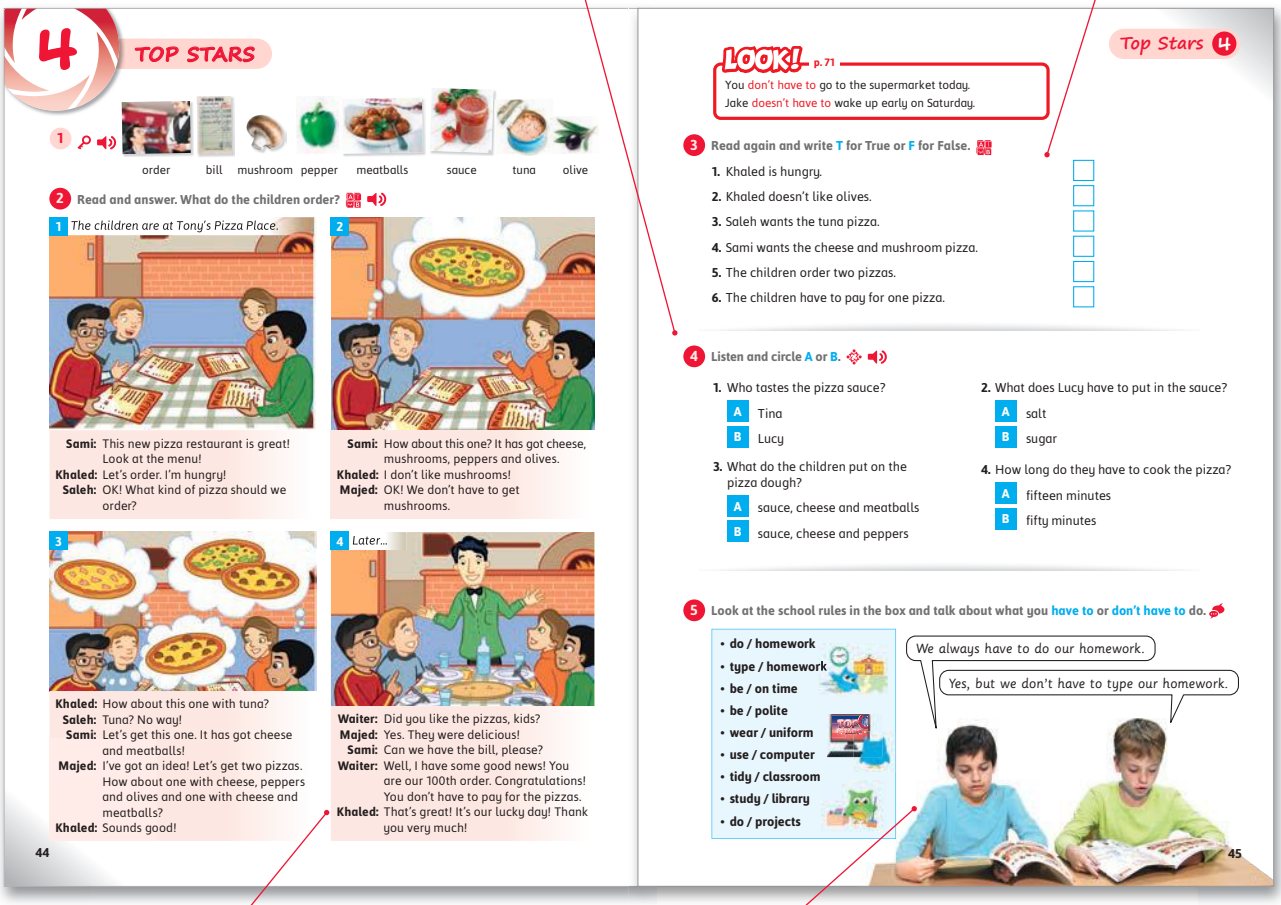
Lesson 2:

Top Stars

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

Listening activities practising new language items

Reading comprehension activity



4 TOP STARS

1 order bill mushroom pepper meatballs sauce tuna olive

2 Read and answer. What do the children order?

1 The children are at Tony's Pizza Place.

Sami: This new pizza restaurant is great! Look at the menu!
Khaled: Let's order. I'm hungry!
Saleh: OK! What kind of pizza should we order?

2

Sami: How about this one? It has got cheese, mushrooms, peppers and olives.
Khaled: I don't like mushrooms!
Majed: OK! We don't have to get mushrooms.

3

Khaled: How about this one with tuna?
Saleh: Tuna? No way!
Sami: Let's get this one. It has got cheese and meatballs!
Majed: I've got an idea! Let's get two pizzas. How about one with cheese, peppers and olives and one with cheese and meatballs?
Khaled: Sounds good!

4 Later...

Waiter: Did you like the pizzas, kids?
Majed: Yes. They were delicious!
Sami: Can we have the bill, please?
Waiter: Well, I have some good news! You are our 100th order. Congratulations! You don't have to pay for the pizzas.
Khaled: That's great! It's our lucky day! Thank you very much!

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Top Stars 4

LOOK! p. 71
You don't have to go to the supermarket today.
Jake doesn't have to wake up early on Saturday.

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

1. Khaled is hungry.
2. Khaled doesn't like olives.
3. Saleh wants the tuna pizza.
4. Sami wants the cheese and mushroom pizza.
5. The children order two pizzas.
6. The children have to pay for one pizza.

4 Listen and circle A or B.

1. Who tastes the pizza sauce?
   A Tina
   B Lucy
2. What does Lucy have to put in the sauce?
   A salt
   B sugar
3. What do the children put on the pizza dough?
   A sauce, cheese and meatballs
   B sauce, cheese and peppers
4. How long do they have to cook the pizza?
   A fifteen minutes
   B fifty minutes

5 Look at the school rules in the box and talk about what you have to or don't have to do.

- do / homework
- type / homework
- be / on time
- be / polite
- wear / uniform
- use / computer
- tidy / classroom
- study / library
- do / projects

We always have to do our homework.
Yes, but we don't have to type our homework.

45

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 around the world, etc. A *Background note* box that gives additional information on various topics has also been included (where applicable) in the Teacher's Book.

Reading comprehension activity

Presentation of new vocabulary and structures through activities providing factual information

Listening activities practising new language items

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

Lesson 4:

Let's talk

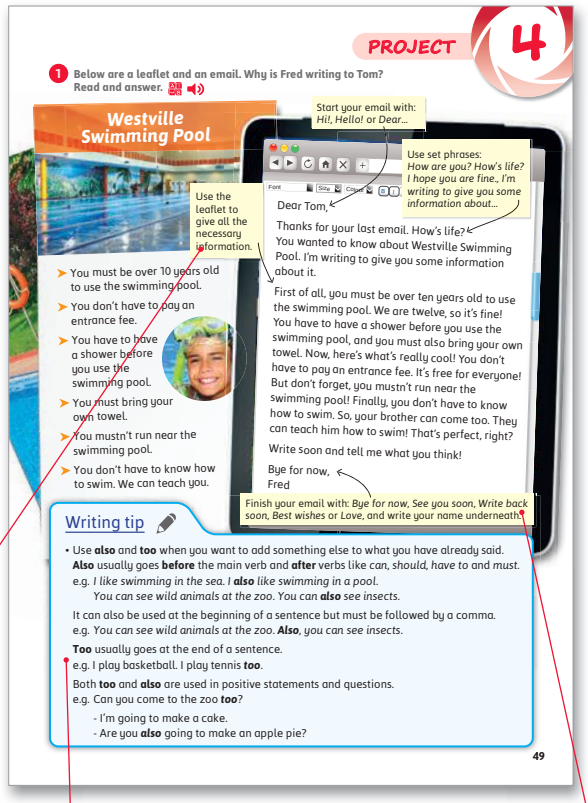
In this lesson, the language is presented through game-like activities. Surveys, posters, advertisements, games, etc. are included in this lesson, providing students with a model to help them talk with their classmates about various topics. The focus is on spoken, everyday English and not just on vocabulary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

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

Lesson 5:

Project

Projects help to develop students' writing skills, providing them with models of a variety of writing texts. A *Writing tip* box helps students improve their writing skills by giving useful tips on writing conventions, syntax and punctuation. Writing is further practised in the Workbook. A brainstorming activity in the form of a writing plan and an outline for students to refer to can be found at the back of the Workbook for selected writing tasks. Space is also provided here for students to do the writing activity.



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

Useful writing tips on writing conventions, syntax and punctuation

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

Lesson 6:

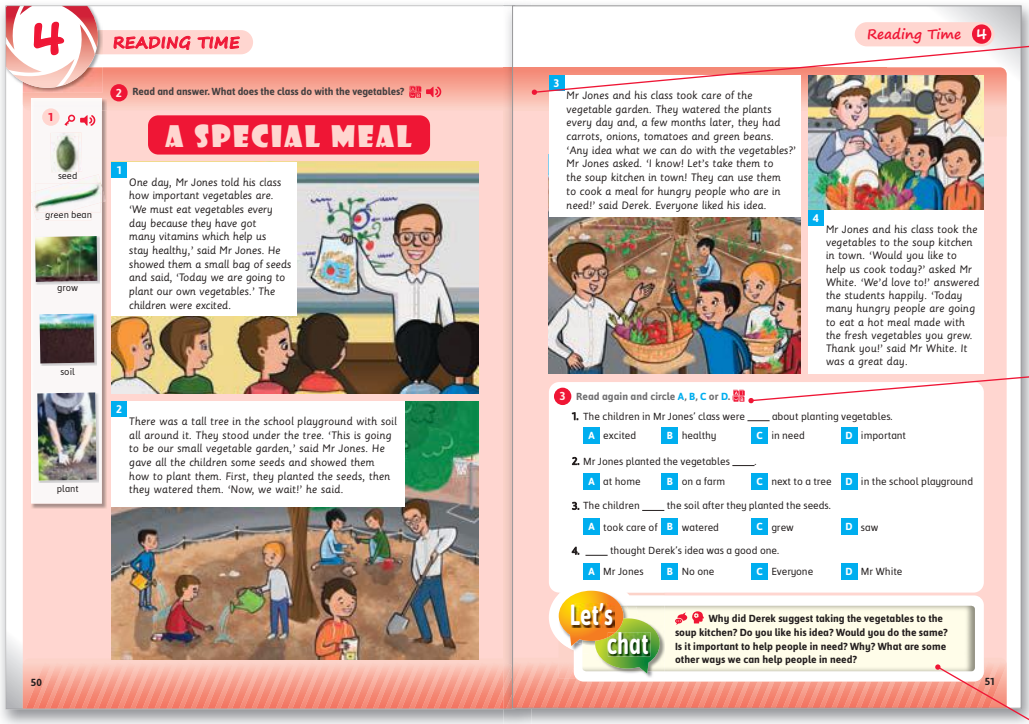
Reading time

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.

Story



4 READING TIME

2 Read and answer. What does the class do with the vegetables?

A SPECIAL MEAL

1 One day, Mr Jones told his class how important vegetables are. 'We must eat vegetables every day because they have got many vitamins which help us stay healthy,' said Mr Jones. He showed them a small bag of seeds and said, 'Today we are going to plant our own vegetables.' The children were excited.

2 There was a tall tree in the school playground with soil all around it. They stood under the tree. 'This is going to be our small vegetable garden,' said Mr Jones. He gave all the children some seeds and showed them how to plant them. First, they planted the seeds, then they watered them. 'Now, we wait!' he said.

seed, green bean, grow, soil, plant

Reading Time 4

3 Mr Jones and his class took care of the vegetable garden. They watered the plants every day and, a few months later, they had carrots, onions, tomatoes and green beans. 'Any idea what we can do with the vegetables?' Mr Jones asked. 'I know! Let's take them to the soup kitchen in town! They can use them to cook a meal for hungry people who are in need!' said Derek. Everyone liked his idea.

4 Mr Jones and his class took the vegetables to the soup kitchen in town. 'Would you like to help us cook today?' asked Mr White. 'We'd love to!' answered the students happily. 'Today many hungry people are going to eat a hot meal made with the fresh vegetables you grew. Thank you!' said Mr White. It was a great day.

3 Read again and circle A, B, C or D.

1. The children in Mr Jones' class were ____ about planting vegetables.
   A excited B healthy C in need D important
2. Mr Jones planted the vegetables ____.
   A at home B on a farm C next to a tree D in the school playground
3. The children ____ the soil after they planted the seeds.
   A took care of B watered C grew D saw
4. ____ thought Derek's idea was a good one.
   A Mr Jones B No one C Everyone D Mr White

Let's chat: Why did Derek suggest taking the vegetables to the soup kitchen? Do you like his idea? Would you do the same? Is it important to help people in need? Why? What are some other ways we can help people in need?

50 51

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

A reading comprehension activity

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

Factual text

3 READING TIME

1 germs, sneeze, heart, soap, vitamins, habit

2 Read and answer. What should we do to stay healthy?

Healthy habits for healthy kids!

Everyone wants to be healthy, but what do we need to do to stay healthy? There are three easy ways to do this:

Eat right: Your body needs vitamins. Vitamins keep your body healthy!
- Eat lots of fruit and vegetables.
- Drink at least seven glasses of water every day. 7x
- Don't eat a lot of sweets or drink many fizzy drinks.

HEALTHY HABITS

Exercise: Exercising is very important. It keeps your heart healthy and you don't get ill easily!
- Exercise for at least one hour every day.
- Don't sit in front of the TV for more than two hours a day.
- Get at least eight hours of sleep every day.

Keep clean: We should always be clean to stay healthy.
- Wash your hands before and after meals.
- Wash your hands after you cough or sneeze.
- Wash your hands after you use the toilet.
- Brush your teeth after every meal and before you go to bed.
- Have a shower every day.

Reading Time 3

What are germs?
Germs are very small organisms. You can't see them, but they are everywhere. They can make you ill!

Remember! Always wash your hands with soap for twenty seconds.

3 Read again and answer the questions.
1. What are three ways to stay healthy?
2. How many glasses of water should we drink every day?
3. What should we do before and after meals?
4. How long should we wash our hands for?
5. Why is exercising important to stay healthy?
6. What else should we do to keep healthy?

Let's chat: How many glasses of water do you drink a day? How many hours do you sleep a day? Do you like eating sweets or healthy snacks? Do you do any of the things mentioned above to stay healthy? What else do you do?

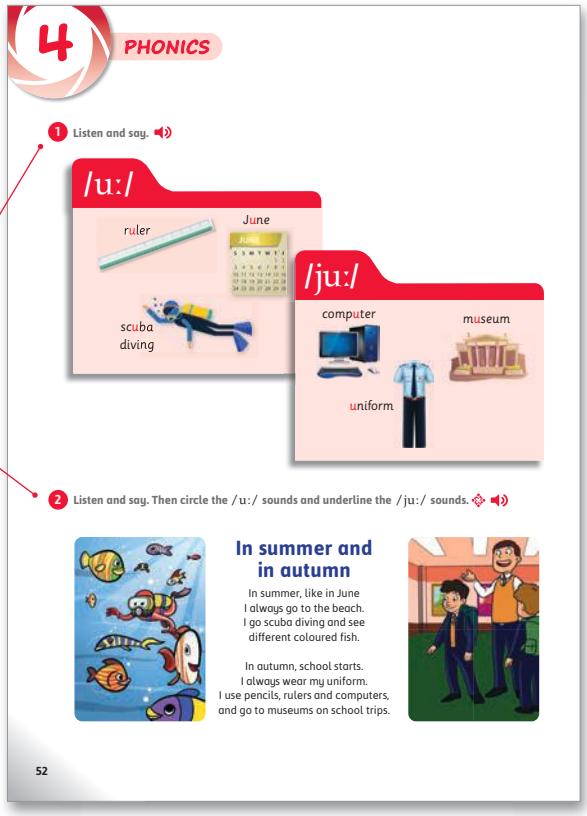
38 39

Lesson 7:

Phonics

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

Lively chants help students to memorise key sounds


4 PHONICS

1 Listen and say.

/u:/

ruler

June

scuba diving

/ju:/

computer

museum

uniform

2 Listen and say. Then circle the /u:/ sounds and underline the /ju:/ sounds.

In summer and in autumn

In summer, like in June
I always go to the beach.
I go scuba diving and see
different coloured fish.

In autumn, school starts.
I always wear my uniform.
I use pencils, rulers and computers,
and go to museums on school trips.

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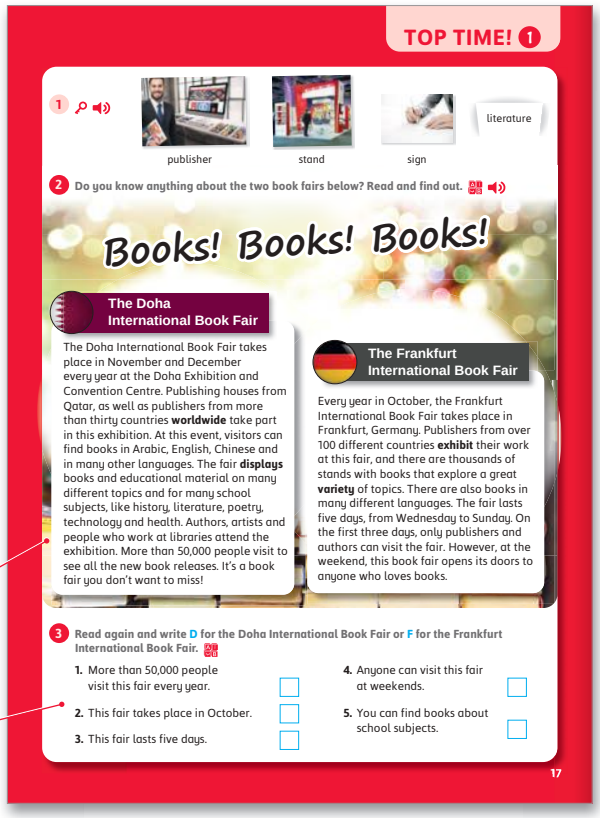
Lesson 8:

Top Time!

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

Practice on cross-cultural information

A reading comprehension activity


TOP TIME! 1

1

publisher

stand

sign

literature

2 Do you know anything about the two book fairs below? Read and find out.

Books! Books! Books!

The Doha International Book Fair

The Doha International Book Fair takes place in November and December every year at the Doha Exhibition and Convention Centre. Publishing houses from Qatar, as well as publishers from more than thirty countries **worldwide** take part in this exhibition. At this event, visitors can find books in Arabic, English, Chinese and in many other languages. The fair **displays** books and educational material on many different topics and for many school subjects, like history, literature, poetry, technology and health. Authors, artists and people who work at libraries attend the exhibition. More than 50,000 people visit to see all the new book releases. It's a book fair you don't want to miss!

The Frankfurt International Book Fair

Every year in October, the Frankfurt International Book Fair takes place in Frankfurt, Germany. Publishers from over 100 different countries **exhibit** their work at this fair, and there are thousands of stands with books that explore a great **variety** of topics. There are also books in many different languages. The fair lasts five days, from Wednesday to Sunday. On the first three days, only publishers and authors can visit the fair. However, at the weekend, this book fair opens its doors to anyone who loves books.

3 Read again and write D for the Doha International Book Fair or F for the Frankfurt International Book Fair.

1. More than 50,000 people visit this fair every year. ☐
2. This fair takes place in October. ☐
3. This fair lasts five days. ☐
4. Anyone can visit this fair at weekends. ☐
5. You can find books about school subjects. ☐

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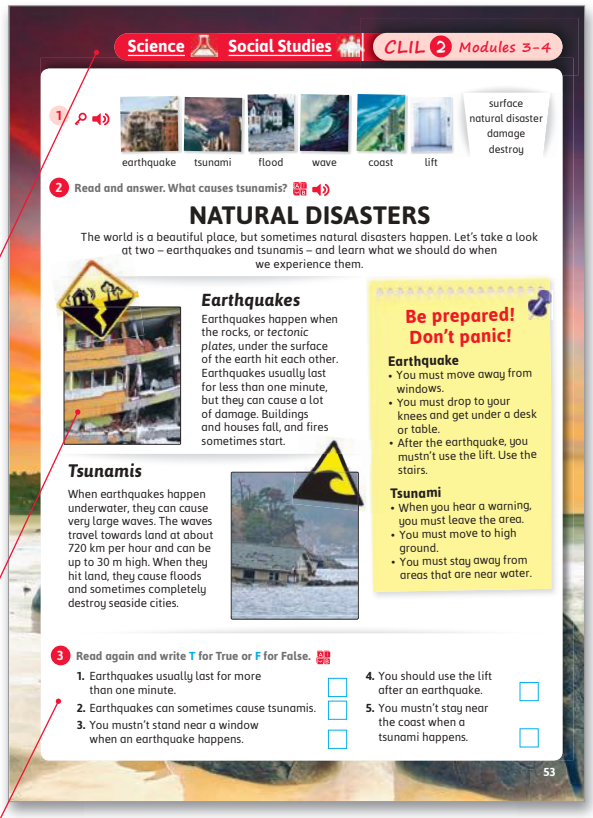
Cross-curricular section (CLIL)

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



The educational value of cross-curricular lessons

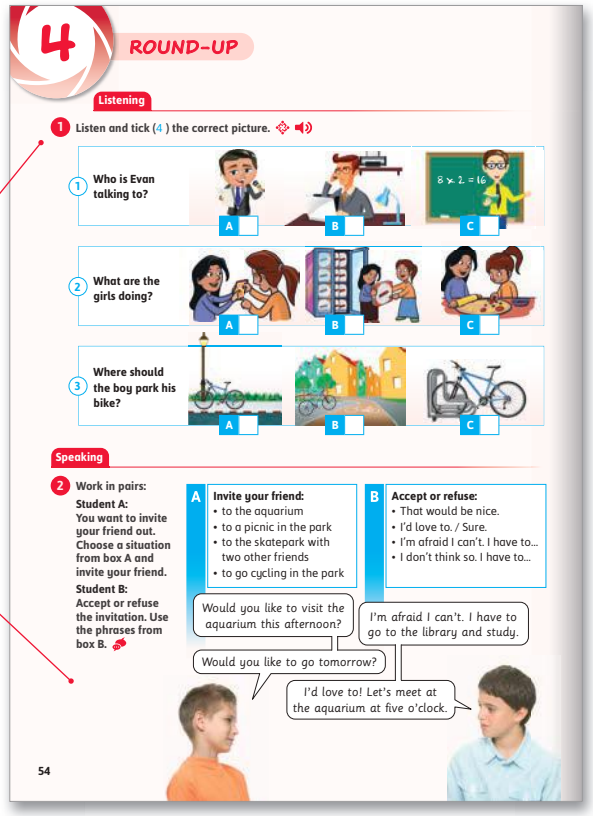
Practice on cross-curricular notions

A reading comprehension activity

Lesson 9:

Round-up

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



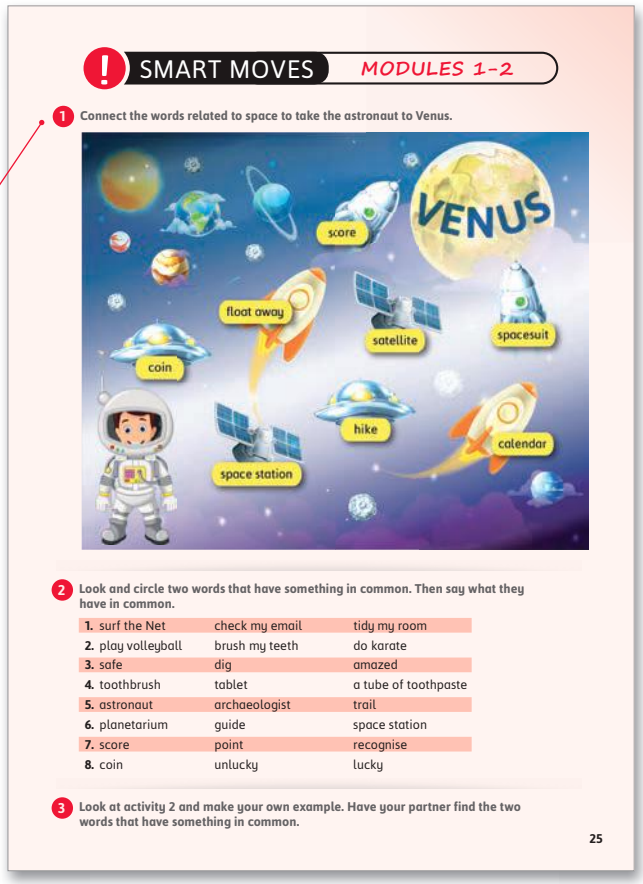
Consolidation and revision through various activities

Workbook:

Smart moves!

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

Classify



SMART MOVES MODULES 1-2

1 Connect the words related to space to take the astronaut to Venus.

VENUS
score
float away
satellite
spacesuit
coin
hike
calendar
space station

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

1. surf the Net	check my email	tidy my room
2. play volleyball	brush my teeth	do karate
3. safe	dig	amazed
4. toothbrush	tablet	a tube of toothpaste
5. astronaut	archaeologist	trail
6. planetarium	guide	space station
7. score	point	recognise
8. coin	unlucky	lucky

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

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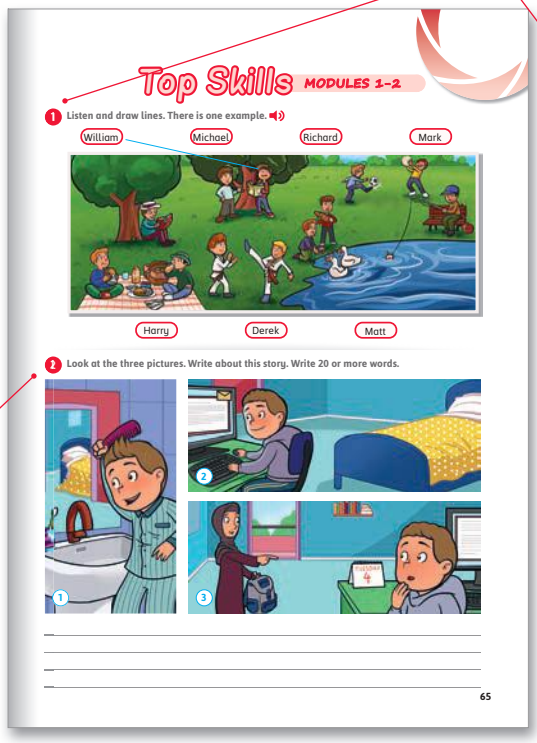
Top Skills

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

Listening

Reading and Writing



Top Skills MODULES 1-2

1 Listen and draw lines. There is one example.

William Michael Richard Mark

Harry Derek Matt

2 Look at the three pictures. Write about this story. Write 20 or more words.

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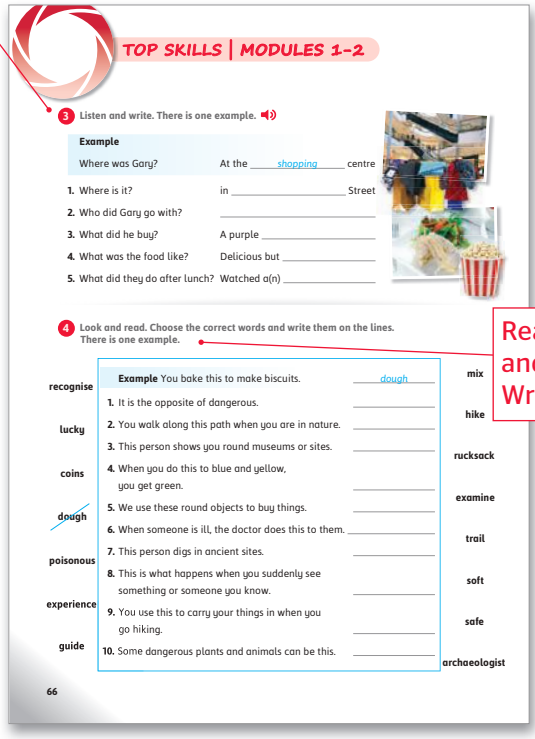

TOP SKILLS | MODULES 1-2

3 Listen and write. There is one example.

Example
Where was Gary? At the shopping centre
1. Where is it? in _____ Street
2. Who did Gary go with? _____
3. What did he buy? A purple _____
4. What was the food like? Delicious but _____
5. What did they do after lunch? Watched a(n) _____

4 Look and read. Choose the correct words and write them on the lines. There is one example.

recognise, lucky, coins, dough, poisonous, experience, guide

Example You bake this to make biscuits. dough
1. It is the opposite of dangerous. _____
2. You walk along this path when you are in nature. _____
3. This person shows you round museums or sites. _____
4. When you do this to blue and yellow, you get green. _____
5. We use these round objects to buy things. _____
6. When someone is ill, the doctor does this to them. _____
7. This person digs in ancient sites. _____
8. This is what happens when you suddenly see something or someone you know. _____
9. You use this to carry your things in when you go hiking. _____
10. Some dangerous plants and animals can be this. _____

mix, hike, rucksack, examine, trail, soft, safe, archaeologist

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Reading and Writing

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 guidance 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 training.

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

Organising a language-learning notebook

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

QNCF Key Competencies

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

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

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

Creative and critical thinking

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

Ways to integrate creative and critical thinking into the classroom

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

Communication

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

Ways to integrate communication into the classroom

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

Cooperation and participation

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

Ways to integrate cooperation and participation into the classroom

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

Inquiry and research

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

Ways to integrate inquiry and research into the classroom

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

Problem-solving

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

Ways to integrate problem-solving into the classroom

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

Literacy

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

a) active vocabulary which are the words one uses regularly, can define and use in context, and

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

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

Ways to integrate literacy into the classroom

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

Numeracy

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

Ways to integrate numeracy into the classroom

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

In general:

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

Key Values

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

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

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

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

Islamic values and Arabic and Qatari cultural heritage

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

Ways to instill these values in the classroom

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

Respect and compassion

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

Ways to instill these values in the classroom

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

Positivity and endeavour

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

Ways to instill these values in the classroom

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

Personal rights, responsibility and integrity

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

Ways to instill these values in the classroom

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

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

QNCF COMPETENCIES

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

Language focus

Materials

Language structures

Warm-up activities

Optional

Before leaving activities

Workbook

Key to the activities

Notes

Total Physical Response (TPR) activities

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

1 Everyday life

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

Let's talk

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)
- ask about and describe, with little support, future plans (S2.4)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- explain, with support, basic opinions at paragraph level (W1.2) WB
- ask about and describe future plans with some support (W1.5) WB

Song

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer, simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

Our world

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2)
- follow and identify, with support, the detail in longer, simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)

Top Stars

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

Cursive Writing

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

Round-up

- follow and identify, with support, the detail in longer, simple texts (L2.1)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)
- follow and respond, with some support, to longer, simple questions (L2.4)
- communicate or find out, with support, more detailed personal information (S1.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB

Project

- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1)
- plan and draft a short, simple paragraph, with support, and modify the draft in response to feedback (W3.2)
- use, with support, capital letters, full stops and question marks appropriately in guided writing at discourse level (W2.3)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

Top Time! 1

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- recognise and use, with a little support, key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2) WB
- follow and identify, with support, the detail in longer, simple texts (L2.1) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB

Reading time

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- explain, with support, basic opinions (S1.2)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

Phonics

- follow and identify, with support, the detail in longer, simple texts (L2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

1 SONG

Language focus

Objectives
- **to talk about everyday and free-time activities**

Vocabulary
Nouns: toothbrush, comb
Everyday activities: brush my teeth, comb my hair, tidy my room, surf the Net, text a friend, check my email

Structures
He usually checks his email in the morning.
He doesn't usually check his email in the morning.
Does he usually check his email in the morning?
Yes, he does. / No, he doesn't.
How often do you play volleyball?
I play volleyball once / twice / three times a week.

Materials
- flashcards for *brush my teeth, toothbrush, comb my hair, comb, tidy my room, surf the Net, text a friend, check my email*

Lesson plan

Warm-up
- Ask Ss about their morning routine. Have them tell you what time they wake up and what they do before leaving for school. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Stand at the front of the classroom, pretend you are brushing your teeth and say, *I'm brushing my teeth with my new toothbrush*. Encourage Ss to mime and repeat. Write this sentence on the board, underline *brushing my teeth* and *toothbrush* and stick the flashcards above the words. Repeat this procedure with the rest of the phrases/words presented in the vocabulary section.
- Have Ss open their books to p. 7 and 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.
- Draw Ss' attention to the tip and explain it.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 L2.1

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

- Direct Ss' attention to the photos and ask them what they depict. (Some children doing everyday activities.)
- Tell Ss that they are going to listen to a song/poem and explain that they have to write the children's names in the boxes below the photos. Point out that there is one extra photo.
- Play the recording and have Ss complete the names of the children.
- Play the recording again and encourage Ss to say the song/poem along with the recording.
- Have Ss compare their answers in pairs, then check as a class.

A. - B. Tim C. Jane D. Kate

LOOK!
- Direct Ss' attention to the *Look!* box and ask them to read the sentences, the questions and the short answers.
- Ask Ss to tell you what tense is used (Present Simple) and to tell you what they notice about the formation of the verbs in the sentences and questions.
- Ask Ss when they think the Present Simple is used.
- Elicit that the Present Simple is used for habits and permanent states.
- Direct Ss' attention to the question formed with *How often?* and to the answer. Ask Ss when they think this question is used.
- Elicit that we use it to ask how frequently something happens.
- Write the adverbs of frequency (always, usually, often, sometimes, never) on the board and explain what they mean. Then point out the adverbs *once / twice / three times*, explain what they mean and when they are used.
- 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 *Present Simple*. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. My friend / always / watch TV / the evening).

Activity 3 S.1.1
- Direct Ss' attention to the children in the picture and ask them to read what they are saying.
- Divide Ss into pairs and explain that they will take turns asking and answering questions about how often they do certain everyday activities.
- 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 at the front of the classroom.

open answers

Everyday life

1

SONG

1

brush my teeth

comb my hair

tidy my room

surf the Net

text a friend

check my email

Tip! Learn whole phrases (e.g. verb+noun), not just individual words.

2 Listen and write the correct names under each photo. There is one extra photo. Then say.

Habits!

Tim is late for school.
He brushes his teeth every day.
He usually brushes them in the morning.
But he hasn't got time today.

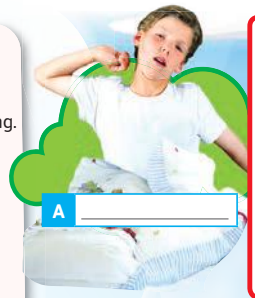
How often do you brush your teeth?
Once, twice, three times a day.
Don't forget! Do it every day!

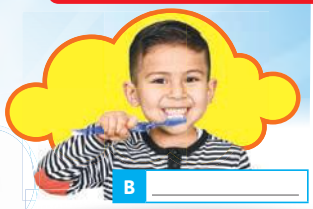
Jane is late for school.
She combs her hair every day.
She always combs it in the morning.
But she hasn't got time today.

How often do you comb your hair?
Once, twice, three times a day.
Don't forget! Do it every day!

Kate wakes up early.
She often texts her friends.
But she never checks her email.
She does that at weekends.

Do you often check your email?
Once, twice, three times a day.
I don't do it every day!


A _____


B _____

C _____

D _____

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He usually checks his email in the morning.
He doesn't usually check his email in the morning.
Does he usually check his email in the morning?
Yes, he does. / No, he doesn't.
How often do you play volleyball?
I play volleyball once / twice / three times a week.

3 Talk about your daily routine.

Do you always have breakfast in the morning?
Yes, I do.
How often do you surf the Net?
Once a day.

Before leaving

- Divide Ss into pairs and explain that they have to ask each other a question about an everyday activity and then answer. For example, invite a S to come to the front of the classroom and ask him/her, *How often do you text your friends?* The S answers and then asks you a question which you will, in turn, answer.
- Make sure all of the Ss ask and answer a question before they leave the classroom.

Workbook

Activity 1 W2.2

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

1. Check
2. surf
3. text
4. toothbrush
5. brush
6. Tidy
7. comb

Activity 2 W2.2

1. Do you always have breakfast in the morning?
2. She doesn't brush her teeth at night.
3. How often do you text your friends?
4. They never tidy their rooms.
5. Do you comb your hair before you go to bed?
6. Sheila is always late for school.

Activity 3 W2.2

open answers

Optional

Don't break the chain

- Tell Ss that they are going to play a game.
- Invite Ss to come to the front of the classroom and sit in a circle on the floor. Sit in the circle with them.
- Explain to Ss that you are going to form a sentence and that the S sitting to your right has to say what you said plus a sentence he/she wants. The next S has to say the sentences you and the S to your right said as well as his/her own sentence.
- For example, you say, *I usually tidy my room on Fridays.* The S to your right says, *You usually tidy your room on Fridays. I check my email once a day.* The S to his/her right says, *You usually tidy your room on Fridays. You check your email once a day. I surf the Net in the evenings.*
- The S who forgets a sentence or doesn't remember the exact order of the sentences is out of the game. The last Ss to remain in the game are the winners.
- If you have a large number of Ss, you can divide them into groups.

Note

- Bring a tablet or an Internet printout of a tablet to the next lesson.

1 TOP STARS

Language focus

Objectives

- **to talk about actions happening at the moment of speaking**
- **to talk about hobbies and everyday activities**

Vocabulary

Nouns: calendar, schedule, tablet, uniform
Adjective: confused
Activities: play volleyball, do karate

Structures

I'm reading a book now.
He is having breakfast now.
They are doing karate at the moment.
I'm not reading a book now.
She isn't tidying her room now.
We aren't watching TV right now.
Are you reading a book?
Yes, I am. / No, I'm not.
Is Hasna doing her homework?
Yes, she is. / No, she isn't.
Are the children playing in the garden?
Yes, they are. / No, they aren't.

Materials

- flashcards for *play volleyball, do karate, calendar, schedule, tablet, uniform*
- flashcards from the previous lesson for *brush my teeth, toothbrush, comb my hair, comb, tidy my room, surf the Net, text a friend, check my email*
- a tablet or an Internet printout of a tablet

Revision (Optional)

- Use the flashcards from the previous lesson (brush my teeth, toothbrush, comb my hair, comb, tidy my room, surf the Net, text a friend, check my email). Show each one to Ss and say, for example, *brush my teeth*. Encourage Ss to answer, *Yes* or *No* accordingly.
- Repeat the same procedure with the rest of the flashcards.
- Alternatively, walk up to a S and ask him/her about his/her daily routine. For example, ask, *How often do you check your email?* and encourage the S to answer.
- If necessary, write some key phrases/expressions on the board related to the structures of the previous lesson to help lower-performing Ss (e.g. once/twice a (day/week), (three) times a day).
- Make sure all of the Ss answer at least one question.

1 TOP STARS

1

play volleyball

do karate

calendar

schedule

tablet

2 **Read and answer. Why is Sami confused?**

1 *On Wednesday morning at Sami's house...*

Sami: My new tablet is great! It has got a calendar. I can make my schedule for every week!
Mrs Fatma: Hurry up, Sami. You're late.
Sami: Oh, no! My tablet!
Mrs Fatma: Does it work?
Sami: I think so!

2 *Later in the afternoon...*

Sami: I'm leaving for my karate class, Mum!
Mrs Fatma: Your karate class?
Sami: Yes, Mum! I always do karate at four o'clock on Thursday! Bye!
Mrs Fatma: Thursday? Oh, Sami! You're confused!

3 *In front of the sports centre...*

Saleh: Where's Sami? He's late!
Khaled: Look! He's coming!
Majed: Why is he wearing his karate uniform?
Khaled: I have no idea!
Sami: Hi, guys! What are you doing here?
Majed: We're waiting for you. Where are you going?

4

Sami: I've got a karate class.
Khaled: But we always play volleyball on Wednesday!
Sami: Wednesday? But it's Thursday today!
Majed: Oh, Sami! Something is wrong with your tablet. It's Wednesday today. Look!
Sami: Oh, no!

8

Lesson plan

Warm-up

- Ask Ss if they have got a tablet and what they use it for. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Use the tablet you brought in, open the calendar application and say, *I always use the calendar on my tablet to plan my weekly schedule*. Write the sentence on the board underline the words *calendar, tablet* and *schedule*, and stick the flashcards depicting them above the words. Alternatively, you can use the Internet printout.
- Mime the activities *play volleyball* and *do karate* and encourage Ss to do the same. Then say, *My volleyball uniform is blue and red*. Write the sentence on the board, underline the word *uniform* and stick the flashcard above the word.
- Write a sentence on the board with the word *confused* and underline it. For example, write:
  Whose is this jacket? I'm confused because it looks like mine.
- Ask Ss to read the question and sentence out loud and infer the meaning of the underlined word.
- Have Ss open their books to pp. 8-9 and point out the words/phrases in the vocabulary section.
- Play the recording a few times and have Ss point to the words/phrases and repeat.
- Say the words/phrases in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

confused

uniform

LOOK! p. 67

I'm reading a book now.
He is having breakfast now.
They are doing karate at the moment.

I'm not reading a book now.
She isn't tidying her room now.
We aren't watching TV right now.

Are you reading a book?
Yes, I am. / No, I'm not.

Is Hasna doing her homework?
Yes, she is. / No, she isn't.

Are the children playing in the garden?
Yes, they are. / No, they aren't.

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

1. Sami's tablet is old. ☐
2. Sami is late. ☐
3. Sami always does karate at five o'clock on Thursday. ☐
4. The children are waiting for Sami at the sports centre. ☐
5. The children always play volleyball on Thursday. ☐

Tip! Read the text carefully to understand specific details.

4 Listen and circle A or B.

1. In the morning, Jason _____.
   A feeds the animals
   B cleans all of the cages
2. He _____ with the monkeys in the evenings.
   A sometimes plays
   B usually plays
3. Today the animals _____.
   A are eating meat
   B are hungry
4. Jason doesn't like _____.
   A getting up early
   B working at the zoo

5 Complete the schedule. Then talk to your partner.

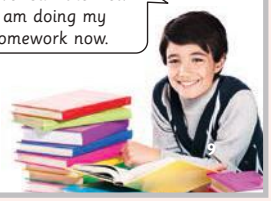
always
never

Sunday

Now

Tip! When doing speaking activities, try to speak in English. Don't be afraid to make mistakes.

On Sunday, I always play volleyball, but I never surf the Net. I am doing my homework now.



Activity 2 R2.1

- Draw Ss' attention to the illustrations in the presentation.
- Have Ss look at the illustrations and ask them if they remember the names of the characters (Sami, Saleh, Khaled and Majed).
- Ask Ss to tell you what they think is happening. (Sami is having breakfast when his tablet falls to the floor. Then he is leaving for his karate class. Saleh, Khaled and Majed are waiting for Sami. Saleh looks annoyed. In the end, Sami seems a little confused.)
- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section that they can see in the frames (Frame 1: tablet, calendar, schedule, tablet, Frame 2: do karate, confused, Frame 3: uniform, Frame 4: play volleyball, tablet).
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out why Sami is confused. (He's confused because his tablet malfunctioned and was displaying the schedule for the wrong day.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *What has Sami's new tablet got?* (It has got a calendar.), *Where is Sami going?* (He's going to his karate class.), *Where are Saleh, Khaled and Majed?* (They are in front of the sports centre.), *Has Sami really got a karate class?* (No, he hasn't.), *How does Sami feel?* (He is confused.), *What day is it?* (It's Wednesday.), *What day does Sami think it is?* (He thinks it's Thursday.)
- Ask Ss how often they do their favourite hobby.

Activity 3 R2.1

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

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

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

LOOK!

- Direct Ss' attention to the *Look!* box and ask them to read the sentences, the questions and short answers.
- Ask Ss to tell you what tense is used (Present Progressive) and to tell you what they notice about the formation of the verbs in the sentences and questions.
- Ask Ss when they think the Present Progressive is used.
- Elicit that the Present Progressive is used for actions that are happening at the moment of speaking.
- Say, *What am I doing now?* and mime playing volleyball. 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.
- Ask Ss to tell you the difference between the Present Simple and the Present Progressive (The former is used to talk about everyday or habitual actions while the latter is used to talk about actions in progress at the time of speaking).
- Refer Ss to the dialogue and ask them to underline any examples of *Present Progressive*. (e.g. *I'm leaving for my karate class.*)
- 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 *Present Progressive* and/or *Present Simple*. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. My sister / usually / play a board game after school / but today / she / study for a test).

Activity 4 L2.1

- Direct Ss' attention to the sentences in the activity and ask them to read them.
- Explain that they are going to hear a man talking about a zookeeper. Tell Ss that they will have to listen carefully and circle the correct answer A or B, according to what they hear.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Man: *Jason Gardner is a zookeeper. He works at the City Zoo. Every morning, he puts on his*

uniform, and then he feeds the animals. He always throws fish to the bears, gives meat to the lions and the cheetahs, and fruit and vegetables to the monkeys. The monkeys really like bananas and apples! In the afternoon, he always cleans all of the cages. In the evenings, he usually plays with the monkeys and feeds the crocodiles. At night, he says goodbye to the animals and goes home. He is often very tired. This morning, Jason isn't at the zoo. He isn't feeding the animals, and they are very hungry. The bears are looking for their fish, and the lions and cheetahs are walking round their cages. The monkeys are jumping up and down. Jason is at home. He is sleeping in his bed. He likes his job, but he doesn't like getting up early in the morning!

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

Activity 5 S1.1

- Direct Ss' attention to the boy in the picture and ask them to read what he is saying.
- Explain to Ss that they have to complete the schedule with what they always and never do on Sunday and what they are doing now.
- Draw Ss' attention to the tip and explain it.
- Allow Ss some time to complete the schedule and then divide them into pairs and have them speak, in turns.
- If time permits, have a few pairs of Ss present their exchanges at the front of the classroom.

open answers

Optional

Hot or cold

- Ask two Ss to step out of the classroom and wait outside until they are called back in. Alternatively, you could tell the Ss to close their eyes.
- Explain to the rest of the class that they are all going to find a hiding place for the flashcard of an item presented in this lesson. Tell them that it should be a hiding place that doesn't involve moving anything.
- Once you've decided upon the hiding place and have put/stuck the 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 uniform? The two Ss must look for the flashcard around the room. While they are looking, the rest of the class helps by shouting *Hot! Hot! Hot!* whenever they're close to the flashcard and *Cold! Cold! Cold!* whenever they move 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

- Explain to Ss that they have to form a sentence using the Present Simple and the Present Progressive to talk about their weekly schedule and what they are doing now.
- Make sure all of the Ss form sentences before they leave the classroom.

Workbook

Activity 1

1. tablet 4. confused
2. play 5. schedule
3. uniform 6. calendar

Activity 2 W2.2

1. tidies his room
is checking his email
2. plays volleyball
is doing karate
3. meets his friends
is watching a DVD at home

Activity 3 L2.1

Listening transcript

1. Ryan: *Hi, Jake. How are you?*
Jake: *I'm fine, thanks, Ryan. How are you?*
Ryan: *I'm good. You've got karate today, right? It's Wednesday.*
Jake: *Yes, I've usually got a class, but Mr Fields is ill today.*
Ryan: *Oh, I see. Do you want to come to my house then? We can play basketball.*
Jake: *Actually, I want to ride my bike in the park. Do you want to come?*
Ryan: *Yeah, sure! I can get my bike too.*
Jake: *Cool!*

2. Mum: *Kevin! What are you doing? Why aren't you practising for your tennis lesson?*
Kevin: *My room is a mess, so I'm tidying it.*
Mum: *But Kevin, you've got a tennis lesson in an hour!*
Kevin: *Um... no. Mum, I think you're confused. I've got tennis lessons on Thursday afternoon. It's Tuesday today. I've got volleyball practice.*
Mum: *You're going to be late then. Stop tidying!*
Kevin: *It's only five, Mum. Practice is at half past six.*
Mum: *Oh, OK then. Let me help you.*
Kevin: *Thanks, Mum!*

3. Greg: *Mum, where's my football? I've got football practice in half an hour.*
Mum: *No, Greg. You haven't got football practice today.*
Greg: *But Mum, it's Wednesday. I've always got football practice on Wednesday afternoon.*
Mum: *No, it's raining outside. Your coach called; you haven't got football practice today.*
Greg: *Then can I go to Derek's house? He's got a new computer game I want to play.*
Mum: *Have you got homework?*
Greg: *Um... yeah, but...*
Mum: *Do your homework first.*
Greg: *But, Mum! I can do it later!*
Mum: *No. Homework first, then you can go.*
Greg: *OK, then.*

1. A 2. B 3. C

Note

- As preparation for the next lesson make slips of paper (for half of the class) on which the Possessive Pronouns presented in the next lesson are written (e.g. They're hers.) and slips of paper (for the other half of the class) on which some sentences are written (e.g. These shoes are Tina's.).
- Bring the slips of paper, a towel and a tube of toothpaste to the next lesson.

Language focus

Objectives
- **to talk about space**
- **to introduce the definite and the indefinite articles**
- **to talk about possession**

Vocabulary
Verb: swallow
Nouns: astronaut, satellite, spacesuit, towel
Phrase: float away
Place: space station
Container: a tube of toothpaste

Structures
There's a bike in the garden. The bike is red.
That is Mr Smith's spacesuit. It's his.

Materials
- flashcards for *astronaut, satellite, spacesuit, towel, a tube of toothpaste*
- flashcards from the previous lesson for *play volleyball, do karate, calendar, schedule, tablet, uniform*
- slips of paper (for half of the class) on which the Possessive Pronouns presented in the lesson are written (e.g. They're hers.) and slips of paper (for the other half of the class) on which some sentences are written. (e.g. These shoes are Tina's.)
- a towel and a tube of toothpaste

Revision (Optional)
- Stick the flashcards from the previous lesson (play volleyball, do karate, calendar, schedule, tablet, uniform) on the board.
- Explain to Ss that you will invite them one by one to come to the board and point to the flashcard you call out each time.
- Make sure all of the Ss participate.

Lesson plan

Warm-up
- Ask Ss if they think life for astronauts in space is different to life on earth. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Mime being an astronaut by walking with difficulty and say, *I'm an astronaut. I'm wearing my spacesuit because I'm in space now.* and encourage Ss to repeat. Then say, *The satellites in space send directions to every GPS.* Write the sentences on the board, underline the words *astronaut, spacesuit* and *satellites* and stick the corresponding flashcard above each word.
- Use the towel and the tube of toothpaste you brought in to present the vocabulary. Place them on your desk and, while pointing to each item, name them. Encourage Ss to repeat. Alternatively, present these items using the flashcards.
- Write sentences on the board with the words/phrase *space station, swallow* and *float away* and underline them. For example, write:
  A space station is a large satellite that astronauts can live on.
  Frogs swallow insects whole because they haven't got teeth.
  The boy watched his balloon float away in the sky.
- 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 and 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.
- Draw Ss' attention to the tip and explain it.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1
- Direct Ss' attention to the photos and ask them what they can see (A satellite / space station, a spacesuit, some cans and bags, a sleeping bag, a toothbrush and a tube of toothpaste).
- Read the title of the text and ask Ss to predict what it is about. (It is about astronauts' life on the International Space Station.)
- Ask Ss if they would be interested in travelling into space and have them explain why or why not.
- Draw Ss' attention to the four questions below the title and ask them to read them out loud.
- Explain to Ss that you will give them some time to read the text and that they will have to match questions 1-4 to paragraphs A-D.
- Allow Ss some time to read and match.
- When Ss have matched the questions to the paragraphs, have them compare their answers in pairs.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to check their answers.
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *What do astronauts do on the International Space Station?* (They live there and they do experiments in space.), *When do astronauts wear their spacesuits?* (They wear them when they work outside the space station.), *What kind of food do astronauts eat?* (The same as on Earth.), *Do astronauts eat their food on a plate?* (No, they don't. Their food comes in cans or small bags.), *Where do astronauts sleep?* (They sleep in sleeping bags.), *What's special about brushing your teeth in space?* (You swallow the toothpaste.)

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

1 OUR WORLD

Activity 3 R2.1 W2.2

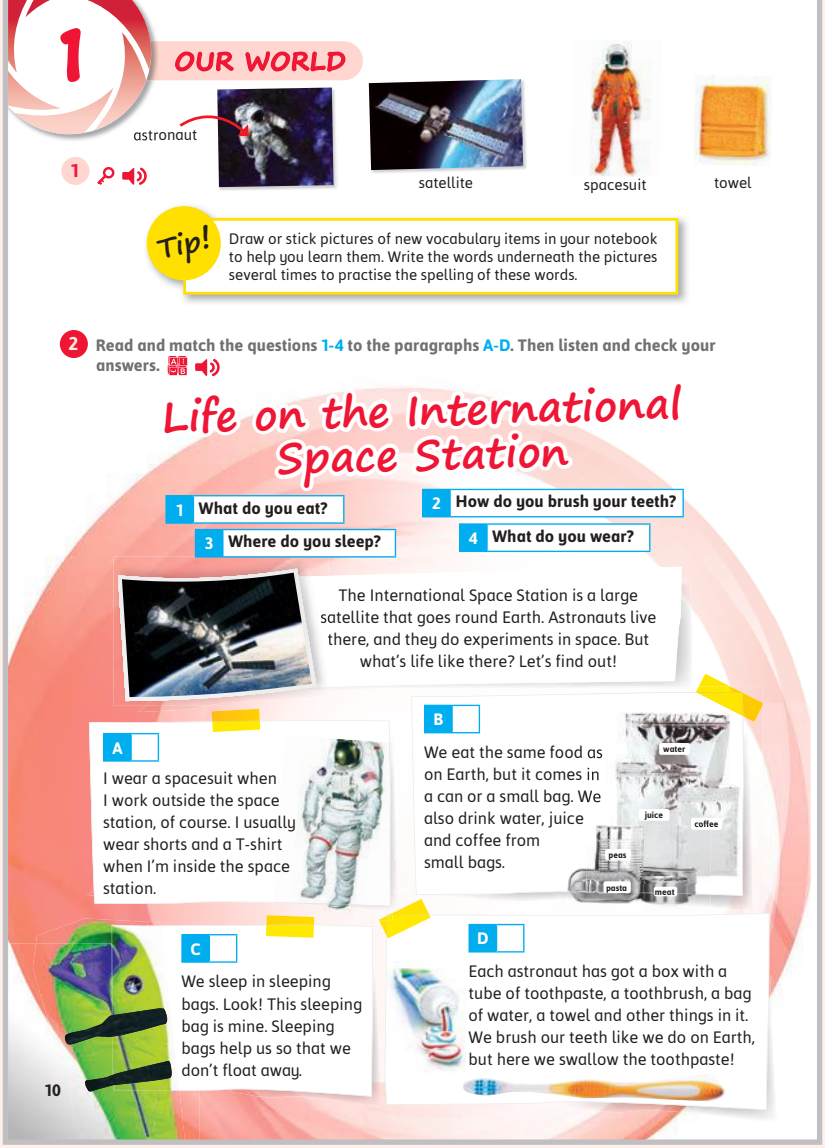
- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they have to read the text again and correct the mistakes in each sentence, according to the text.
- Have Ss compare their answers in pairs, then check as a class.

1. **The International Space Station goes round Earth.**
2. **Astronauts wear spacesuits outside the Space Station.**
3. **Astronauts drink water from a small bag.**
4. **Sleeping bags help so that astronauts don't float away when they sleep.**
5. **Astronauts swallow the toothpaste when they brush their teeth.**

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

LOOK!

- Direct Ss' attention to the *Look!* box and the sentences on the left-hand side and have them read them.
- Explain to Ss that we use the indefinite article *a/an* to refer to a person, place, object or animal for the first time without being specific. For example, say, *There is a boy in the room.*
- Write the sentence on the board, underline *a* and point out that we don't know which boy we are talking about. Point out that the indefinite article *a* is placed before nouns that begin with a consonant sound and the indefinite article *an* is placed in front of nouns that begin with a vowel sound.
- Explain to Ss that the definite article *the* is used to refer to a person, place, object or animal which has already been mentioned, or to someone/something specific or unique. For example, say, *The boy is wearing a blue T-shirt.* Write the sentence on the board, underline the definite article *The* and explain to Ss that this sentence is now more specific than the previous one.
- Direct Ss' attention to the sentences on the right-hand side of the box and ask them to read them.
- Point to your bag and say, *That's my bag. It's mine.* Point to a S's bag and say, *That's your bag. It's yours.* Write the sentences on the board and ask Ss when they think pronouns like *mine* and *yours* are used.
- Elicit that the Possessive Pronouns (mine, yours, his, hers, ours, yours and theirs) are used to show possession. Point out that they are placed after the noun and that there isn't a Possessive Pronoun for the third person singular (it).



1 OUR WORLD

1

astronaut

satellite

spacesuit

towel

Tip! Draw or stick pictures of new vocabulary items in your notebook to help you learn them. Write the words underneath the pictures several times to practise the spelling of these words.

2 Read and match the questions 1-4 to the paragraphs A-D. Then listen and check your answers.

Life on the International Space Station

1 What do you eat?
2 How do you brush your teeth?
3 Where do you sleep?
4 What do you wear?

The International Space Station is a large satellite that goes round Earth. Astronauts live there, and they do experiments in space. But what's life like there? Let's find out!

A
I wear a spacesuit when I work outside the space station, of course. I usually wear shorts and a T-shirt when I'm inside the space station.

B
We eat the same food as on Earth, but it comes in a can or a small bag. We also drink water, juice and coffee from small bags.

water
juice
coffee
peas
pasta
meat

C
We sleep in sleeping bags. Look! This sleeping bag is mine. Sleeping bags help us so that we don't float away.

D
Each astronaut has got a box with a tube of toothpaste, a toothbrush, a bag of water, a towel and other things in it. We brush our teeth like we do on Earth, but here we swallow the toothpaste!

10

- Refer Ss to the text and ask them to underline any examples of *Indefinite* and *Definite Articles* and *Possessive pronouns*. (e.g. *I wear a spacesuit, We eat the same food as on Earth, This sleeping bag is mine.*)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples and write a few of them on the board. 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. blue / the / is / bag / his).

Activity 4 L2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain that they are going to hear an interview. Tell Ss that they will have to listen carefully and write T for True or F for False, according to what they hear.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Mr Price: *Hello, everyone, and welcome to 'Life in the countryside'. Today we are visiting the Bright brothers, Kevin and Peter, on their farm. That's right! This farm is theirs! Hello!*

Peter: *Hi! Thanks for coming, Mr Price.*

Mr Price: *The pleasure is mine! Now, Kevin, tell us, what time do you wake up in the morning?*

Kevin: *We always get up at four o'clock in the morning.*

Mr Price: *That's early!*

a tube of toothpaste

space station
swallow
float away

LOOK! p. 67

There's a bike in the garden. The bike is red.

That is Mr Smith's spacesuit. It's his.

3 **Read again and correct the sentences.**

1. The International Space Station goes round the moon.
2. Astronauts wear shorts outside the space station.
3. Astronauts drink water from a can.
4. Sleeping bags help so that astronauts can float away when they sleep.
5. Astronauts don't swallow the toothpaste when they brush their teeth.

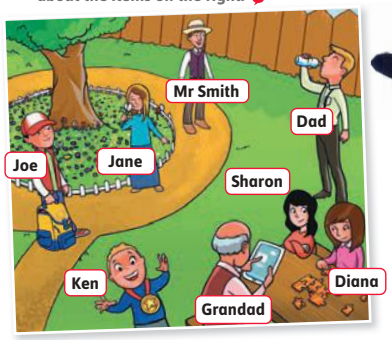
4 **Listen and write T for True or F for False.**

1. Kevin and Peter are brothers. ☐
2. Kevin and Peter get up late. ☐
3. Peter takes care of the animals. ☐
4. Kevin and Peter sell the vegetables they grow. ☐
5. Mr Price says farming is easy. ☐

5 **Play a memory game. Look at the picture for two minutes and then cover it. Answer your partner's questions about the items on the right.**

Whose bag is this? Is it Ken's?

No, it isn't. It's Joe's bag. It's his.



Peter: *Yes, it is! Those cows over there are ours. We must feed them twice a day.*
Mr Price: *What other animals have you got?*
Kevin: *Well, we have also got goats, horses and chickens.*
Peter: *Kevin takes good care of the animals.*
Mr Price: *Do you grow vegetables?*
Kevin: *Yes, we do! We've got lots of vegetables. Peter plants them. That tractor is ours. We use it for lots of jobs on the farm.*
Mr Price: *What do you do with all the vegetables?*
Kevin: *We take them to the market and sell them.*
Mr Price: *Well, farming sure is hard work! Thanks for your time! That's all for this week, folks! Join me next... (fade out)*

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

Activity 5 S2.2

- Direct Ss' attention to the picture and ask them to tell you what they can see. (Some people doing different activities in the garden.) Then draw Ss' attention to the items and the girls, and ask them to read what they are saying. Point out that the items belong to the people in the picture.
- Divide the class into pairs and tell SA in each pair to study the picture for two minutes. When time is up, ask SA to cover the picture and explain that SB will point to an item and ask SA whose it is and suggest a person from the picture. SA then has to answer according to what he/she remembers.
- Invite a S to come to the front of the classroom with his/her book and tell him/her to look at the picture carefully. Then cover it and ask, for example, *Whose hat is this? Is it Dad's?* and encourage the S to answer.
- Have a few pairs of Ss act out the exchange at the front of the classroom.

open answers

Optional

Find your pair

- Divide the class in half and hand out the prepared slips of paper with the Possessive Pronouns written on them to one half and the slips with the sentences written on them to the other half. Tell Ss not to show their slips of paper to anyone.
- Explain to Ss that they have to try and find their pair by going round the classroom whispering their sentence or Possessive Pronoun phrase until you count to twenty.
- When Ss have found their pair, have them present the full exchange to the rest of the class, e.g. *These shoes are Tina's. They're hers.*

Before leaving

- Explain to Ss that they have to say one thing they remember from the text about life on the International Space Station.
- Make sure all of the Ss say something about the text before they leave the classroom.

Workbook

Activity 1 W2.2

1. tube of toothpaste
2. astronauts, space station
3. floating away
4. satellite
5. swallow
6. towel
7. spacesuits

Activity 2

1. a, the
2. The
3. The, The
4. a, a
5. the, the
6. the, the

Activity 3

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

Activity 4 L2.1 (see p. 148)

1 LET'S TALK

Language focus

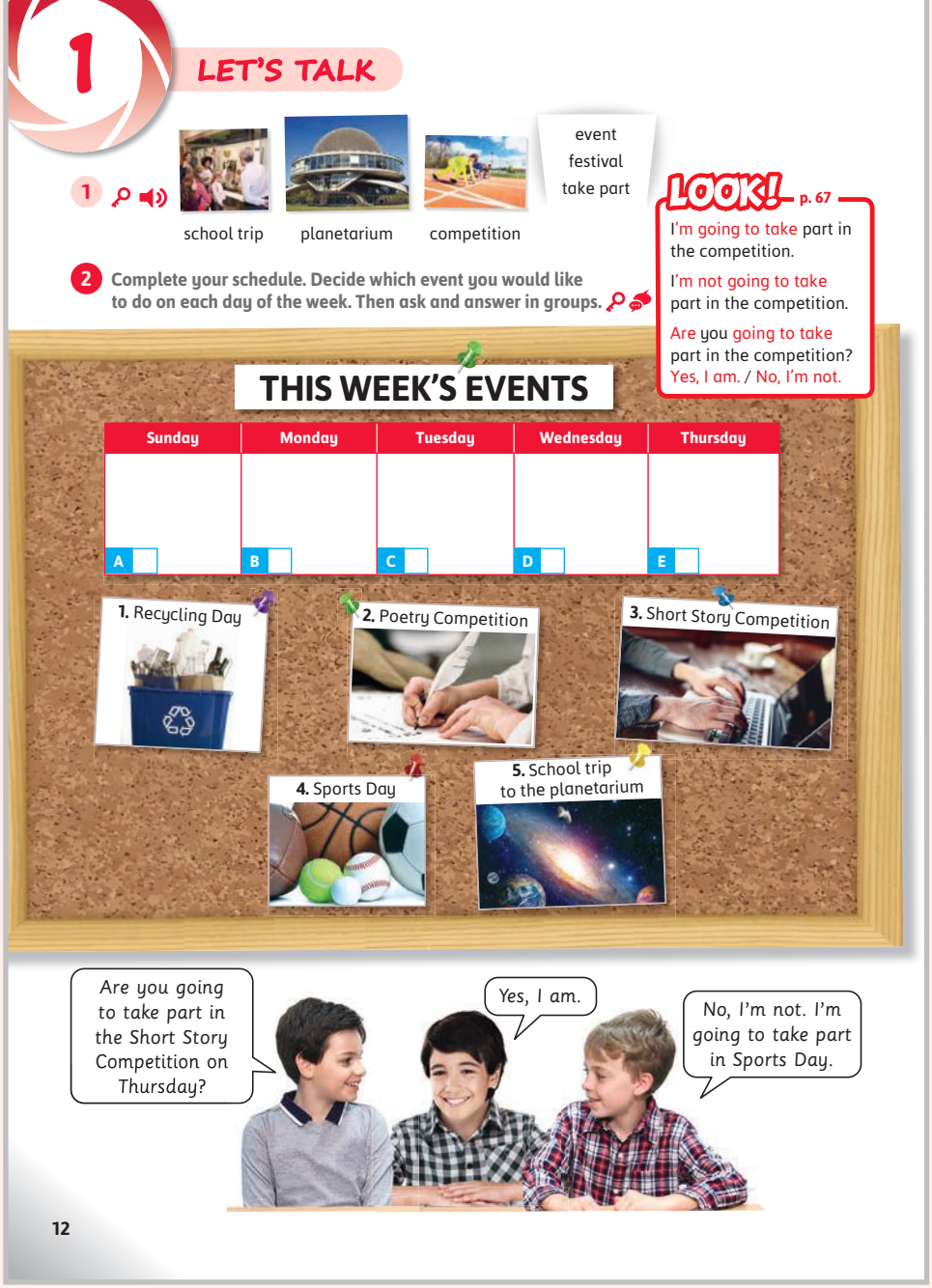
Objectives
- **to talk about one's schedule**
- **to talk about future plans**

Vocabulary
Nouns: planetarium, competition, event, festival
Phrasal verb: take part
Phrase: school trip

Structures
I'm going to take part in the competition.
I'm not going to take part in the competition.
Are you going to take part in the competition? Yes, I am. / No, I'm not.

Materials
- flashcards for *school trip, planetarium, competition*
- flashcards from the previous lesson for *astronaut, satellite, spacesuit, towel, a tube of toothpaste*

Revision (Optional)
- Use the flashcards from the previous lesson (astronaut, satellite, spacesuit, towel, a tube of toothpaste). Show each one to Ss and ask, for example, *Is it a spacesuit?* Encourage Ss to answer, *Yes, it is* or *No, it isn't*, accordingly.
- Repeat the same procedure with the rest of the flashcards.
- Alternatively, stick the flashcards on the board and ask Ss to come to the board one by one and name the item depicted on the flashcard you are pointing to.
- Have **higher-performing Ss** write a sentence with the word on the board.



1 LET'S TALK

1 school trip planetarium competition

event
festival
take part

LOOK! p. 67
I'm going to take part in the competition.
I'm not going to take part in the competition.
Are you going to take part in the competition? Yes, I am. / No, I'm not.

2 Complete your schedule. Decide which event you would like to do on each day of the week. Then ask and answer in groups.

THIS WEEK'S EVENTS

Sunday	Monday	Tuesday	Wednesday	Thursday
A	B	C	D	E

1. Recycling Day
2. Poetry Competition
3. Short Story Competition
4. Sports Day
5. School trip to the planetarium

Are you going to take part in the Short Story Competition on Thursday?
Yes, I am.
No, I'm not. I'm going to take part in Sports Day.

12

Lesson plan

Warm-up
- Ask Ss if they enjoy taking part in school events. Have them explain why or why not, and tell you what kind of events they usually take part in. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Say, *I'm very happy when we go on a school trip to museums* and have Ss repeat. Write the sentence on the board and underline the phrase *school trip*. Then stick the flashcard above the underlined phrase.
- Repeat the procedure for the words *planetarium* and *competition*.
- Write sentences on the board with the words *event* and *festival* and the phrasal verb *take part*, and underline them. For example, write:
  My school organises fun events at the end of the school year.
  I am baking some biscuits for the school food festival.
  I want to take part in the short story competition because I'm good at writing.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words / phrasal verb.

- Have Ss open their books to p. 12 and point out the words/phrases in the vocabulary section.
- Play the recording a few times and have Ss point to the words/phrases and repeat.
- Say the words/phrases in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

LOOK!

- Say, *On Saturday, I'm going to take part in the short story competition. I'm not going to take part in the food festival.*
- Write the sentences on the board and ask Ss if they recognise the tense (Future *be going to*) and when they think it is used. Elicit that this tense is used to talk about actions that we intend to do in the future.
- Point out to Ss that the Future *be going to* is formed with the verb *to be* (am, is, are) + *going to* + *base form* of the main verb.
- Direct Ss' attention to the *Look!* box and read the sentences, question and short answers.
- 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 Future *be going to*. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. We / watch / football match / tomorrow).

Activity 2 R4.1 L2.3 S2.4

- Direct Ss' attention to the events displayed on the noticeboard and then to the schedule with the days of the week.
- Explain to Ss that they will have to decide which activities (1-5) they would like to do on the five different days of the week (A-E).
- Allow Ss some time to choose the events they want to do / take part in / attend on the different days of the week.
- Then direct Ss' attention to the boys at the bottom of the page and ask them to read the exchange.
- Explain to Ss that, in groups of three, they are going to ask and answer about their partner's plans on a specific day. SA will ask SB and SC if he/she is planning to do a specific activity on a specific day. SB and SC will respond according to the schedule they filled in. Point out that they should take turns asking and answering.
- Invite two Ss to come to the front of the classroom and demonstrate the activity with them.
- Divide the class into groups of three and have them do the activity.
- Have groups act out the exchange at the front of the classroom.

open answers

Optional

True or False?

- Ask Ss to close their books and explain that you are going to say a few sentences and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms in front of them when they hear false sentences.
- You may want to play an alternative version of this game and have Ss respond verbally to the true and false sentences. For example, say, *You're sad when you go on a school trip* and Ss respond, *No, we aren't*.
- Play the game until you run out of sentences.

Before leaving

- Divide Ss in pairs and explain that they will have to ask and answer questions about their plans for the week using the Future *be going to*.
- Demonstrate the activity with a S. Approach a S and ask, *Are you going to go shopping on Friday afternoon?* Encourage the S to answer and then ask you a question.
- Make sure all of the Ss ask and answer before they leave the classroom.

Workbook

Activity 1 W2.2

1. event
2. planetarium
3. school trip
4. take part
5. competition
6. festival

Activity 2

1. Hanan is going to take part in a writing competition at the weekend.
2. Jasmine and Ann are going to take part in a cooking competition on Saturday.
3. Gary is going to learn about the planets at the planetarium on Thursday.
4. Amani and Latifa are going to go on a school trip to the zoo next Tuesday.

Activity 3 W1.2 W1.5

open answers

Language focus

Objectives

- **to read an email about someone's hobby**
- **to write an email about one's own hobby**
- **to revise and consolidate structures and vocabulary presented in previous lessons**
- **to revise how to use different tenses in a description**
- **to revise how to use adverbs of frequency in a description**
- **to revise how to use capital letters, full stops, question marks and exclamation marks in sentences**

Revision (Optional)

- Divide Ss into groups of three and have them do activity 2 from the previous lesson. Make sure Ss are in different groups from the previous time.

Lesson plan

Warm-up

- Approach a S and say, *My hobby is doing arts and crafts. What's your hobby?* Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R1.1

- Have Ss open their books to p. 13.
- Direct Ss' attention to the email. Explain to Ss that a boy named Malik wrote it to his friend Jameel describing his hobby.
- Explain to Ss that they are going to read the email 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) in order to find out what Malik's new hobby is. (Making 3D puzzles.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the email. *Why is Malik writing to Jameel?* (Because he wants to tell him about his new hobby.), *Does he do it alone?* (No, he doesn't. He does it with his brother.), *When do they usually do the puzzles?* (They usually do them in the evenings.), *What structures have they got?* (They have got Big Ben and the Eiffel Tower.), *Which structure are they working on now?* (They're working on Aspire Tower.)
- 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 W3.2 W2.3

- Direct Ss' attention to the *Writing tip* box. Explain that these tips appear in every Module to help Ss improve their writing skills.
- Read the tip out loud. 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. *On Mondays, I always tidy my room, but today I'm playing volleyball with my friends. Later I am going to visit my grandmother.* Point out that when we describe events, we must be careful with the tenses we use. The Present Simple is used for habits or actions that happen regularly, the Present Progressive is used for actions that are happening at the moment of speaking and Future *be going to* is used to express future plans and intentions.
- Direct Ss' attention to the first part of the sentence and underline the word *always*. Point out that when we write, we use adverbs of frequency to show how often something happens.
- Invite Ss to the board and ask them to write their own examples, following the instructions in the *Writing tip*.
- Direct Ss' attention to the final bullet point in the *Writing tip* box and read it aloud. Explain to Ss that they should always know what they are going to write about before they begin writing and that once they finish, they must re-read their work and make corrections and changes. It is also a good idea to promote peer teaching by having Ss exchange their first drafts with a partner, and having them suggest changes.
- Then direct Ss' attention to the note in the tip. Read it aloud and explain it.

Optional

Whose is it?

- Hand out a sheet of plain A4 paper to each S.
- Explain to Ss that they will have to write a few sentences about their hobby without writing their names and then put the sheets in a pile on your desk.
- Choose a piece of paper and invite a S to read what is written on it. After he/she is done reading, he/she will have to guess whose hobby he/she has described.

Before leaving

- Explain to Ss that they will have to form a sentence using an adverb of frequency to show how often they do an activity.
- Make sure all of the Ss form a sentence before they leave the classroom.

PROJECT 1

1 Below is an email Malik is going to send to Jameel. What is Malik's new hobby? Read and answer.

My hobby

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

Compose mail

To: jameel@mail.com
Add Cc Add Bcc
From: maiikinlondon@mail.com
Subject: New hobby
Attach a file

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

Hi, Jameel

Thanks for your email. I hope you're fine. I'm writing to tell you about my new hobby.

My brother and I do 3D puzzles of famous structures. It's really fun! We usually do them in the evenings. When we finish them, we always put them on a shelf in the living room. We have got Big Ben and the Eiffel Tower. We are working on Aspire Tower now – it's a skyscraper in Doha, Qatar! Guess what! We are going to visit Doha next month! I can't wait.

Write soon and tell me about your hobby!

Bye for now!
Malik

Give information about your new hobby. Mention:
- who you do it with
- when / how often you usually do it
- what you are working on at the moment

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

Writing tip

- Use the **Present Simple** for habits and actions that happen regularly.
  e.g. *My brother and I do 3D puzzles of famous structures.*
- Use **adverbs of frequency** (always, often, usually, sometimes, never) to give information about how often something happens.
  e.g. *We usually work on them in the evenings.*
- Use the **Present Progressive** for actions that are happening now, at the moment of speaking.
  e.g. *I'm writing to tell you about my new hobby.*
- Use the **Future *be going to*** to express future plans and intentions.
  e.g. *We are going to visit Doha next month!*
- Before you begin writing, **make notes** of the information you want to include. **Write your first draft**. Then **revise** your writing (structures and vocabulary). After that, **edit** it (punctuation) and exchange it with a partner to make new suggestions. Finally, **write** your final draft.
  Remember: Use a variety of grammatical structures and adjectives/vocabulary, and make sure you have used the tenses correctly.

Tip!

Remember!
- Start proper names and all sentences with a capital letter.
- Always use full stops (.) at the end of sentences and question marks (?) at the end of questions. Use exclamation marks (!) at the end of sentences that show strong emotion.

13

Activity 3 W2.2

open answers

Activity 4 W2.3

- Ask Ss to go to the WB p. 70 and complete the writing plan before they start the writing task.
- Draw Ss' attention to the page provided in the WB for the writing task.
- Instruct them to refer to the format of the writing task as well as to the guidance given in the SB. You can also display Ss' Projects in the classroom.

open answers

Note

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

Workbook

Activity 1 R2.1 W2.2

1. His hobby is doing 3D puzzles.
2. In the evenings.
3. At home.
4. He's working on Aspire Tower.
5. He is going to visit Doha.

Activity 2 W2.3

1. The children always play in the garden.
2. How often do you play tennis?
3. I am cooking pasta at the moment.
4. When does Mark do karate?

1 READING TIME

Language focus

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

Vocabulary
Verbs: score, shoot, miss, lose
Nouns: teammate, score, point

Materials
- flashcards for *teammate, score (v.), score (n.), point, shoot*
- the photocopies of the story and the narration boxes 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.

1 READING TIME

1

teammate

score (v.)

point

score (n.)

shoot

miss
lose

2 Read and answer. Why was Alan sad after his team won the game?

Tip! Before you read, try to predict what the text is about with the help of the title and the pictures.

WORKING TOGETHER

1 The big basketball game is today. Alan and Derek are in the same team, the Tigers. The game starts and everyone is excited. Alan takes the ball and scores the first points for his team.

2 Alan scores more points for his team and everybody claps. He feels great! Alan gets the ball again. 'Pass it to me!' shouts Derek, but Alan doesn't listen. He shoots the ball and misses. The game continues and Alan still doesn't share the ball. His teammates are angry.

14

Lesson plan

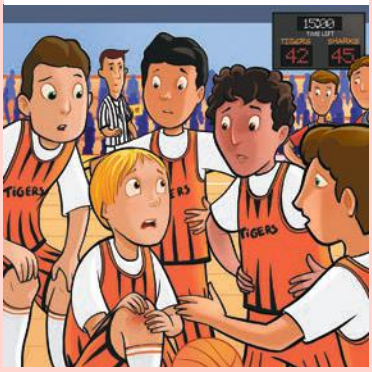
Warm-up
- Ask Ss if they play a sport in a team. Elicit their answers and then ask them if it is important for a team to work together in order to win a game/match. Initiate a short class discussion and encourage all of the Ss to participate.

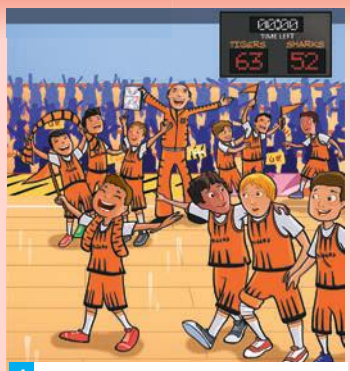
Activity 1 R4.1
- Approach a S and say, *We are in the same team. We are teammates*. Write the sentences on the board, underline the word *teammates* and stick the flashcard on the board above the word.
- Pretend you are a sports commentator. Invite a S to come to the front of the classroom and explain that he/she has to mime playing basketball. Say, *(Dylan) takes the ball, shoots and scores two points! The score is 2-0!* Write the sentences on the board, underline the words *shoots, scores, points* and *score* and stick the corresponding flashcards on the board above each word. Explain to Ss that the word *score* is used both as a verb and as a noun.
- Write sentences on the board with the verbs *miss* and *lose* and underline them. For example, write: *He takes the ball, shoots and ... oh, no, he misses!*
  Too bad!
  I don't like it when my favourite basketball team loses a game.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 14 and 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

Before reading
- Draw Ss' attention to the tip and explain it.
- Direct Ss' attention to the title of the story and the illustrations, and ask them to predict what the story is about and how it ends.
- 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 main characters (Alan and Derek).

3 The score is 45-42. The Tigers are losing. Alan has got the ball again. Suddenly, he falls down and hurts his knee. He can't play, but he really wants his team to win. 'Can you win without me?' he asks. 'We can try. We are going to work together!' his teammates answer. The team play well together and win the game.





4 'We are the winners!' the team shouts. Alan is sad. 'What's the matter?' Alan's teammates ask. 'I'm really sorry I didn't share the ball. We must always work together. You are a great team.' 'No, Alan. We are a great team!' answers Derek. 'Come on, let's celebrate!'

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

1. Alan and Derek are in different teams. ☐
2. Derek scores the first points for his team. ☐
3. Alan's teammates get angry with him. ☐
4. Derek doesn't share the ball with his teammates. ☐
5. Alan falls down and hurts his arm. ☐
6. In the end, the *Tigers* win the game. ☐

Let's chat

What does the word 'team' mean? Is Alan a team player? Does Alan realise his mistake in the end? What do you think about his teammates' behaviour towards him after the game? Are you a team player when you play in a team? Is it important to help your teammates?

While reading

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out why Alan was sad after his team won the game. (He was sad because he felt bad about not having been a team player.)
- 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:** scores (v.), points, **Frame 2:** scores (v.), points, shoots, misses, teammates, **Frame 3:** score (n.), losing, teammates, **Frame 4:** teammates).
- Ask Ss to find and identify all of the verbs in Present Progressive or Present Simple in the story (**Frame 1:** is, are, starts, is, takes, scores, **Frame 2:** scores, claps, feels, gets, shouts, doesn't listen, shoots, misses, continues, doesn't share, are, **Frame 3:** is, are losing, has got, falls, hurts, wants, asks, answer, plays, win, **Frame 4:** are, shouts, is, 's, ask, 'm, are, are, answers).
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame.
  Frame 1: Alan and Derek are on the same basketball team. They are playing a basketball game and Alan is the first to score points for his team.
  Frame 2: Everyone is very happy and claps because Alan scores more points, but when his teammates ask for the ball he doesn't pass it. His teammates get angry.
  Frame 3: The Tigers are losing the game and Alan hurts his knee. The rest of the team work together, and the Tigers finally win the game.
  Frame 4: The team is very happy, but Alan seems sad.
  He apologises for not having shared the ball earlier. His teammates are kind to him and explain that they are a great team and that they should celebrate their victory all together.
- Ask Ss some questions about the story.
  Frame 1: *What are the children doing?* (They are playing a basketball game.), *What's the name of the team Alan and Derek are in?* (The Tigers.)
  Frame 2: *Does Alan pass the ball to Derek?* (No, he doesn't.), *How do his teammates feel?* (They feel angry.)
  Frame 3: *Are the Tigers winning?* (No, they aren't.), *What happens to Alan?* (He falls down and hurts his knee.), *Does the team win in the end?* (Yes, it does.)
  Frame 4: *Why does Alan feel sad?* (Because he realises that he wasn't a team player.), *Does Alan apologise for his behaviour?* (Yes, he does.), *What do his teammates tell him?* (They tell him that all together they make a great team and that they should celebrate their victory.)

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 write T for True or F for False, according to the story.
- Have Ss compare their answers in pairs, then check as a class.

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

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

Post-reading

Let's chat

S1.1 S1.2 L2.3

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

Suggested answer:

A 'team' is a group of people who work or play together. Alan wasn't a team player, but he realised his mistake in the end. I think Alan's teammates were very kind to him. I try to be a team player because it's very important for me that teammates help one another to get the best results.

1 READING TIME

Optional

Story line

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

Before leaving

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

Workbook

Activity 1 W2.2

1. teammates
2. scores
3. points
4. shoots, misses
5. lose

Activity 2

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

Activity 3 W2.2

A. 3 - Alan falls down and hurts his knee.
B. 1 - Alan scores the first points for his team.
C. 4 - The Tigers are the winners.
D. 2 - Alan doesn't share the ball.

1 PHONICS

1 Listen and say.

2 Listen and say. Then circle the /aɪ/ sounds.

Ty can fly

I have got wings, my name is Ty.
I fly in December, I fly in July.
I fly to the desert – it's so dry.
I have got wings, my name is Ty.
I can't go cycling, I can fly.

16

PHONICS

Language focus

Objectives

- **to practise the pronunciation of y** /aɪ/
- **to say a phonics chant/poem**

Vocabulary

fly, dry, go cycling, July

Phonics

y /aɪ/

Materials

- flashcards of *fly, dry, go cycling, July*
- phonics cards of *fly, go cycling* (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 at the basketball game and how Alan and his teammates 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. Alan and Derek / in / same team) 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 *y* on the board. Under it, stick the flashcards with the objects that contain / end in that sound.
- Point to *y* and say /aɪ/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (fly, dry, go cycling, July) and say the words they depict out loud, having Ss repeat after you.

Activity 1

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

Listening transcript

/aɪ/, /aɪ/, *fly, dry, go cycling, July*

- 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.

- Direct Ss' attention to the illustration. Ask Ss what they can see. (A bird flying in the desert.)
- Ask Ss, *Where is the bird?* (It's in the desert.) *What is it doing?* (It's flying.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to underline the /aɪ/ sounds.
- Play the chant/poem *Ty can fly* and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle the /aɪ/ sounds.
- Then play the chant/poem once more and encourage Ss to say the chant/poem.

circled: Ty, fly, my, Ty, fly, fly, July, fly, dry, my, Ty, cycling, fly

TPR Activity

- Photocopy and give Ss the phonics cards for *fly* and *go cycling*.
- Explain to Ss that they have to say the chant/poem and raise the appropriate phonics card when they hear the word ending in / containing /aɪ/.

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. *dry* and have Ss write the semivowel on the board, e.g. *y* and say the sound /aɪ/.
- 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

Write the word

- Divide Ss into two teams. Invite a S from each team to come to the board. Give each S a marker. Call out different words, some of them containing or ending in the sound /aɪ/, e.g. *fly, sky, wings*, etc.
- Ss have to write only the words containing or ending in the sound /aɪ/, e.g. *fly* and *sky*.
- The S that does this the fastest wins a point for his/her team.

Workbook

Activity 1

Listening transcript

1. *July* **2.** *fly* **3.** *dry* **4.** *go cycling*

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

Activity 2 W2.2

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

1. go cycling
2. July
3. fly
4. dry

Activity 3 W2.2

1. dry
2. July
3. go cycling
4. fly

TOP TIME! 1

Language focus

Objectives

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

Vocabulary

Verbs: sign
Nouns: publisher, stand, literature

Materials

- flashcards for *publisher, stand sign*

Revision (Optional)

- Revise the phonics sounds from the previous lesson by handing out the phonics cards and having Ss do the TPR activity from the Phonics lesson.

Lesson plan

Warm-up

- Ask Ss if they like reading books and/or what their favourite book is and what it is about. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Hold up the flashcards for *publisher, stand* and *sign*, say the words and encourage Ss to repeat.
- Write sentences on the board with the word *literature* and underline it. For example, write: *The book Black Beauty is a classic story in English literature, and everyone should read it.*
- Ask Ss to read the sentence out loud and infer the meaning of the underlined word.
- Have Ss open their books to p. 17 and 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.
- Say the words again in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1

- Read the title of the text and ask Ss to predict what it is about. (It's about the Doha International Book Fair and the Frankfurt International Book Fair.)
- Draw Ss' attention to the rubric and ask Ss what they know about the fairs presented in the lesson. (They are international book fairs that take place every year in Doha and Frankfurt.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out more about these book fairs.
- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. *When does the Doha International Book Fair take place?* (In November and December.), *Where does it take place?* (At the Doha Exhibition and Convention Centre.) *Who takes part in this exhibition?* (Publishing houses from Qatar as well as publishers from more than thirty other countries.) *What kind of books can you find at this fair?* (You can find books in Arabic, English, Chinese and in many other languages.), *How many people visit the event every year?* (More than 50,000 people.) *When does the Frankfurt International Book Fair take place every year?* (In October.) *Who takes part in this exhibition?* (Publishers from over 100 different countries exhibit their work at this fair with books that explore a great variety of topics.) *How long does the fair last?* (It lasts five days, from Wednesday to Sunday.) *What happens during the first three days?* (Only publishers and authors can visit the fair during these days.) *What happens during the weekend?* (The book fair opens its doors to anyone who loves books.)

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 text again and write D for the Doha International Book Fair or F for the Frankfurt International Book Fair, according to the texts.
- Have Ss compare their answers in pairs, then check as a class.

1. D 2. F 3. F 4. F 5. D

- 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 Doha International Book Fair takes place in October every year* 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.

1

publisher

stand

sign

literature

2 Do you know anything about the two book fairs below? Read and find out.

Books! Books! Books!

The Doha International Book Fair

The Doha International Book Fair takes place in November and December every year at the Doha Exhibition and Convention Centre. Publishing houses from Qatar, as well as publishers from more than thirty countries **worldwide** take part in this exhibition. At this event, visitors can find books in Arabic, English, Chinese and in many other languages. The fair **displays** books and educational material on many different topics and for many school subjects, like history, literature, poetry, technology and health. Authors, artists and people who work at libraries attend the exhibition. More than 50,000 people visit to see all the new book releases. It's a book fair you don't want to miss!

The Frankfurt International Book Fair

Every year in October, the Frankfurt International Book Fair takes place in Frankfurt, Germany. Publishers from over 100 different countries **exhibit** their work at this fair, and there are thousands of stands with books that explore a great **variety** of topics. There are also books in many different languages. The fair lasts five days, from Wednesday to Sunday. On the first three days, only publishers and authors can visit the fair. However, at the weekend, this book fair opens its doors to anyone who loves books.

3 Read again and write D for the Doha International Book Fair or F for the Frankfurt International Book Fair.

1. More than 50,000 people visit this fair every year. ☐
2. This fair takes place in October. ☐
3. This fair lasts five days. ☐
4. Anyone can visit this fair at weekends. ☐
5. You can find books about school subjects. ☐

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.

Workbook

Activity 1 R4.2

open answers

(**Suggested answers:**
1. existing or happening in all parts of the world
2. to arrange and show a collection of things for the public to see
3. to show something publicly
4. different types of one thing)

Activity 2 L2.1

Listening transcript

Omar: *Hi, Ali. How are you?*
Ali: *I'm fine thanks, Omar. And you?*
Omar: *Good, good. What are you going to do on Friday?*
Ali: *I'm going to visit my grandparents. Why?*
Omar: *I've got two tickets to the Doha International Book Fair. Do you want to come with me? We can go on Saturday, if you want.*
Ali: *I don't know.*
Omar: *Oh, come on! There are going to be books on many topics, like technology and history. We can get something to eat at the cafeteria there too!*
Ali: *Hmm, the books on technology sound interesting.*
Omar: *See? My favourite author is going to be there too. I'm going to buy his new book at the fair and ask him to sign it.*
Ali: *That doesn't sound very exciting to me.*
Omar: *Don't worry! There are many other things you can do. There's going to be a short story workshop and a poetry competition for young poets, and I know you like poetry. How about that?*
Ali: *That's interesting! Maybe I can take part in the competition! See you on Saturday then!*
Omar: *Great! See you.*

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

Project work W1.3

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

1 ROUND-UP

Language focus

Objectives

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

Revision (Optional)

- Have Ss come up to the front of the classroom and present the posters they made (WB, Top Time! 1, Project Work).

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 a plain sheet of A4 paper to every S.
- Tell Ss that they will have five minutes to write down as many sentences as they can using the *Present Simple*, the *Present Progressive*, *Definite* and *Indefinite Articles*, *Possessive Pronouns* and Future *be going to*.
- Once the five minutes are up, say, *Time's up!* and make sure all of the Ss put their pencils down. Then tell Ss to exchange sheets with their partners. Explain to them that they have to correct each other's sentences if there are any mistakes.
- Check Ss' sentences by having Ss read them out loud.
- Write some of the sentences on the board and ask Ss to tell you when the structures presented in this Module are used.

Activity 1 L2.1 L2.3

- Draw Ss' attention to the tip and explain it.
- Direct Ss' attention to the pictures and ask them what they depict. Then ask them to read the questions.

1 ROUND-UP

Listening

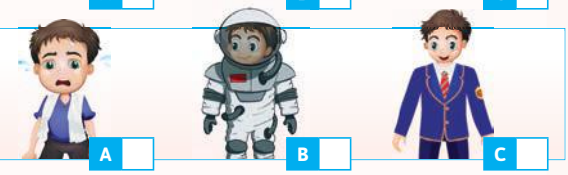
Tip! Before you listen, look at the pictures carefully.

1 Listen and tick (4) the correct picture.

1. Where is George going to be on Saturday?

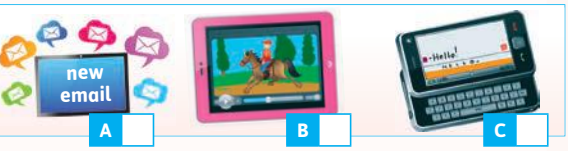
A ☐ B ☐ C ☐

2. What is the boy wearing?



A ☐ B ☐ C ☐

3. What is Anne going to do later?



A ☐ B ☐ C ☐

Speaking

2 Work in pairs. Ask and answer questions and complete your partner's weekend schedule.

	FRIDAY	SATURDAY
Morning		
Afternoon		
Evening		

- Explain that they will hear three short dialogues. Tell Ss that they will have to listen carefully and tick the appropriate picture (A, B or C) which answers the question given.
- Play the recording twice and have Ss tick the correct picture.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

1.

Robert: *Hi, George! What are you going to do on Saturday?*
George: *Hello, Robert! I'm going to do something very exciting! Guess!*
Robert: *Hmm.... Are you going to play volleyball?*
George: *No. Guess again!*
Robert: *Are you going to go to the park for Recycling Day?*
George: *No! I'm going to go to a football match.*
Robert: *That sounds great! Have fun!*
George: *Thanks, Robert!*

2.

Joe: *This museum is great, Mum. Look at this! It says here that visitors can try it on!*
Mum: *Well, do you want to try it on?*

Joe: *Sure! Wow! It's hot in here!*
Mum: *Ha ha! You look great, Joe! Can you walk?*
Joe: *No, I can't! It's very heavy! How do they do it?*
Mum: *I'm sure it's difficult for them too. But I think things are different when they're in space.*

3.

Betty: *Hello, Anne! What are you doing? Are you watching a video?*
Anne: *Hi, Betty! No, I'm not. I'm looking for some information for my school project.*
Betty: *What's that?*
Anne: *Oh! It's the sound my tablet makes when I get a new email.*
Betty: *Cool! Are you going to read it now?*
Anne: *No. I'm really busy right now. That can wait for later.*

1. B 2. B 3. A

Activity 2 L2.4 S1.1

- Direct Ss' attention to the picture of the children and ask them to read what they are saying.
- Divide Ss into pairs. Explain that they have to ask their partner questions about what they do at the weekend in order to complete the table with the information about their partner.
- If necessary, write some key phrases/expressions on the board related to the vocabulary of the lesson to help lower-performing Ss.
- Invite a S to come to the front of the classroom to demonstrate the activity. Ask, *What do you usually do on Friday evenings?* and encourage the S to answer accordingly.
- Have a few pairs of Ss come to the front of the classroom and present their exchange.

open answers

Optional

The Shark game

- Draw a big fish with its mouth open at the foot of a staircase. The steps of the staircase correspond to the number of letters in a particular word.
- Choose a S to come to the board, think of a word/phrase from those presented in the vocabulary sections of this Module and draw the corresponding number of steps, e.g. five steps for the word *towel*.
- 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 about themselves using the structures presented in this Module. (*Present Simple, Present Progressive, Definite and Indefinite Articles, Possessive Pronouns, Future be going to, etc.*)
- Make sure all of the Ss form sentences before they leave the classroom.

Workbook

Activity 1

1. swallow
2. scores
3. uniform
4. brush
5. planetarium
6. towel
7. surfs

Activity 2

1. a tube of toothpaste – B
2. do karate – D
3. take part – E
4. tidy my room – C
5. space station – A

Activity 3

1. does karate
2. takes part, is making
3. are playing volleyball
4. checks
5. Is ... texting, is talking
6. is playing, is losing

Activity 4

1. is going to play volleyball
2. is going to eat at a restaurant
3. is going to watch a DVD
4. is going to do his homework
5. is going to tidy his room
6. is going to surf the Net, check his email

Activity 5 R2.1

1. J 2. T 3. T 4. J 5. B 6. T

Now I can

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

Note

- Bring two or three empty shopping bags to the next lesson.

2 The past

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

Song

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer, simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- narrate, with support, short, basic stories, events and experiences (S5.1)

Let's talk

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to the main idea in simple texts of two paragraphs or more (R1.1)
- agree together with classmates on a set of basic steps needed to complete short classroom tasks (S3.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- connect with a lot of support sentences into a coherent paragraph using basic coordinating conjunctions (W2.1) WB

Top Stars

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar, high frequency words accurately in guided writing (W2.2)
- follow and identify, with support, the detail in longer, simple texts (L2.1)
- guess, with support, the meanings of unknown words important for comprehension in short, simple texts from clues provided by other known words they hear (L3.1)
- describe, with support, people, places and objects using suitable statements (S2.2)

Our world

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to the main idea in simple texts of two paragraphs or more (R1.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2)
- follow and identify, with support, the detail in longer, simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)

Cursive Writing

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

Project

- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- connect with a lot of support sentences into a coherent paragraph using basic coordinating conjunctions *(and)* (W2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB
- narrate, with support, simple, factual and imaginary events and experiences in one paragraph or more (W1.4) WB

Round-up

- follow and identify, with support, the detail in longer, simple texts (L2.1)
- follow and respond, with some support, to longer, simple questions (L2.4)
- narrate, with support, short, basic stories, events and experiences (S5.1)
- spell, with some support, an increasing range of familiar, high frequency words accurately in guided writing (W2.2) WB
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB
- find out about and describe, with support, events and experiences at an unknown time in the past (W1.6) WB

Reading time

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- explain, with support, basic opinions (S1.2)
- follow and respond, with support, to a short sequence of simple, multi-step instructions (L2.3)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- can understand and respond with support to the main ideas in simple texts of two paragraphs or more (R1.1) WB

CLIL 1

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the detail in longer, simple texts (L2.1) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB

Phonics

- follow and identify, with support, the detail in longer, simple texts (L2.1)
- spell, with some support, an increasing range of familiar, high frequency words accurately in guided writing (W2.2) WB

2 SONG

Language focus

Objectives
- **to talk about free-time activities**
- **to talk about the past**

Vocabulary
Phrase: stay at home
Free-time activities: hang out, go to the shops, meet a friend, go for a walk

Structures
Jane went for a walk yesterday.
Jane didn't go for a walk yesterday. She stayed at home.
Did Jane go for a walk yesterday?
Yes, she did. / No, she didn't.

Materials

- flashcards for *hang out, go to the shops, meet a friend, go for a walk*
- two or three empty shopping bags

Lesson plan

Warm-up

- Stand at the front of the class and say, *Yesterday, I went to the supermarket. I bought some fruit and vegetables.* Then ask a S what he/she did the previous day. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Hold the bags you brought and mime looking at a shop window. Say, *I go to the shops once a month with my friends*, and encourage Ss to repeat. Write the sentence on the board, underline the phrase *go to the shops* and stick the flashcard above it.
- Repeat the procedure for the rest of the activities.
- Have Ss open their books to p. 19 and point out the free-time activities/phrase in the vocabulary section.
- Play the recording a few times and have Ss point to the free-time activities/phrase and repeat.
- Say the free-time activities/phrase in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 L2.1

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

- Direct Ss' attention to the photos and ask them what they depict. (A girl doing different free-time activities alone or with a friend/relative.)
- Ask Ss to name as many of the activities as they can using the phrases from the vocabulary section.
- Explain to Ss that they are going to listen to a song/poem, follow along in their books and match the verses with the photos (A-D).
- Play the recording once and have Ss match. Have Ss compare their answers, then check Ss' answers as a class.
- Play the recording again and encourage Ss to say the song/poem along with the recording.

A. 3 (third verse) B. 4 (fourth verse) C. 1 (first verse) D. 2 (second verse)

LOOK!

- Tell Ss what you did yesterday. For example, say, *It was a beautiful day yesterday. My sister and I went for a walk and then we played table tennis.*
- Write the 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 it is used. Elicit that the Past Simple is used to talk about actions that happened in the past. Underline *was, went* and *played* in the example sentence and ask Ss what they notice about the formation of the verbs. Elicit that the tense is formed according to the type of verb (verb *to be*, regular and irregular verbs).
- Explain that the Past Simple of regular verbs is formed by adding *-ed* to the base form of the main verb while irregular verbs change completely. Point out that the negative, question form and short answers of the Past Simple are formed with the auxiliary verb *did* and the base form of the main verb.
- Direct Ss' attention to the *Look!* box and read the sentences, question and short answers.
- 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 *Past Simple*. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. My friends / go / the mall yesterday).

Activity 3 S1.1 S5.1

- Direct Ss' attention to the two boys in the picture and ask them to guess what they are doing. (They're asking each other what they did the previous day.)
- Divide Ss into pairs. Explain that, in turns, they have to ask and answer about what they did the previous day.

The past

2

SONG

1

hang out

go to the shops

meet a friend

go for a walk

stay at home

2 Listen and match the verses with the photos. Then say.

LOOK! p. 68

Jane went for a walk yesterday.
Jane didn't go for a walk yesterday. She stayed at home.
Did Jane go for a walk yesterday?
Yes, she did. / No, she didn't.

What did you do yesterday?

What did you do yesterday morning?
I went to the shops.
I met a friend there
And we got new clothes to wear.

In the afternoon, what did you do?
I went to my friend's house to talk.
We hung out for an hour
And then went for a walk.

And what about the evening?
I stayed at home then.
I watched TV
And went to bed at ten.

Didn't you have school?
There was no school yesterday.
I didn't have lessons
Because it was Saturday!

3 Work in pairs. What did you do yesterday? Ask and answer with your partner.

- Ask a S to come to the front of the classroom to demonstrate the activity. Ask, *What did you do yesterday?* and encourage the S to answer.
- Have Ss do the activity and go round the classroom making sure Ss take turns asking and answering.
- Have a few pairs of Ss act out the exchange at the front of the classroom.

open answers

Optional

Pantomime

- Divide Ss into teams. Explain that one S from each 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.
- The team with the most points at the end of the game wins.

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.

Workbook

Activity 1

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

Activity 2

1. met
2. went
3. got
4. bought
5. stayed
6. hung out

Activity 3

1. did, go, didn't, met
2. didn't see, were, stayed, studied
3. did, do, went, bought
4. did, play, didn't, was, did

A. Ted B. Fahad
C. Ron D. Fiona

2 TOP STARS

Language focus

Objectives
- **to talk about a past experience**
- **to talk about actions happening at a specific point in time in the past**

Vocabulary
Verbs: survive, recognise
Nouns: nature, rucksack, experience
Adjectives: poisonous, safe
Phrase: make a shelter

Structures
Tim was sleeping yesterday at nine o'clock.
Betty wasn't surfing the Net yesterday at five o'clock in the afternoon.
Were Ron and Peter playing a computer game?
Yes, they were. / No, they weren't.

Materials

- flashcards for *nature, poisonous, make a shelter, rucksack*
- flashcards from the previous lesson for *hang out, go to shops, meet a friend, go for a walk, stay at home*

Revision (Optional)

- Put the flashcards for *hang out, go to the shops, meet a friend, go for a walk* and *stay at home* in mixed order in a pile on your desk.
- Invite a S to come to your desk and pick a flashcard.
- The S has to show the flashcard to the rest of the class and say the free-time activity it depicts.
- Alternatively, ask Ss to tell you what they did last weekend. Encourage them to use the vocabulary and the structures they were presented with in the previous lesson.
- Make sure all Ss participate.

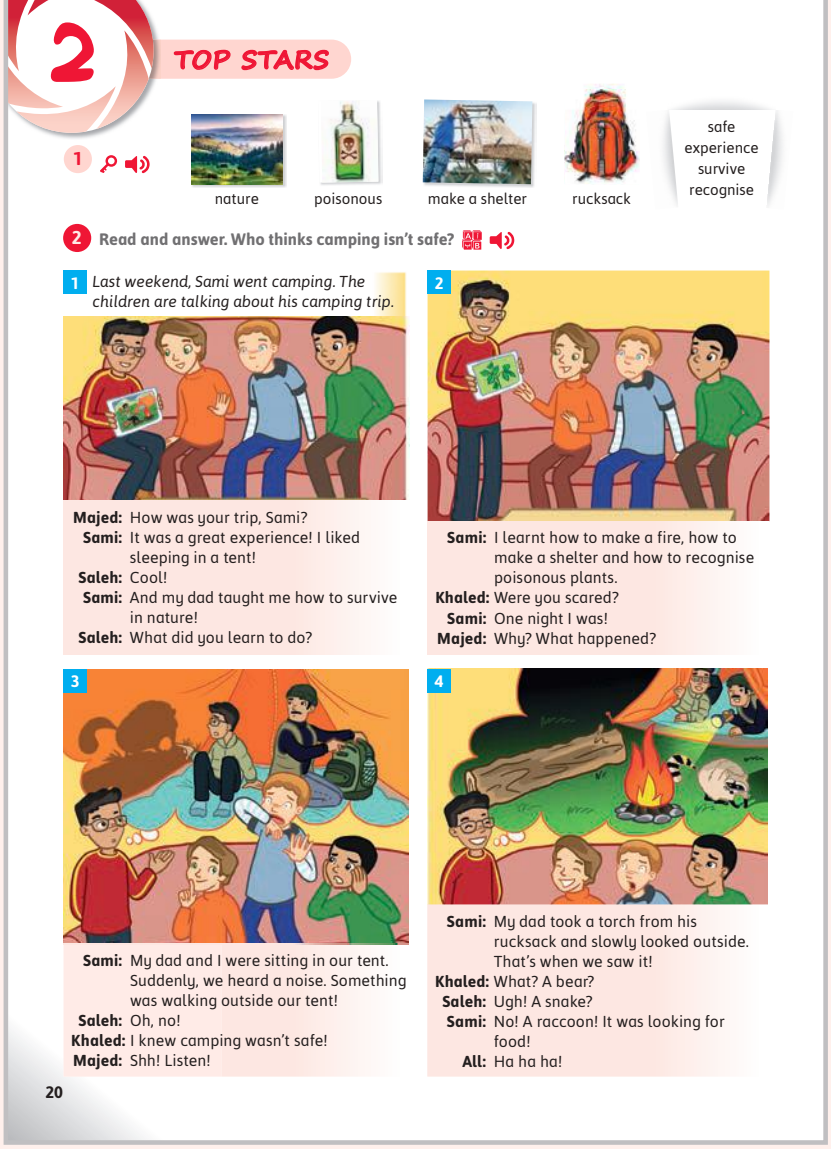
Lesson plan

Warm-up

- Ask Ss what kind of outdoor activities they enjoy doing. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Stick the flashcards for *nature, poisonous, make a shelter* and *rucksack* on the board. Point to each flashcard, say the word and have Ss repeat.
- Write sentences on the board with the words *safe, experience, survive* and *recognise*, and underline them. For example, write:



2 TOP STARS

1

nature

poisonous

make a shelter

rucksack

safe
experience
survive
recognise

2 Read and answer. Who thinks camping isn't safe?

1 *Last weekend, Sami went camping. The children are talking about his camping trip.*

Majed: How was your trip, Sami?
Sami: It was a great experience! I liked sleeping in a tent!
Saleh: Cool!
Sami: And my dad taught me how to survive in nature!
Saleh: What did you learn to do?

2

Sami: I learnt how to make a fire, how to make a shelter and how to recognise poisonous plants.
Khaled: Were you scared?
Sami: One night I was!
Majed: Why? What happened?

3

Sami: My dad and I were sitting in our tent. Suddenly, we heard a noise. Something was walking outside our tent!
Saleh: Oh, no!
Khaled: I knew camping wasn't safe!
Majed: Shh! Listen!

4

Sami: My dad took a torch from his rucksack and slowly looked outside. That's when we saw it!
Khaled: What? A bear?
Saleh: Ugh! A snake?
Sami: No! A raccoon! It was looking for food!
All: Ha ha ha!

20

Don't ride your bike in the street. It isn't safe!
My trip to Peru was an amazing experience!
It's important to know how to survive in nature.
What kind of plant is this? I don't recognise it.

- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 20 and 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 R2.1

- Draw Ss' attention to the illustrations in the presentation.
- Ask Ss to tell you what they think is happening. (The children are at home. Sami is showing everyone some photos from a camping trip he went on. Khaled and Saleh seem quite scared while Majed seems to be very interested in what Sami is saying.)
- Ask Ss if they like camping and have them explain why or why not.
- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section that they see in the frames (Frame 1: experience, survive, nature, Frame 2: make a shelter, recognise, poisonous, Frame 3: safe, Frame 4: rucksack).
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out who thinks camping isn't safe. (Khaled).

LOOK! p. 68

Tim was sleeping yesterday at nine o'clock.
Lolwah wasn't surfing the Net yesterday at five o'clock in the afternoon.
Were Ron and Peter playing a computer game?
Yes, they were. / No, they weren't.

3 **Read again and answer the questions.**

1. Where did Sami go?
2. Where did Sami sleep?
3. What did Sami's dad teach him to do?
4. What were Sami and his dad doing when they heard a noise?
5. What was the raccoon looking for?

4 **A. Listen and write the missing names.**

A Mark and _____

B Harry and _____

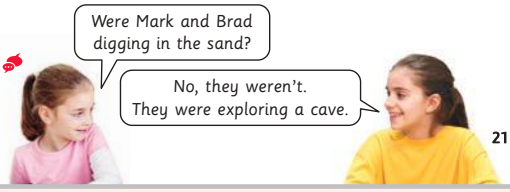
C _____ and Derek

D Clark and _____

B. Listen to the sentences and guess what the words mean. Circle A, B or C.

1. rainforest
   A. waterfall B. desert C. jungle
2. exhausted
   A. poisonous B. very tired C. safe

5 **Look at activity 4A. What were the children doing? Ask and answer.**



- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *Did Sami enjoy his trip?* (Yes, he did.), *What did his father teach him?* (He taught him how to survive in nature.), *Was Sami scared?* (Yes, he was scared one night.), *What happened?* (He and his dad heard a noise. Something was walking outside their tent.), *How did Khaled feel about the story?* (He was scared.), *Was it a scary story in the end?* (No, it wasn't. The sound Sami and his dad heard was a raccoon looking for food.)
- Ask Ss to say how they would have felt if they were in the same position as Sami.

Activity 3 R2.1 W2.2

- 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, according to the text.
- To help **lower-performing Ss** answer Wh-questions, you can give them two options to choose from (e.g. 1. *a. camping* or *b. to a friend's house*).
- Have Ss compare their answers in pairs, then check as a class.

1. Sami went camping with his dad.
2. He slept in a tent.
3. He taught him how to survive in nature. / He taught him how to make a fire, make a shelter and how to recognise poisonous plants.
4. They were sitting in their tent.
5. It was looking for food.

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

LOOK!

- Say, *I was surfing the Net yesterday afternoon* and write the sentence on the board.
- Ask Ss if they recognise the tense (Past Progressive), and when they think it is used. Elicit that the Past Progressive is used to talk about actions in progress at a specific point in time in the past.
- Ask Ss what they notice about the formation of the Past Progressive. Elicit 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 main verb.
- Direct Ss' attention to the *Look!* box and have them read the sentences and question out loud.
- Refer Ss to the dialogue and ask them to underline any examples of the *Past Progressive*. (e.g. *My dad and I were sitting in our tent.*)
- 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 *Past Progressive*. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. I / sleep / eleven o'clock / yesterday).

Activity 4A L2.1

- Direct Ss' attention to the illustrations and ask them what they depict.
- Explain that they are going to hear a man talking about what Mr Robertson's class did. Tell Ss that they will have to listen carefully and write the missing names, according to what they hear.
- Point out to Ss that the illustrations appear in mixed order so they have to listen very carefully.
- Play the recording twice and have Ss write the names.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Man: *Last Friday, Mr Robertson's class went on a class trip to 'Adventure Island'. They went on a treasure hunt. At ten o'clock, they were sailing towards the island. Everyone was very excited. All the students wanted to find the treasure. At eleven o'clock, they arrived. They got off the boat and got into pairs. 'You must find the treasure by twelve o'clock!' said Mr Robertson. At half past eleven, Mr Robertson was sitting near the water. He was waiting for the children. Mark and Brad were exploring a cave. It was dark, and Brad was scared. Clark and John were digging in the sand under a tall tree. Harry and Tom weren't digging.*

They were walking through the rainforest. It was wet and cold under the tall trees. Bruce and Derek were exhausted, so they decided to stop digging and relax. They were sitting on a rock when Mr Robertson saw them and started laughing. Bruce and Derek weren't sitting on a rock. It was the treasure. They were the winners!

A. Brad B. Tom C. Bruce D. John

Activity 4B L3.1

- Direct Ss' attention to the words in the activity and read them aloud.
- Explain that they will have to listen carefully and circle what the words mean, according to how they hear the words used in the recording.
- Play the recording twice and have Ss circle their answers.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

1. **Man:** *They were walking through the rainforest. It was wet and cold under the tall trees.*
2. **Man:** *Bruce and Derek were exhausted, so they decided to stop digging and relax.*

1. C 2. B

Activity 5 S2.2

- Direct Ss' attention to the children and ask them to read the exchange.
- Explain that they are going to play a memory game in pairs. Point out that SA will have some time to look at the illustrations in activity 4A. Then he/she will have to close his/her book. SB is going to ask SA what the children were doing in the illustrations. Then Ss change roles. The S who describes the most actions correctly, wins.
- Ask a S to come to the front of the classroom to demonstrate the exchange. Ask, *Were the children looking for treasure?* and encourage the S to answer *Yes, they were.*
- 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.

open answers

Optional

What were you doing?

- Divide the class 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 previous day.
- The rest of the Ss in their team will take turns guessing what their teammate is miming. If they guess correctly, their team wins a point.
- 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.
- Make sure all of the Ss form a sentence before they leave the classroom.

Workbook

Activity 1 W2.2

1. poisonous 2. experience 3. recognise 4. make a shelter 5. rucksack 6. nature 7. survive 8. safe

Activity 2 W2.2

1. Mark wasn't sleeping at home. He was sleeping outside in a tent.
2. Philip and his dad weren't making a fire. They were making a shelter.
3. John wasn't driving to the shopping centre. He was driving to the sports centre.
4. Ahmed and I weren't walking to school. We were walking to the park.

Activity 3 L2.1

Listening transcript

1. **Janet:** *Hi, Eva. Where were you yesterday? I was calling you but you weren't at home.*
Eva: *Oh, hello, Janet. I'm sorry. I was out all day yesterday. I was at the shopping centre with Diane and Lily all morning.*
Janet: *How about in the afternoon? Were you out with your sister?*
Eva: *Actually, yes. My parents were with us too. We went for a walk in the forest. It was a beautiful day. I love walking in nature.*
Janet: *And what about in the evening?*
Eva: *Well, my sister was hungry, so we went with our parents to the new restaurant on Mill Street.*
Janet: *Sounds like you had a fun day!*
Eva: *Yes, it was great!*

2. **Boy 1:** *Hi, Todd. How was your camping trip?*
Boy 2: *It was an amazing experience!*
Boy 1: *Really? What did you do?*
Boy 2: *Well, on Saturday morning, when we arrived, my dad and I put up the tent. It was hard, but Dad knew what he was doing, so we finished in no time.*
Boy 1: *Did you learn how to make a shelter too?*
Boy 2: *No, but we went fishing in the afternoon. We were fishing for hours and caught a big fish.*
Boy 1: *Did you eat the fish?*
Boy 2: *Yes, we made a fire in the evening and cooked the fish. It was delicious! I can't wait to go camping again!*
Boy 1: *Sounds fun! Can I come too next time?*
Boy 2: *Sure!*

1. A. 2, B. 3, C. 1 2. A. 2, B. 1, C. 3

Note

- Bring a bell to the next lesson.

Language focus

Objectives
- **to talk about past experiences**
- **to talk about the past using the Past Progressive with *when/while* and the Past Simple for interrupted actions in the past**

Vocabulary
Verb: hike
Nouns: trail, guide, view
Adjectives: amazed, ancient, lucky, unlucky

Structures
I was reading a book when my brother arrived home.
While Betty was shopping, her mobile phone rang.

Materials
- flashcards for *amazed, trail, guide, view, hike, ancient*
- flashcards from the previous lesson for *nature, poisonous, make a shelter, rucksack*
- a bell

Revision (Optional)
- Stick the flashcards from the previous lesson (nature, poisonous, make a shelter, rucksack) face down on the board.
- Explain that Ss will have to come to the board one by one, pick a flashcard, turn it over and name it.
- Make sure all of the Ss come to the board at least once.
- Have **higher-performing Ss** form a sentence with the item depicted on the flashcard they picked and write it on the board.

Lesson plan

Warm-up
- Ask Ss if they have ever been on a tour with a guide. Ask them if they enjoyed it and have them explain why or why not. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Mime hiking up a hill or a mountain and say, *When you hike you must always stay on the trail*. Write the sentence on the board, underline the verb *hike* and the word *trail* and stick the corresponding flashcards above each word.
- Repeat the procedure with the rest of the items.
- Write a sentence on the board with the words *lucky* and *unlucky* and underline them. For example, write:
  I fell off my bike but I didn't get hurt. I was lucky.
  I was very unlucky when I lost my new watch at the amusement park.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Point out to Ss that these adjectives are opposites.
- Have Ss open their books to pp. 22-23 and 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
- Direct Ss' attention to the photos and ask them what they can see. (Photos of an ancient site.)
- Read the title and ask Ss to predict what the text is about. (It's about Machu Picchu.)
- Ask Ss where they think they would find a text like this. (In a magazine or on the Net).
- Elicit Ss' answers. Then have Ss read the text quickly once.
- Ask Ss what the purpose of the text is by giving them a choice between the following two options:
  A. To describe a trip to an ancient city.
  B. To give information about Peru.
- Discuss Ss' answers as a class and have them justify their answers.

A

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the name *Machu Picchu* means (It means 'Old Hill').
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *Where were Stephen and his family last year?* (They were in Peru.), *What is Machu Picchu? (It's an ancient city in the Andes Mountains.), Did they go alone?* (No, they went with a group of people and a guide.), *When did the Inca build the ancient city?* (They built it around 1450 CE.), *What do some people think the Inca used the city for?* (As a home for the emperor.), *What happened on the second day while they were climbing up the trail?* (A man in the group slipped and fell.), *Did he get hurt?* (No, he didn't.)

Activity 3 R2.1 W2.2
- Direct Ss' attention to the questions and ask them to read them.
- Explain to Ss that they have to read the text again and answer the questions.
- To help **lower-performing Ss** answer Wh-questions, you can give them two options to choose from (e.g. 1. *a. with a guide* or *b. with his family*).
- Have Ss compare their answers in pairs, then check as a class.

1. He visited Peru with his family.
2. It is high up in the Andes Mountains. / It's in Peru.
3. He hiked through the mountains for two days.
4. A guide told them things about the city.
5. The Inca built it.
6. They were tired but amazed.

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

LOOK!

- Invite a S to the front of the classroom. Give him/her a book to read. While he/she is reading, say, *(John/Anna) was reading a book when I opened the door*, and open the door as you say it. Write the sentence on the board and ask Ss if they can identify the tenses used in the sentences (Past Progressive and Past Simple).
- Underline *was reading* and *opened* and ask Ss to guess which action was in progress (*was reading*) and which happened momentarily (*opened*). Point out that the Past Progressive is used for the longer action that was in progress at a specific moment in the past and the Past Simple for the shorter action that interrupted the one in progress. Circle *when* and explain to Ss that it connects the longer action with the action which interrupted it. Give Ss a second example using the word *while* as well.
- Direct Ss' attention to the *Look!* box and ask them to read the sentences. Point out the uses of *when* and *while* for interrupted actions in the past to Ss.
- Refer Ss to the text and ask them to underline any examples of the when or while with the *Past Simple* or the *Past Progressive*. (e.g. *While we were climbing up the long trail, a man in our group slipped and fell.*)
- 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 *while* with the *Past Simple* and the *Past Progressive*. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples (e.g. I / talk / on / phone / when / my brother / come / home) or write gapped sentences on the board and have them complete the sentences with *when* or *while*.

Activity 4 L2.1

- Direct Ss' attention to the illustrations and ask them what they depict.
- Explain that they are going to hear a story about something that happened to Jack. Tell Ss that they will have to listen carefully and tick the correct pictures that show what happened to Jack, according to what they hear.
- Play the recording twice, and have Ss tick the pictures.

2 OUR WORLD

1 amazed trail guide view hike ancient

2 Read and answer. What does the name *Machu Picchu* mean?

Discovering Machu Picchu

By Stephen Gibbs

Last year, I had a great experience. I was in Peru with my family, and we visited the ancient city of Machu Picchu. It's high up in the Andes Mountains.

We hiked through the mountains for two days to get there. Our guide told us many things about the city. He told us that the name means 'Old Hill' and that the Inca built it around 1450 CE. Nobody really knows what the Inca used it for. Some people say it was a home for the emperor.

On the second day, while we were climbing up the long trail, a man in our group slipped and fell. It was scary, but he was lucky. He didn't get hurt.

When we arrived, we were all tired, but amazed. The view was fantastic! It is truly an amazing place!

22

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

Listening transcript

Man: *Jack left the library late, so he decided to walk through the park because it was the fastest way home. There weren't any people in the park because it was getting dark. Jack was walking past the playground when he heard a noise behind him. He stopped and looked around, but he didn't see anyone. He continued walking, and then he heard the noise again. It was louder this time. It sounded like someone was following him. He quickly turned around, but, again, he didn't see anyone. He was alone. 'I'm just tired,' he thought. 'I must get home to rest.' He was almost out of the park when he felt a cold hand on his shoulder. Jack screamed. The hand was shaking him. 'Leave me alone!' Jack shouted. 'Please, wake up! You mustn't sleep in here!' a voice said. Jack opened his eyes and looked around. He was still in the library. 'It was just a dream!' he said. 'I fell asleep while I was studying.' Jack was relieved, but he didn't walk home through the park that day. He took the bus.*

Pictures B, D and F should be ticked.

Activity 5 S2.2

- Direct Ss' attention to the children and ask them to read what they are saying. Then direct their attention to the prompts in the box and read them out loud.
- Explain that each S has to choose an unfortunate event from the ones presented in the box and talk to their partner about it.
- Invite a S to come to the front of the classroom to demonstrate the activity. Have him/her choose an unfortunate event and then

lucky ≠ unlucky

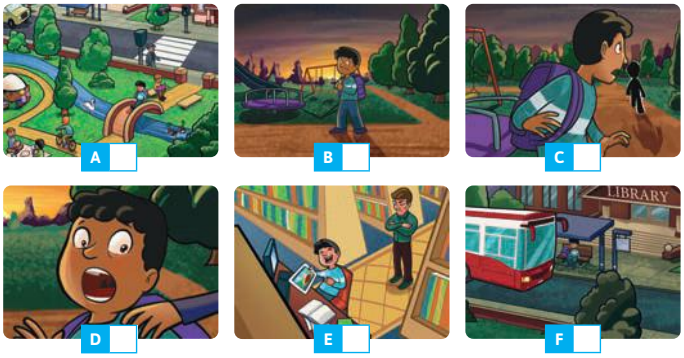
LOOK! p. 68

I was reading a book when my brother arrived home.
While Hind was shopping, her mobile phone rang.

3 Read again and answer the questions.

1. Who did Stephen visit Peru with?
2. Where is the ancient city of Machu Picchu?
3. How did Stephen get to Machu Picchu?
4. Who told them things about the city?
5. Who built the ancient city of Machu Picchu?
6. How did everyone feel when they got there?

4 Listen and tick (✔) the correct pictures.



5 Talk with your partner about the unfortunate events in the box below.

- walk home / lose keys
- ride bike / fall / hurt arm
- surf the Net / be blackout
- study for test / fall asleep
- go for walk / start raining

encourage him/her to tell you about it using the appropriate tense and the time words *when/while*. **Higher-performing Ss** can add more actions to the descriptions they talk about with their partner.

- Divide Ss into pairs and have them do the activity.
- Go round the classroom monitoring the pairs while they do the activity.
- Have a few pairs of Ss come to the front of the classroom and act out the exchange.

open answers

Optional

Game show

- Place a desk at the front of the classroom.
- Divide Ss into two teams.
- Have a S from each team come up to the front of the classroom and stand at either side of the desk.
- Place a bell in the middle of the desk.
- Holding the flashcards for this lesson in a pile, pick one and show it to the two Ss.
- The Ss have to ring the bell and name the item depicted on 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 that Ss have to form a sentence describing an experience using the Past Simple and the Past Progressive.
- Make sure all of the Ss form a sentence before they leave the classroom.

Workbook

Activity 1

1. view
2. lucky
3. trail
4. ancient
5. guide
6. amazed
7. hiking

Activity 2

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

Activity 3 L2.1

Listening transcript

Boy 1: *Hi, Brian. How was your trip to Rome?*
Boy 2: *Oh, it was amazing. But one student had an accident when we visited the ancient market last Saturday.*
Boy 1: *Really?*
Boy 2: *Yes. He fell and broke his arm. Can you believe it?*
Boy 1: *How unlucky! What happened?*
Boy 2: *Here look at this photo I took when it happened, and I'll tell you.*
Boy 1: *Who's that texting?*
Boy 2: *That's Rick. He was texting his parents, and that's Tom. He was reading something on his tablet.*
Boy 1: *Is that William? He looks like he's enjoying a snack.*
Boy 2: *Ha ha. Yes! He was eating some crisps.*
Boy 1: *Is that the boy who fell over there? How did he fall?*
Boy 2: *Yes. His name is Ron. Well, he was taking a selfie and he slipped and fell.*
Boy 1: *Oh no! How terrible!*
Boy 2: *Yes... I know. In this photo Ron is with our teacher, Mr Winters. He helped him.*

Ron is the boy on the ground, holding his arm.
Rick is the boy who is texting.
Tom is the boy who is looking at his tablet.
William is the boy who is eating crisps.

Note

- Bring a bowl, some flour and some water to the next lesson.

2 LET'S TALK

Language focus

Objectives
- **to talk about how a recipe was followed**

Vocabulary
Verb: mix
Noun: dough
Adjective: soft

Structures
How did the cook make his own pasta?
First, he put two cups of flour in a bowl.
Second/Next, he cracked two eggs into the bowl.
Then, he beat the eggs and the flour with a fork.
After that, his dough was ready.
He rolled it out to make a thin sheet and cut it in different shapes.
Finally, he cooked the pasta for eight minutes.

Materials
- flashcards for *mix, soft, dough*
- flashcards from the previous lesson for *amazed, trail, guide, view, hike, ancient*
- a bowl, some flour and some water

Revision (Optional)
- Put the flashcards for *amazed, trail, guide, view, hike* and *ancient* 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 structures presented in the previous lesson. For example, if a S chooses the flashcard for *guide*, he/she can say, *While our guide was talking, I fell.*
- To help **lower-performing Ss** give them jumbled sentences to put in the correct order to make their examples (e.g. the / city / beautiful / was / ancient).

2 LET'S TALK

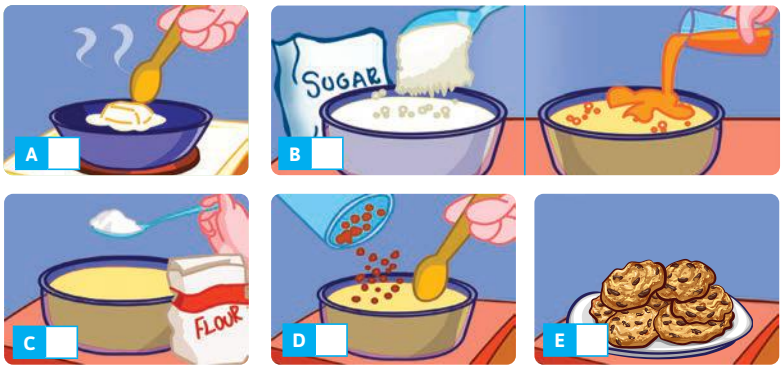
1

mix soft dough

LOOK! p. 68

How did the cook make his own pasta?
First, he put two cups of flour in a bowl.
Second/Next, he cracked two eggs into the bowl.
Then, he beat the eggs and the flour with a fork.
After that, his dough was ready. He rolled it out to make a thin sheet and cut it in different shapes.
Finally, he cooked the pasta for eight minutes.

2 **Look, read and match the pictures with the steps. Write 1-5.**



1. He added 1 1/2 cups of flour and mixed it all until he had a soft dough.
2. He melted the butter and put it in a bowl.
3. He baked them for eight to ten minutes and the biscuits were ready.
4. He cut the chocolate into small pieces and added it to the mixture.
5. He added some sugar and some orange juice to the butter and mixed well.

3 **Work in pairs. Discuss and express your opinion on the procedure for the recipe shown in activity 2. Use the sentences in the boxes.**

Agreeing
- I agree.
- I think that's right.

Disagreeing
- I disagree.
- I'm not sure that's right.

How did he make the chocolate chip biscuits?

First, he melted the butter and put it in a bowl.

I agree. Next, he...

Lesson plan

Warm-up
- Ask Ss if they have ever helped someone at home cook or if they have ever tried to follow a recipe to cook or bake something on their own. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Stand at the front of the classroom with the bowl you brought in. Add the flour and the water and begin to mix the ingredients. As you are mixing say, *I have to mix the water and the flour together well.* Write the sentence on the board, underline the word *mix* and stick the flashcard above it.
- Then knead the dough you made on your desk, hold it up for Ss to see and say, *The dough I made is soft. It isn't hard.* Write these sentences on the board as well, underline the words *dough* and *soft* and stick the flashcards above them.
- Have Ss open their books to p. 24 and 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.

LOOK!

- Tell Ss that you are going to make something sweet and that they should listen to your instructions carefully. Mime each action you describe while saying, *First, cut the fruit into small pieces. Then, mix it with some yoghurt. Finally, add some honey*. Write the sentences on the board, underline the words *First*, *Then* and *Finally* and ask Ss why they think they are used.
- Elicit that these sequence words are used when we want to talk or write about something that has got steps, like a recipe or an experiment, to show the order in which the steps take place and to make it more interesting or to help the reader follow the 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.
- Direct Ss' attention to the *Look!* box and ask them to read the steps.
- 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 sequence words. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them sentences to add sequence words to in order to make their examples. (e.g. I did my homework. I surfed the Net.)

Activity 2 R1.1

- Draw Ss' attention to the pictures and ask them to tell you what they think the man is doing. (He is making biscuits.) Then draw their attention to the sentences below the pictures and have them read them.
- Explain to Ss that they have to match the steps (1-5) with the illustrations (A-E).
- Allow Ss some time to match the steps with the illustrations. Elicit Ss' answers, but do not correct them at this time.

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

Activity 3 S3.1

- Direct Ss' attention to the children and ask them to read what they are saying.
- Then direct Ss' attention to the boxes with the useful phrases for agreeing and disagreeing and read them aloud.
- Explain to Ss that, in pairs, they have to discuss and agree on the order the man followed the steps in to make the biscuits. Point out that they have to add a suitable sequence word to show the order and the phrases for agreeing and disagreeing each time, as in the example.
- While Ss are doing the activity, go round the classroom, monitoring the procedure and making sure Ss take turns describing the procedure.
- After monitoring the pairs, go over the correct procedure for making the biscuits as shown in activity 2.
- Have a few pairs of Ss act out the exchange at the front of the classroom.

open answers

Optional

What's next?

- Divide Ss into two groups and give each group a number of blank slips of paper.
- Explain that each group has to think of a process for making/doing something (a recipe/an experiment) and then write each step on a different slip of paper. Then explain that they will mix up the slips of paper and exchange with the other team.
- The teams will have to put the slips of paper in the correct order and then present it to the rest of the class using the appropriate sequence words presented in this lesson.
- The team that finds the correct sequence to the procedure first, wins.

Before leaving

- Explain to Ss that they have to form a sentence using two of the sequence words they were presented with in the lesson.
- Make sure all of the Ss form a sentence before they leave the classroom.

Workbook

Activity 1 W2.2

1. mix
2. dough
3. soft

Activity 2

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

Activity 3 W2.1

First, she cut a 5 cm hole in the tennis ball using a pair of scissors. Second, she pressed open the hole for a few minutes. Next, she used some glue to stick some googly eyes on the tennis ball. After that, she made a small hole at the back of the tennis ball and put the drawing pin in the hole. After that, she used glue to stick the drawing pin to the tennis ball. Finally, she put the ball on the wall and put the pencil in the mouth.

Language focus

Objectives

- **to read a personal story**
- **to write a personal story**
- **to revise and consolidate structures and vocabulary presented in previous lessons**
- **to learn how to use the past tenses and *when/while* in a description**
- **to revise how to use the linking word *and* to connect ideas and to add information**

Revision (Optional)

- Divide Ss into pairs and have them do activity 3 from the previous lesson. Make sure Ss are paired up differently from the previous time.

Lesson plan

Warm-up

- Say, *I had an accident last weekend. It was a beautiful day and I was walking in the park. There was a rock, but I didn't see it and suddenly, I tripped and I fell.* Approach a S and ask, *Did something unlucky happen to you yesterday?* Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R2.1

- Have Ss open their books to p. 25.
- Direct Ss' attention to the title of the story and ask them to predict what it is about. (An unlucky experience that someone had.)
- Explain to Ss that they are going to read the story, and talk about how they can write a story of their own.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out why it was an unlucky day. (It started raining and the boy's cousin fell off his bike and hurt his leg. They were stuck in the rain and didn't know what to do.)
- Have Ss read the story again and check comprehension.
- Ask Ss some questions about the story. *Who went on a picnic last weekend?* (A boy and his cousin.), *What was the weather like?* (It was sunny.), *What did the boys do?* (They rode their bikes to the lake and enjoyed their lunch in nature.), *What happened suddenly?* (Suddenly, it got cloudy and it started raining.), *What did they decide to do?* (They decided to go back home.), *What happened to the boy's cousin?* (He fell off his bike and hurt his leg.), *How did the boys feel?* (They were scared.), *What happened in the end?* (The boy's uncle arrived in his car.)
- Draw Ss' attention to the boxes around the story 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 story out loud.

Writing tip W2.1

- Direct Ss' attention to the *Writing tip* box.
- Read the tip out loud and ask Ss to follow along in their books as you read.
- Write a sentence on the board, e.g. *I was reading a book when the telephone rang.* Point out to Ss that when we describe an event that took place in the past we must be careful with the tenses we use. Point out that the Past Simple is used to describe where we were and when and that the Past Progressive is used to describe the background scenes of the specific event being described. Explain to Ss that time expressions like *yesterday, last (Monday)* and *ago*, are also used to be specific about time in the past.
- Remind Ss that *when* is used to talk about a specific point in time when something happened and *while* is used to talk about an action that was in progress at a specific time in the past.
- Invite Ss to the board and ask them to write their own sentences, following the instructions in the *Writing tip*.
- Then direct Ss' attention to the note in the tip. Read it aloud and explain it.

Optional

Hot potato

- Have Ss stand in a circle, make a paper ball from scrunched-up paper and hold it saying, *I was walking in the park when I slipped and fell* and then pass the ball to another S.
- Explain to Ss that they have to pass the ball to each other until you say, *Stop*. When you do, the S who is holding the ball has to say his/her own sentence using the appropriate tenses.
- Play until all of the Ss have had a turn.

Before leaving

- Explain to Ss that they have to form a sentence using the Past Simple and the Past Progressive.
- Make sure all of the Ss form a sentence before they leave the classroom.

PROJECT 2

1 Below is a story. Why was it an unlucky day? Read and answer.

Give your story a title.

Say when.

An unlucky day!

Who did you go with?

Last weekend, the sun was shining, so my cousin and I decided to have a picnic by the lake.

Where did you go?

We rode our bikes to the lake and enjoyed our lunch in nature.

What did you do there?

Suddenly, it got cloudy and it started raining. We decided to go back home. We were riding our bikes when my cousin's bike slipped, and he fell off. He hurt his leg and couldn't ride his bike. I helped him sit under a tree. We were wet and scared, and we didn't know what to do.

What happened?

While we were waiting for the rain to stop, we saw some car lights. It was my uncle! He was looking for us. We were happy to see him!

What happened in the end?

Writing tip

- Use the **Past Simple** to describe where you were and when. Don't forget to use time expressions, like yesterday morning/afternoon/evening, last Monday/week/weekend, etc.
  e.g. *Last weekend, I visited my grandparents.*
- Use the **Past Progressive** to describe background scenes in a story.
  e.g. *It was raining, and we were running in the forest.*
- Use **when** / **while** to talk about a specific point in time when something happened.
  e.g. *We were playing in the park when it started raining.*
  e.g. *While we were playing in the park, it started raining.*

Tip!

Remember!
- Use the linking word **and** to add information, to join ideas, and to make your sentences longer.

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Activity 3 W1.4

- Ask Ss to go to the WB p. 72 and complete the writing plan before they start the writing task.
- Draw Ss' attention to the page provided in the WB for the writing task.
- Instruct them to refer to the format of the writing task as well as to the guidance given in the SB. You can also display Ss' Projects in the classroom.

open answers

Note

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

Workbook

Activity 1 R2.1 W2.2

1. The Noise from Upstairs
2. On Saturday afternoon.
3. He was playing with the parrot/Indigo.
4. Khalid fell asleep (upstairs).
5. They were watching a new DVD.
6. Something flew at them.
7. Ahmed's dad caught the parrot and put it back in its cage.

Activity 2 W1.3

open answers

2 READING TIME

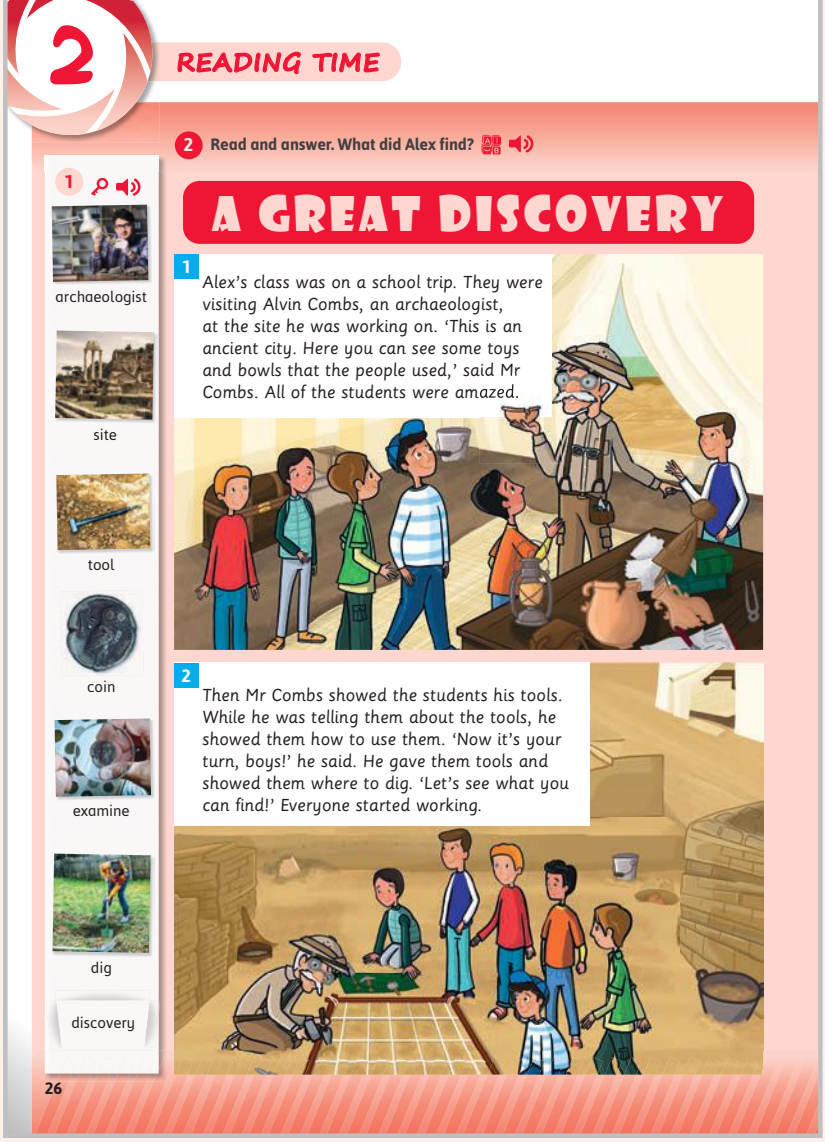
Language focus

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

Vocabulary
Verbs: examine, dig
Nouns: archaeologist, site, tool, coin, discovery

Materials
- flashcards for *archaeologist, site, tool, coin, examine, dig*
- the photocopies of the story and the narration boxes that you have prepared (see *Note* in the previous lesson)
- an old coin and some tools which are used for digging

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


2 READING TIME

2 Read and answer. What did Alex find?

1
archaeologist
site
tool
coin
examine
dig
discovery

A GREAT DISCOVERY

1 Alex's class was on a school trip. They were visiting Alvin Combs, an archaeologist, at the site he was working on. 'This is an ancient city. Here you can see some toys and bowls that the people used,' said Mr Combs. All of the students were amazed.

2 Then Mr Combs showed the students his tools. While he was telling them about the tools, he showed them how to use them. 'Now it's your turn, boys!' he said. He gave them tools and showed them where to dig. 'Let's see what you can find!' Everyone started working.

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Lesson plan

Warm-up
- Ask Ss if they have ever visited an archaeological site. Ask them to describe what they saw there and if they liked it. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Stand at the front of the classroom and hold up the old coin you brought in. Say, *I'm an archaeologist. Look! I found an old coin.* Write the sentences on the board, underline the words *archaeologist* and *coin*, stick the flashcards above each word and encourage Ss to repeat.
- Place the coin and the tools you brought in on your desk. Say, *I was working at a site when I found this coin* (pointing to the coin). *I used my tools to dig in the ground.* (pointing to the tools). *I'm going to examine it carefully.*
- Write the sentences on the board, underline the words *site, tools, dig* and *examine* and stick the flashcards above the corresponding words.
- Write a sentence on the board with the word *discovery* and underline it. For example, write: *Sometimes it takes archaeologists years to make an important discovery.*
- Ask Ss to read the sentence out loud and infer the meaning of the underlined word.
- Have Ss open their books to p. 26 and 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

Before reading
- Direct Ss' attention to the illustrations and the title of the story and ask them to predict what the story is about.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss whether the text is factual or fictional. (It's fictional.)
- Ask Ss to go through the story and find the names of the main characters (Alex and Alvin Combs).
- 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
- Play the recording and encourage Ss to **shadow read** (read along

3 While Alex was digging, he noticed something. It was a coin. It looked old. 'I found a coin!' shouted Alex, and he ran to Mr Combs. Mr Combs examined the coin. 'Hmm… interesting. This coin is very old! Well done!' he said. Alex smiled happily.

4 A few days later, Alex and his class were at the museum. Mr Combs was there too. Alex received an award. The coin he found was an important discovery. 'Alex, my boy, you are going to be a great archaeologist one day! Keep up the good work!' said Mr Combs, and everyone clapped.

3 Read again and correct the sentences.

1. Mr Combs' class was on a school trip.
2. The city was modern.
3. Mr Combs gave the students bowls.
4. Alex noticed a coin while he was listening to Mr Combs.
5. Alex examined the coin.
6. Alex's class received an award for the discovery.

Let's chat

Are there any archaeological sites in your country? What can you see there? Did you like the story? Why / Why not? Did Alex do the right thing? What would you do if you were in Alex's place? Why was Alex happy at the end of the story?

with the recording) in order to find out what Alex found. (He found an old coin.)

- 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:** archaeologist, site, **Frame 2:** tools, tools, tools, dig, **Frame 3:** was digging, coin, coin, examined, coin, coin, **Frame 4:** coin, discovery, archaeologist).
- Ask Ss to find and identify all of the verbs in Past Progressive or Past Simple in the story (**Frame 1:** was, were visiting, was working, used, said, were, **Frame 2:** showed, was telling, showed, said, gave, showed, started, **Frame 3:** was digging, noticed, was, looked, found, shouted, ran, examined, said, smiled, **Frame 4:** were, was, received, found, was, said, clapped).
- Have Ss read the text again and check comprehension.
- Talk about what happens in each frame.
  Frame 1: Alex and his classmates are on a school trip. They are at an archaeological site with Alvin Combs, a famous archaeologist.
  Frame 2: Mr Combs is showing the children his tools and how he uses them to dig.
  Frame 3: Alex finds an old coin while digging and gives it to Mr Combs. Alex is happy about his discovery.
  Frame 4: Alex and his classmates are at the museum where the coin is on display. Mr Combs is with them. Alex receives an award for the coin he found. Alex's classmates are clapping.
- Ask Ss some questions about the story.
  Frame 1: *Where are the children?* (They are at an archaeological site.), *Who is talking to them?* (Alvin Combs, an archaeologist.)
  Frame 2: *What is Mr Combs showing the children?* (He is showing them the tools he uses to dig.), *Did the children use the tools?* (Yes, they did.)
  Frame 3: *What did Alex find?* (He found an old coin.), *What did Mr Combs think about the coin?* (He thought it was a very interesting discovery.), *How did Alex feel?* (He felt happy.)
  Frame 4: *Where are the children?* (At the museum.), *Why are Alex's classmates clapping?* (Because he received an award for the coin he found.)

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 correct the sentences, according to the story.
- Have Ss compare their answers in pairs, then check as a class.

1. **Alex's class was on a school trip.**
2. **The city was ancient.**
3. **Mr Combs gave the students tools. / Mr Combs showed the students bowls.**
4. **Alex noticed a coin while he was digging.**
5. **Mr Combs examined the coin.**
6. **Alex received an award for the discovery.**

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

Post-reading

Let's chat

S1.1 S1.2 L2.3

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

Suggested answer:

There are many archaeological sites in my county. Visitors can see the walls of an ancient city and at the museum near the site, they can see tools, vases and even toys the people of that ancient city used and had. I liked the story a lot because it was very interesting. Alex did the right thing by giving the coin to Mr Combs. I would give the coin too. Alex feels very proud of himself at the end of the story.

2 READING TIME

Optional

Story line

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

Before leaving

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

Workbook

Activity 1 W2.2

1. discovery
2. archaeologist
3. coin
4. examine
5. site
6. tool
7. dig

Activity 2 R2.1

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

Activity 3 R2.1

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

Activity 4 R1.1

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

2 PHONICS

1 Listen and say.

2 Listen and say. Then circle the /g/ sounds and underline the /dʒ/ sounds.

Grandad Greg and Granny Mag

In the garden, Grandad Greg
Is digging, digging, digging.
And as he digs, Grandad Greg
Is saying, saying, saying
'Vegetables and oranges.
Put them in a bag.
It's over there on the grass.
Hurry up, Granny Mag!'

PHONICS

Language focus

Objectives

- **to practise the pronunciation of g** /g/, /dʒ/
- **to say a phonics chant/poem**

Vocabulary

grandad, dig, grass, geography, orange, vegetables

Phonics

g /g/, /dʒ/

Materials

- flashcards of *grandad, dig, grass, geography, orange, vegetables*
- phonics cards of *dig, vegetables* (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 Alex and how he felt.

Lesson plan

Warm-up

- Write the letter **g** on the board. Draw two lines below it and below each line, write the two sounds this letter makes (/g/ and /dʒ/). Underneath each sound, stick the flashcards with the words that contain each sound.
- Point to *g* and say the two sounds /g/ and /dʒ/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcards (grandad, grass, dig, geography, vegetables and orange) and say the words they depict out loud, having Ss repeat after you.

Activity 1

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

Listening transcript

/g/, /g/, *grandad, dig, grass*
/dʒ/, /dʒ/, *geography, orange, vegetables*

- 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.

- Direct Ss' attention to the illustration. Ask Ss what they can see. (A man digging and a woman putting oranges and vegetables into a bag in a garden.)
- Ask Ss, *Where are the people?* (They are in a garden.) *What is the man doing?* (He's digging up some carrots.) *What is the woman doing?* (She's putting carrots, oranges and other vegetables in a bag.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle the /g/ sounds and underline the /dʒ/ sounds.
- Play the chant/poem *Grandad Greg and Granny Mag* and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle the /g/ sounds and underline the /dʒ/ sounds.
- Then play the chant/poem once more and encourage Ss to say the chant/poem.

circled: Grandad, Greg, Granny, Mag, garden, Grandad, Greg, digging, digging, digging, digs, Grandad, Greg, bag, grass, Granny, Mag
underlined: vegetables, oranges

TPR Activity

- Photocopy and give Ss the phonics cards for *dig* and *vegetables*.
- Explain to Ss that they have to say the chant/poem and raise the appropriate phonics card when they hear the word containing /g/ and the appropriate phonics card when they hear the word containing /dʒ/.

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. *orange* and have Ss write the consonant on the board, e.g. *g* and say the sound /dʒ/.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.

Optional 2

Sound hold-up

- Tell Ss that you are going to play a game.
- Explain to Ss that you are going to raise the flashcards of the pictures of words that have the sounds /g/ and /dʒ/ 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 L2.1

Listening transcript

1. *grandad*
2. *orange*
3. *geography*
4. *dig*
5. *grass*
6. *vegetables*

1. /g/ **2.** /dʒ/ **3.** /dʒ/
4. /g/ **5.** /g/ **6.** /dʒ/

Activity 2 L2.1

Listening transcript

1. *vegetables, dig, grass*
2. *geography, vegetables, grandad*
3. *orange, grass, dig*
4. *grass, geography, orange*
5. *grandad, geography, grass*

1. vegetables **2. grandad**
3. orange **4. grass**
5. geography

Activity 3 W2.2

/g/: **grass, grandad, dig**
/dʒ/: **geography, orange, vegetables**

Note

- Bring a flag, a ring and a bronze item to the next lesson.

CLIL 1 Modules 1–2

Language focus

Objectives
- **to provide Ss with cross-curricular information on social studies**
- **to talk about the Olympic Games**

Vocabulary
Verbs: compete, last
Nouns: wreath, flag, ring, mascot, motto
Adjective: bronze

Materials
- flashcards for *wreath, bronze, flag, ring, mascot*
- a flag, a ring and a bronze item

Revision (Optional)
- Revise the phonics sounds from the previous lesson by handing out the phonics cards and having Ss do the TPR activity from the Phonics lesson.

Lesson plan

Warm-up
- Ask Ss if they have ever watched the Olympic Games on television. Ask them if they know how often they take place and where. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Place the realia you brought in on your desk. Hold up the flag and say, *This is the flag of (...)* and write it on the board. Then hold up the ring and say, *My mum bought this ring for me. I like it a lot!* Finally, hold up the bronze item and say, *This isn't gold or silver. It's bronze.* Encourage Ss to repeat. Write the sentences on the board, underline the words flag, ring and bronze and stick the corresponding flashcards above each word.
- Stick the flashcards of *wreath* and *mascot* on the board and initiate a short discussion. Ask Ss if they can guess the meaning of these words. Ask Ss to tell you about their favourite team's mascot.
- Write sentences on the board with the words *motto, compete* and *last* and underline them. For example, write:
  Our teacher always uses the motto 'Do your best, be the best!' to help us do well in tests.
  My brother is going to compete against four other boys in a swimming competition tomorrow.
  Winter in Europe lasts three months. It begins in December and ends in February.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 29 and 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
- Ask Ss if they know anything about the Olympic Games. If not, explain that the Olympic Games are a very important global sports event, and mention some of the sports that take place during the Games.
- Direct Ss' attention to the photos in the text and ask if they have seen them before. 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 first modern Olympic Games took place. (In Athens, Greece.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *When did the first Olympic Games take place?* (Around 776 BCE.), *How many events were there in the first Olympic Games?* (Only one event, a 192-metre race.), *What did the winner get?* (A wreath of olive leaves.), *For how long had the games stopped?* (For more than 1,500 years.), *Who brought the Games back?* (Pierre de Coubertin.), *How often do the games take place now?* (The Games take place every four years in a different city and country.), *How long do they last now?* (Two weeks.), *How many events are there today for athletes or teams to take part in?* (There are about forty events.), *What do the winners get?* (They get a gold medal.), *What does the Olympic flag symbolise?* (The five continents.)
- Choose a few Ss to read the text aloud for the class.

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 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. F 3. T 4. T 5. F 6. T

Workbook

Activity 1

1. B 2. B 3. A 4. A 5. C 6. A 7. C

Activity 2 L2.1

Listening transcript

1. Man: *The mascot for the 2016 Olympic Games in Rio, Brazil was a mix of different Brazilian animals. Its name was Vinicius, and it had many colours. It had a tail too. Vinicius looked like a character from a video game or a cartoon.*

2. Man: *The mascots in the 2004 Games in Athens, Greece were Athena and Phevos. They were brother and sister. They wore blue and orange*

1

wreath

bronze

flag

ring

mascot

motto
compete
last

2 Read and answer. Where did the first modern Olympic Games take place?

Go For Gold!

The Olympic Games are the most popular sports event all over the world! Many athletes from different countries come together and compete in different sports. The motto of the Olympic Games is *Faster, Higher, Stronger*.

The first Olympic Games took place in ancient Greece around 776 BCE. They took place in the city of Olympia and lasted one day. There was only one event, a 192-metre race, and the winner got a wreath of olive leaves.

In 393 CE, the Games stopped for more than 1,500 years. A Frenchman, Pierre de Coubertin, brought the Games back. The first modern Games took place in Athens in 1896. Since then, the Games take place every four years in a different city and country each time, and they last two weeks. Each country has always got a mascot too.

The mascot the country chooses is always an animal from that country or something special in that country.

Today there are a lot of events that athletes or teams can take part in. The winners get a gold medal, but there are also silver and bronze medals for the athletes or teams that come second and third.

The Olympic flag has got at least one colour from the flag of every country. There are five rings because there are five continents.

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

1. The motto of the Olympic Games is *Faster, Higher, Winner*. ☐
2. The first Olympic Games took place in Athens, Greece. ☐
3. In the first Olympic Games, the winner of the race got a wreath of olive leaves. ☐
4. The first modern Olympic Games took place in 1896. ☐
5. The modern Olympic Games take place every four years in Greece. ☐
6. The Olympic flag has got five rings on it. ☐

clothes, and they had long necks and big feet. They looked like ancient Greek dolls.

3. Man: *The mascot for the 2012 Olympic Games in London had a light on its head, like the black London taxis, and its eye was a camera lens. There were three points on its head too. They showed the three medals that athletes can win; gold, silver and bronze.*

4. Man: *The Olympic Games in Beijing, China, in 2008 had five mascots. Each one was a popular Chinese animal, and each was the colour of the rings on the Olympic flag. The names of the five mascots together made the sentence Bei Jing Huan Ying Nin. This meant 'Welcome to Beijing'.*

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

Did you know?

- Every four years, when the Olympic Games take place, the Olympic flame begins its journey from the city of Olympia in Greece to the city where the games are going to take place. The host country of the Games always tries to find a creative way to light the Olympic torch in the stadium during the opening ceremony. The Olympic flame burns in the stadium of the host country for the whole two weeks of the games.
- You can ask Ss to look up this special ceremony on the Internet for extra information.

Project work W1.3

- Ask Ss to use the Internet to find information about the 2006 Asian Games in Qatar. 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.

Optional

Yes or No?

- Tell Ss that they are going to play a game.
- Put a piece of masking tape across the middle of the floor or define an imaginary line dividing the room.
- Designate one side as *Yes* and the other side as *No*.
- Have Ss stand on the line and explain that you are going to say a sentence about the Olympic Games according to what they learnt in the text. If it is correct, they should jump to the *Yes* side and chorally shout out, *Yes*. If it isn't correct, they should jump to the *No* side and chorally shout out, *No*.
- Ss who make a mistake should sit out one round.

Before leaving

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

2 ROUND-UP

Language focus

Objectives

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

Revision (Optional)

- Have Ss come up to the front of the classroom and present the posters they made (WB, CLIL 1, Project Work).

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 them to read the questions.
- Explain that they will hear three short dialogues. Tell Ss that they will have to listen carefully and tick the appropriate picture (A, B or C), which answers the question given.
- Play the recording twice and have Ss tick the correct picture.
- Have Ss compare their answers in pairs, then check as a class.

2 ROUND-UP

Listening

1 Listen and tick (4) the correct picture.

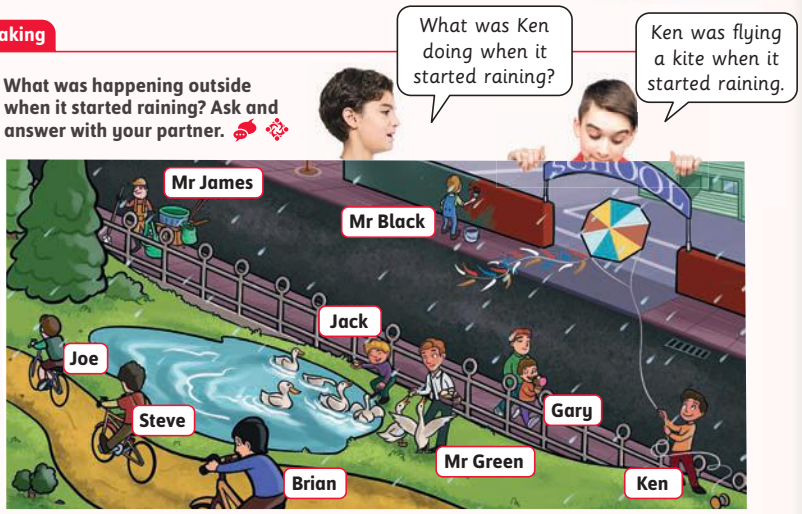
1. What was Karen doing on Saturday at half past one in the afternoon?

2. What was the boy looking for?

3. What happened to Will?

Speaking

2 What was happening outside when it started raining? Ask and answer with your partner.



Listening transcript

1.

Tina: *Hello, Karen! Where were you last Saturday? I called you, but you were out.*

Karen: *No, I wasn't. I stayed at home on Saturday. I was reading my new book.*

Tina: *Well, I was calling you from one to two o'clock in the afternoon. I wanted to ask you to go to the shops with me.*

Karen: *Well, I was home all day. No, wait! Now I remember! I went for a walk after lunch and got some ice cream. Sorry, Tina! You're right! I wasn't home all day!*

Tina: *Oh, Karen!*

2.

Owen: *I can't find it anywhere, Dad!*

Dad: *When did you last see it?*

Owen: *Well, last week I think. It was in my room. I always put it in the wardrobe.*

Dad: *I see. Are you sure it isn't there?*

Owen: *Yes, Dad! And I need it for the school trip.*

Dad: *Why don't you take your brother's? I'm sure he can give it to you. And it's bigger too. You can put all the things you need in it.*

Owen: *Great idea, Dad! Thanks!*

3.

Eric: *Hi, Will! How was your hiking trip?*
Will: *It was a bad experience, Eric!*
Eric: *Why? What happened?*
Will: *Well, while we were hiking, it started raining.*
Eric: *Oh, no! What did you do?*
Will: *We made a shelter and waited.*
Eric: *That's good.*
Will: *Not really, because we sat near some poisonous plants. So, after that our arms and legs were really red for hours!*
Eric: *Oh, Will! Hiking isn't for you!*

1. B 2. B 3. A

Activity 2 L2.4 S5.1

- Direct Ss' attention to the boys and ask them to read what they are saying.
- Then draw Ss' attention to the illustration and ask them to tell you what they can see. (Some people in and around a park doing different activities.)
- Explain to Ss that, in pairs, they will have to look at the illustration and take turns talking about what each person was doing in the park when it started raining.
- If necessary, invite a S to come to the front of the classroom and demonstrate the activity. Ask, *What was Jack doing when it started raining?* 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 the exchange.

Ken was flying a kite.
Joe, Steve and Brian were riding their bikes.
Mr Green and Jack were feeding the ducks.
Gary was eating ice cream.
Mr James was picking up rubbish from the street.
Mr Black was painting the school wall.

Optional

The Shark game

- Draw a big fish with its mouth open at the foot of a staircase. The steps of the staircase correspond to the number of letters in a particular word.
- Choose a S to come to the board, think of a word/phrase from those presented in the vocabulary sections of this Module and draw the corresponding number of steps, e.g. five steps for the word *guide*.
- 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 about themselves using the structures and time and sequence words presented in this Module. (*Past Simple, Past Progressive, when/while, First, Then, etc.*)
- Make sure all of the Ss form sentences before they leave the classroom.

Workbook

(see p. 148)

Note

- Bring a smartphone or a tablet to the next lesson.

3 Be careful!

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

Quiz

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- explain, with support, basic opinions (S1.2)
- communicate or find out, with support, more detailed personal information (S1.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

Let's talk

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- explain, with support, basic opinions (S1.2)
- describe, with support, people, places and objects using suitable statements (S2.2)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1) WB
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- use, with support, capital letters, full stops and question marks appropriately in guided writing at discourse level (W2.3) WB

Top Stars

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar, high frequency words accurately in guided writing (W2.2)
- follow and identify, with support, the detail in longer, simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- follow and respond, with some support, to longer simple questions (S2.4)
- use, with support, capital letters, full stops and question marks appropriately in guided writing at discourse level (W2.3) WB
- narrate, with support, simple factual and imaginary events and experiences in one paragraph or more (W1.4) WB

Our world

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to the main idea in simple texts of two paragraphs or more (R1.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the detail in longer, simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- ask for, communicate and respond, with support, to simple advice (S2.3)
- follow and respond, with some support, to longer, simple questions (L2.4)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB
- use, with support, capital letters, full stops and question marks appropriately in guided writing at discourse level (W2.3) WB

Cursive Writing

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

Project

- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- connect, with a lot of support, sentences into a coherent paragraph using basic coordinating conjunctions (*before* and *after*) (W2.1) WB
- communicate, with support, more detailed personal information in a simple paragraph (W1.1) WB

Round-up

- follow and identify, with support, the detail in longer, simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- ask for, communicate and respond, with support, to simple advice (S2.3)
- follow and respond, with support, to a short sequence of simple multi-step instructions (L2.3)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1) WB
- explain, with support, basic opinions at paragraph level (W1.2) WB
- follow and identify, with support, the main ideas in longer simple texts (L1.1) WB

Reading time

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar, high frequency words accurately in guided writing (W2.2)
- communicate or find out, with support, more detailed personal information (S1.1)
- explain, with support, basic opinions (S1.2)
- follow and respond, with support, to a short sequence of simple, multi-step instructions (L2.3)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

Top Time! 2

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- follow and identify, with support, the detail in longer, simple texts (L2.1) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB

Phonics

- follow and identify, with support, the detail in longer, simple texts (L2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

3 QUIZ

Language focus

Objectives
- **to talk about digital safety**
- **to learn how to use Object Pronouns**

Vocabulary
Verbs: upload, download, chat
Nouns: website, app, account, password
Adjective: digital
Adverb: online

Structures
This photo is very nice. I took it when I was in Paris.
Those emails are new. Are you going to read them now?

Materials
- flashcards for *website, upload, download, app, account, password*
- a smartphone or a tablet

Lesson plan

Warm-up
- Ask Ss if they have got a computer or a laptop at home and if they surf the Net. Then ask them what they usually use the Internet for and how often they surf the Net. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Use your smartphone or tablet to introduce the new vocabulary. You can show Ss the meaning of the words *website, upload, download, app, account* and *password* and then stick the corresponding flashcards on the board.
- Alternatively, use the flashcards and example sentences to introduce the new items.
- Write sentences on the board with the words *chat, digital* and *online* and underline them. For example, write:

  My cousin lives in another country and we chat on the Net every weekend.
  My uncle bought me a new digital camera. It's great!
  We must be very careful when we are online. Not all websites are safe.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 31 and 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.
- Draw Ss' attention to the tip and explain it.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R2.1 S1.2
- Ask Ss to tell you how safe they think they are when interacting online. Initiate a class discussion and encourage Ss to justify their answers. Then direct their attention to the quiz and ask them to tell you what they think it is about. (It's a quiz about digital safety.)
- Explain to Ss that they have to read the questions and answer by circling A or B. Then tell Ss to tally their results (how many As and how many Bs) and read the corresponding text to find out how safe they are online.
- Allow Ss some time to answer the questions and tally their results.
- Go round the classroom monitoring the procedure.
- Ask Ss to get into groups according to their results (More As or Bs).
- Have a S in each group read out the results and then discuss as a class.

LOOK!
- Hold up your bag or something that belongs to you and say, *This is my new bag. Look at it! I bought it last week.* Write the sentences on the board and underline the word *it* in the second and third sentences. Ask Ss to read the sentences and to tell you what the underlined pronouns refer to (the noun *bag*) and how they know this (It was mentioned once in the first sentence and the sentences following refer to the same item).
- Ask Ss why they think you used *it* instead of the noun. Elicit that *it* was used to avoid repetition of the noun. Explain that *it* is an *Object Pronoun* and that *Object Pronouns* are used as objects of verbs. They always follow verbs or prepositions in order to avoid repeating nouns. Remind Ss that the Object Pronouns are *me, you, him, her, it, us, you, them.*
- Direct Ss' attention to the *Look!* box and ask them to read the sentences.
- 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 Object Pronouns. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them gapped sentences for them to complete to make their examples. (e.g. The children are playing a board game. Look at _____.)

Activity 3 S1.1
- Direct Ss' attention to the children in the activity and ask them to read what the boy on the right is saying.
- Then draw Ss' attention to the box with the prompts and ask them to read them.
- Explain to Ss that, in pairs, they will have to use the prompts in the box to talk about digital safety rules. **Higher-performing Ss** can think about more safety rules to add to the list and talk about with their partner.

Be careful!

3

Tip! Put words in groups to learn new vocabulary.

QUIZ

1

website upload download app account password

chat
digital
online

2 Do the quiz. Read and circle.

How much do you know about digital safety?

LOOK! p. 69
This photo is very nice. I took it when I was in Paris.
Those emails are new. Are you going to read them now?

1	You're surfing the Net and you meet someone new online. Is it OK to give him/her your address or telephone number?	A Yes	B No
2	Someone you don't know asks for photos of you. Is it OK to upload them and send them to this person?	A Yes	B No
3	You are visiting a website. It asks you to download an app you know nothing about. Is it safe to do it?	A Yes	B No
4	You're chatting with someone online and he/she says something bad to you. Do you answer by saying something bad too?	A Yes	B No
5	You are online and you receive a message from your Internet service. It says they want to fix your email account. It asks for your password. Do you give it to them?	A Yes	B No

Mostly As
You must be careful!
Don't download things from websites you know nothing about. Don't upload your photos to the Internet or give your personal information and password to anyone.

Mostly Bs
Well done! You are very careful. You never send your photos or your personal information to people you don't know. Remember that you must always follow the digital safety rules!

3 Work in pairs. Use the words in the box to talk about digital safety rules.

photos telephone number
address password

I'm careful with my photos. I don't send them to people I don't know.

31

- If necessary, invite a S to come to the front of the classroom to demonstrate the activity.
- Have Ss do the activity and go round the classroom making sure Ss take turns.
- Have a few pairs of Ss act out the exchange at the front of the classroom.

open answers

Optional

Yes or No?

- Tell Ss that they are going to play a game.
- Put a piece of masking tape across the middle of the floor or define an imaginary line dividing the room.
- Designate one side as *Yes* and the other side as *No*.
- Have Ss stand on the line and explain that you are going to say a sentence about digital safety according to what they learnt in the quiz. If it is correct, they should jump to the *Yes* side and chorally shout out, *Yes*. If it isn't correct, they should jump to the *No* side and chorally shout out, *No*.
- Ss who make a mistake should sit out one round.

Before leaving

- Explain to Ss that they have to tell you something that they remember from the quiz about digital safety before they leave the classroom.
- Make sure all of the Ss tell you something about the text before they leave the classroom.

Workbook

Activity 1 W2.2

1. online, chat
2. password
3. upload
4. digital
5. app
6. website
7. account
8. download

Activity 2

1. it
2. us
3. them
4. him

Activity 3

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

Note

- Bring a cloth napkin to the next lesson.

3 TOP STARS

Language focus

Objectives
- **to talk about table manners**
- **to use the Imperative**
- **to use verbs with two objects**

Vocabulary
Verb: pass
Nouns: elbow, napkin, home economics, lap
Phrase: table manners

Structures
Pass me the pepper, please.
Don't put your elbows on the table when you eat.
Jake sent me a message.
Jake sent a message to me.

Materials
- flashcards for *table manners, elbow, pass, napkin, home economics*
- flashcards from the previous lesson for *website, upload, download, app, account, password*
- a cloth napkin

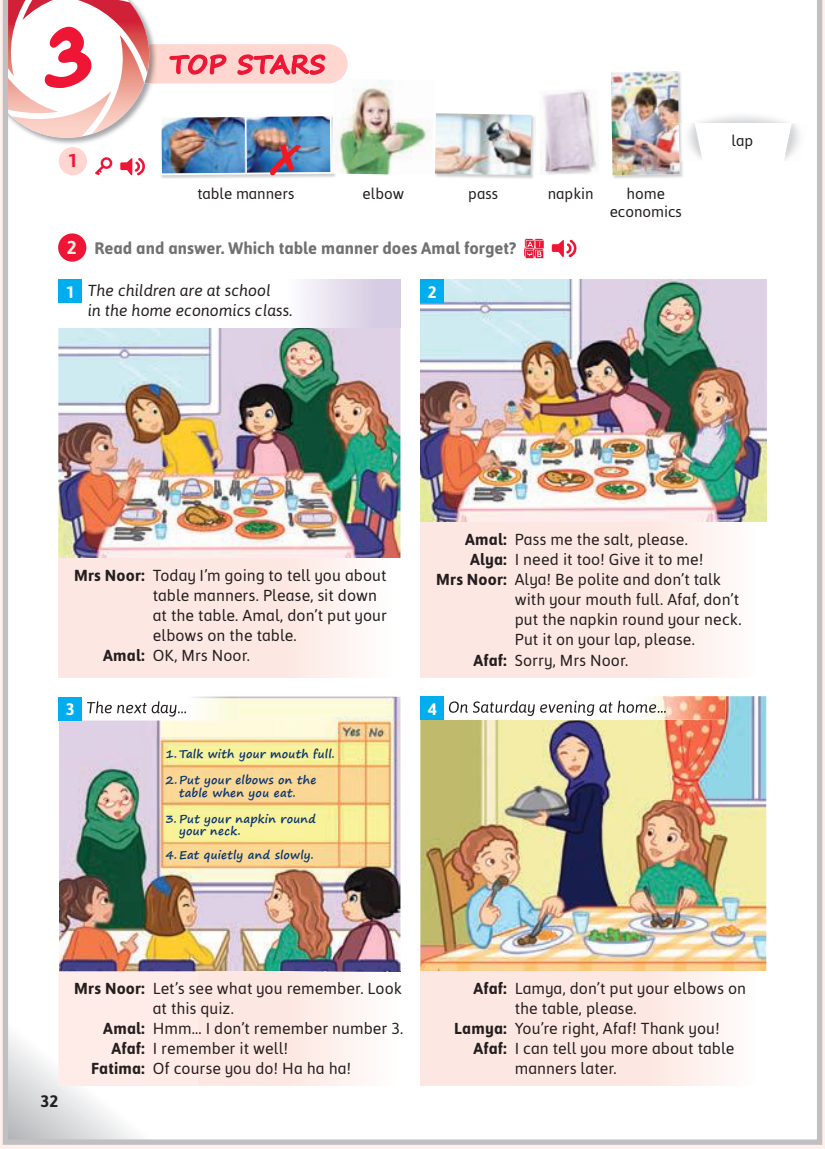
Revision (Optional)
- Stick the flashcards from the previous lesson (website, upload, download, app, account, password) face down on the board.
- Explain that they will have to come to the board one by one, pick a flashcard, turn it over and name it.
- Make sure all of the Ss come to the board at least once.
- Ask **higher-performing Ss** to form a sentence with the flashcard they have picked and write it on the board.

Lesson plan

Warm-up
- Ask Ss to tell you any table manners that they know and to talk about what is considered bad/impolite behaviour at the dinner table. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Use the cloth napkin you brought in to present the word *napkin*. Hold up the napkin, say the word a few times and have Ss repeat after you. Sit in a chair at the front of the classroom and place the napkin on your lap. Then say, *It isn't polite to put your napkin round your neck. You shouldn't put your elbows on the table and you must always ask someone to pass you something politely at the dinner table.*
- Write the sentences on the board, underline the words *napkin, elbows* and *pass* and stick the corresponding flashcards above each word.
- For the word *lap*, sit in a chair and show them the meaning of the word by miming putting the cloth napkin you brought in on your lap.
- Have Ss open their books to pp. 32-33 and 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 R2.1
- Draw Ss' attention to the illustrations in the presentation.
- Ask Ss to tell you what they think is happening. (The children are at school and their teacher is telling them about table manners, and in the end Afaf reminds her sister about them too.)
- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section that they see in the frames (Frame 1: home economics, table manners, elbows, Frame 2: pass, napkin, lap, Frame 3: elbows, napkin, Frame 4: elbows, table manners).



3 TOP STARS

1

table manners | elbow | pass | napkin | home economics | lap

2 Read and answer. Which table manner does Amal forget?

1 *The children are at school in the home economics class.*

Mrs Noor: Today I'm going to tell you about table manners. Please, sit down at the table. Amal, don't put your elbows on the table.
Amal: OK, Mrs Noor.

2

Amal: Pass me the salt, please.
Alya: I need it too! Give it to me!
Mrs Noor: Alya! Be polite and don't talk with your mouth full. Afaf, don't put the napkin round your neck. Put it on your lap, please.
Afaf: Sorry, Mrs Noor.

3 *The next day...*

	Yes	No
1. Talk with your mouth full.		
2. Put your elbows on the table when you eat.		
3. Put your napkin round your neck.		
4. Eat quietly and slowly.		

Mrs Noor: Let's see what you remember. Look at this quiz.
Amal: Hmm... I don't remember number 3.
Afaf: I remember it well!
Fatima: Of course you do! Ha ha ha!

4 *On Saturday evening at home...*

Afaf: Lamya, don't put your elbows on the table, please.
Lamya: You're right, Afaf! Thank you!
Afaf: I can tell you more about table manners later.

32

LOOK! p. 69

Pass me the pepper, please.

Don't put your elbows on the table when you eat.

Jake sent me a message.

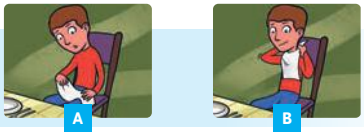
Jake sent a message to me.

3 Read again and complete the sentences.

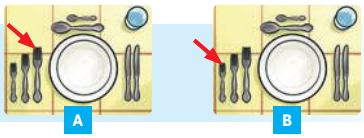
1. Don't put your _____ on the table.
2. Don't talk with your _____ full.
3. Don't put the _____ round your _____.
4. Ask someone to _____ you something, for example, the salt.
5. Put the napkin on your _____.

4 Listen and circle A or B.

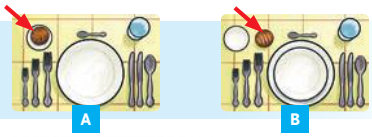
1. Where must Sean put his napkin?



2. Which fork must Sean use first?



3. Where must Sean put his bread?



5 Imagine that your friends invite you to dinner at their house. Choose presents for them. Ask and answer with your partner.

1. Jack
2. Kate
3. Frank
4. Tina and Lucy

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out which table manner Amal forgets in the quiz. (If it is polite to put one's napkin round one's neck.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *Where are the children?* (They are at school.), *What is Mrs Noor going to tell the children about?* (She's going to talk to them about table manners.), *What does Mrs Noor ask Alya to do?* (She asks her to be polite and not to talk with her mouth full.), *Where should Afaf put the napkin according to Mrs Noor?* (She should put the napkin on her lap and not round her neck.), *Which quiz question does Alya remember well?* (Question 3.), *What does Afaf tell her sister not to do?* (She tells her not to put her elbows on the table.)

Activity 3 R2.1 W2.2

- 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, according to the story.
- To help **lower-performing Ss**, tell them in which frame they can find the missing information.
- Have Ss compare their answers in pairs, then check as a class.

1. elbows 2. mouth 3. napkin, neck 4. pass 5. lap

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

LOOK!

- Stand at the front of the classroom and say, *Stand up, class!* and encourage Ss to stand. Then say, *Don't stand up. Jump up and down, please!* encouraging them to begin jumping. Instruct Ss to sit down, write the sentences on the board and underline *Stand, Don't stand* and *Jump*. Then ask Ss if these are simple sentences or something else and elicit that they are instructions or orders. Explain that these are Imperative sentences.
- Ask Ss what they notice about the formation of the Imperative. Elicit that in the affirmative only the *base form* of the verb is used, whereas in the negative form *Don't + base form* is used. Point out that the Imperative only applies to the second person singular and plural.
- Circle the word *please* in the third sentence. Ask Ss what they notice about the use of *please*. Elicit that it is used to make an instruction more polite. Explain that it can be placed at the beginning or end of the sentence.
- Approach a S and say, *Give your book to me, please* and encourage him/her to hand you his/her book. Then approach another S and say, *Give me your book, please* encouraging the same reaction.
- Write the two sentences on the board and ask Ss to tell you if both sentences communicate the same thing. Elicit that they do. Ask Ss what function the words *me* and *your book* have in the sentence. Elicit that they are both objects: *your book* is the direct object and *me* is the indirect object.
- Explain to Ss that there are some verbs that take both direct and indirect objects, like *give, take, send, tell*, etc. Point out that when there is such a verb in a sentence, the first noun is usually the direct object (person or thing) and the second noun is the indirect object (to whom, for what, etc).
- Direct Ss' attention to the *Look!* box and ask them to read the sentences.
- Refer Ss to the dialogue and ask them to underline any examples of the *Imperative*. (e.g. *Pass me the salt.*)
- 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 Imperative or a verb with two objects. 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. new my coat bought yesterday me a mum).

Activity 4 L2.1

- Direct Ss' attention to the pictures and ask them what they depict.
- Explain that they are going to hear a boy and his father talking about table manners. Tell Ss that

they will have to listen carefully and circle A or B, according to what they hear.

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

Listening transcript

1.
Sean: *Dad, we're going to have a formal dinner at school on Thursday, but I don't know anything about table manners for formal dinners. Can you help me?*
Dad: *I can show you. Give me a minute to get some things. OK. Sit down. First, take your napkin. No, Sean. Not round your neck. Put it on your lap, like this.*

2.
Sean: *Why are there so many forks and knives, Dad?*
Dad: *Because at a formal dinner you use a different one for each kind of food.*
Sean: *Which fork do I use first? The one next to the plate?*
Dad: *No. You have to start with the shortest one. It's for the salad. Then when the next kind of food comes, you change forks, and so on.*
Sean: *OK. I start with the smallest fork first. Got it!*

3.
Sean: *Why are there two spoons, Dad?*
Dad: *Well, the big one is for soup, and the small one is for dessert. Now, that small plate above the forks is for your bread. Don't put your bread on the table.*
Sean: *Put the bread on the bread plate! Got it! This is easy!*
Dad: *And remember, Sean! No elbows on the table and don't talk with your mouth full!*
Sean: *OK, Dad. Don't worry!*

1. A 2. B 3. A

Activity 5
S1.1 S2.2 S2.4

- Direct Ss' attention to the children and ask them to read what they are saying.
- Then draw Ss' attention to the names and the photos next to the children.
- Explain to Ss that they have to imagine they have been invited to dinner at a friend's house and that they want to give their friend a present. The Ss have to match the names to the presents and then, in pairs, talk about what they are going to give.
- If necessary, invite a S to the front of the classroom and demonstrate the activity.
- Give Ss some time to match the presents they would take to each friend, and then divide the class into pairs and have them do the activity. Go round the classroom monitoring the procedure.
- Have a few pairs of Ss act out the exchange at the front of the classroom.

open answers

Optional

True or False?

- Ask Ss to close their books.
- Explain that you are going to say a few sentences about table manners and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms in front of them when they hear false sentences.
- You may want to play an alternative version of this game and have Ss respond verbally to the true and false sentences. For example, say, *Put your elbows on the table when you are eating* and have Ss respond, *No. Don't put your elbows on the table.*
- Play this game until you run out of sentences.

Before leaving

- Explain to Ss that they have to form a sentence about table manners using the structures they were presented with in the lesson.
- Make sure all of the Ss form a sentence before they leave the classroom.

Workbook

Activity 1

1. pass 2. elbow 3. lap 4. table

Activity 2 W2.2 W2.3

Table manners	Manners
Don't eat with you mouth open.	Say please and thank you.
Put your napkin on your lap.	Don't speak loudly on the/your phone on the bus.
Don't text your friend at the dinner table.	Don't visit a friend's house without calling him/her first.

Activity 3 W1.4 W2.2

1. a text message.	text message to Luke.
2. a present.	present to her sister.
3. tablet.	tablet to his friend.

Activity 4 L2.1 (see p. 149)

Language focus

Objectives
- **to talk about ailments**
- **to talk about actions one is advised to do or advised not to do**

Vocabulary
Nouns: medicine, chemist, temperature
Ailments: headache, toothache, earache, sore throat, cold, stomach ache, cough

Structures
What's the matter? / What's wrong? I have got a sore throat.
You should see a doctor.
You shouldn't drink cold water.
Should he/she stay in bed? Yes, he/she should. / No, he/she shouldn't.

Materials
- flashcards for *medicine, chemist, headache, toothache, earache, sore throat, cold, stomach ache, cough, temperature*

Revision (Optional)
- Ask Ss to tell you what they remember about table manners from the previous lesson. Initiate a short class discussion and encourage all of the Ss to participate.

Lesson plan

Warm-up
- Ask Ss what they do when they have got a headache or when they aren't feeling well. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Use the flashcards, example sentences and miming to present the new vocabulary items. Say, *I didn't feel well last week. I had a temperature. The chemist gave me the medicine that my doctor told me to take and I feel better now.* Write the sentences on the board, underline the words *temperature, chemist* and *medicine* and stick the corresponding flashcard above each word.
- Mime the ailments which are presented in the vocabulary section and encourage Ss to do the same. For example, place your hand on your head, mime having a headache and say, *headache*. Encourage Ss to mime the action and say, *headache*. Stick the corresponding flashcard on the board as you say each ailment.
- Have Ss open their books to pp. 34-35 and 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
- Direct Ss' attention to the photos and ask them what they can see. (A doctor, a towel with some ice, some honey, some lemons, a cup of tea or coffee, some salt and a glass of water.)
- Read the title and ask Ss to predict what the text is about. (It's about what we should or shouldn't do when we aren't feeling well.)
- Ask Ss where they think they would find the text below by giving them a choice between the two following options:
  A. On a website
  B. In a book
- Discuss Ss' answers as a class and have them justify their answers.

A

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out where they could find the text and what someone should do when he/she has got a headache. (He/She should put some ice in a towel and put it on his/her head or relax for about half an hour in the dark.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *Who wrote the article?* (Dr Gary Potts.), *Why does our head hurt sometimes?* (Sometimes our head hurts because of a toothache or earache.), *What should you do when you have got a sore throat?* (You should drink warm water with honey and lemon juice.), *What should you not drink when you have got a sore throat?* (You shouldn't drink cold water.), *What should you do when you have got a toothache?* (You can mix water and some salt and rinse your mouth.), *What should you not eat when you have got a toothache?* (You shouldn't eat sweets.), *What should we remember about medicine?* (We shouldn't take medicine without asking a doctor first.)

Activity 3 R2.1
- Direct Ss' attention to the sentences in the activity and ask them to read them.
- Explain that they have to read the text again and write 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. F 5. T

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

LOOK!

- Ask a S to come up to the front of the classroom and mime one of the ailments from the vocabulary section. Ask him/her, *What's the matter?* And encourage him/her to tell you. Then have the same S mime another ailment and this time ask him/her, *What's wrong?*
- Ask Ss when they think the phrases *What's the matter?* and *What's wrong?* are used. Elicit that they are used to ask about something that has evidently happened to someone.
- Tell the S to continue miming and begin giving him/her advice using *should/shouldn't*. Write the sentences on the board and ask Ss to tell you when they think *should/shouldn't* is used. Elicit that *should/shouldn't* is used to give advice about something that is advisable to do or avoid. Point out that *should* remains the same in all persons, singular and plural form.
- Direct Ss' attention to the *Look!* box and ask them to read the questions, short answers and the sentences.
- Refer Ss to the text and ask them to underline any examples of *should*. (e.g. *You shouldn't take medicine without asking a doctor first.*)
- 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 *should/shouldn't*. This will challenge **higher-performing Ss**.
- To help **lower-performing S**s give them prompts to make their examples (e.g. you / should / not / eat sweets / when / have got / toothache).

Activity 4 L2.1

- Direct Ss' attention to the illustration and ask them what it depicts.
- Explain that they are going to listen to a doctor asking four different people what is wrong with them. Tell Ss that they will have to listen carefully and match the people A-F in the illustration to the names (1-4), according to what they hear. Point out that there are two extra people in the illustration.
- Play the recording twice and have Ss match the people to the names.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

1.
Dr Smith: *Hello, Harry. What's the matter?*
Harry: *I drank some cold water, and now I've got a sore throat. It hurts when I talk.*
Dr Smith: *Oh, I see. You've got a bad cough too. You should drink something warm for that cough. You should take this medicine too.*

2.
Fred: *Hello, Dr Smith.*
Dr Smith: *What's the matter, Fred? Does your head hurt?*
Fred: *No, it doesn't. I went swimming yesterday, and now my ear hurts.*
Dr Smith: *Let me take a look. Hmm, you've got earache. You shouldn't go swimming for a few days.*

3.
Tom: *Dr Smith, I don't feel well. I was out for lunch, and I think I ate too much.*
Dr Smith: *Does your stomach hurt, Tom?*
Tom: *Yes, it does.*
Dr Smith: *Have some warm rice soup and relax. You shouldn't eat too much next time.*
Tom: *Thank you, Dr Smith.*

4.
Dr Smith: *Hello, Brad.*
Brad: *Hello, Dr Smith.*
Dr Smith: *What's the matter? Have you got earache?*
Brad: *No, Dr Smith. My head hurts.*
Dr Smith: *Let's see. Have you got a temperature too? Hmm, no, you haven't.*
Brad: *That's good.*
Dr Smith: *It is, but you should rest and take this medicine.*
Brad: *Thank you, Dr Smith.*

1. E 2. F 3. B 4. A

3 OUR WORLD

1 medicine, chemist, headache, toothache, earache, sore throat, cold

2 Read and answer. What should someone do when he/she has got a headache?

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Kids' Health
By Dr Gary Potts

NOT FEELING WELL?
Here are some things you can do before you visit your doctor, dentist or chemist!

Headache
Put some ice in a towel and put it on your head. Relax in the dark for about half an hour. Sometimes our head hurts because of a toothache or earache, so call the doctor when your headache doesn't stop!

Sore throat
You should drink warm water with honey and lemon juice. Mix two tablespoons of honey and two tablespoons of lemon juice in a cup and then add warm water. It mustn't be very hot when you drink it. Remember that you shouldn't drink cold water when you've got a sore throat!

Toothache
You can mix water and some salt in a glass. Rinse your mouth with that for a minute, but don't swallow it. Also, you shouldn't eat sweets when you've got a toothache!

Remember! You shouldn't take medicine without asking a doctor first!

34

stomach ache | cough | temperature

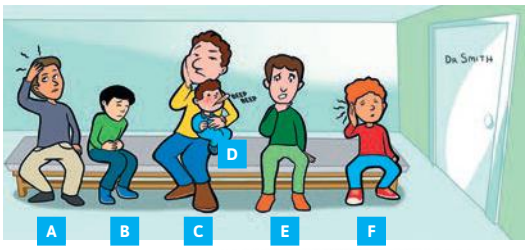
LOOK! pp. 69-70

What's the matter? / What's wrong? I have got a sore throat.
You should see a doctor.
You shouldn't drink cold water.
Should he/she stay in bed? Yes, he/she should. / No, he/she shouldn't.

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

1. Your head sometimes hurts because of a stomach ache. ☐
2. You should drink warm water with lemon juice and honey for a sore throat. ☐
3. You should mix lemon juice with salt for your toothache. ☐
4. You should eat sweets when you have got a toothache. ☐
5. You should ask a doctor before you take medicine. ☐

4 Listen and match. There are two extra people.



1. Harry ☐
2. Fred ☐
3. Tom ☐
4. Brad ☐

5 Match. Then ask and answer with your partner.

sore throat | toothache | headache | stomach ache

	SHOULD	SHOULDN'T
1. _____	sleep or relax for a while	exercise
2. _____	drink warm tea or milk	drink cold water
3. _____	go to the dentist	eat sweets
4. _____	have some warm rice soup	eat too much

Tip! When speaking, use vocabulary and language you've learnt in the lesson.

Activity 5 S1.1 S2.3 L2.4

- Direct Ss' attention to the table with the advice and ask them to read it.
- Then draw Ss' attention to the children and ask them to read what they are saying.
- Explain to Ss that first, they will have to complete the table with the correct ailment from the box. Then, in pairs, SB will mime one of the ailments and SA will ask him/her what's wrong and offer advice about what to do. Then they will change roles.
- Draw Ss' attention to the tip and explain it.
- Allow Ss some time to complete the table, and then divide the class into pairs and have them do the activity.
- Go round the classroom monitoring the procedure.
- Have a few pairs of Ss act out the exchange at the front of the classroom.

1. headache 2. sore throat 3. toothache 4. stomach ache
open answers

Optional

The Shark game

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

- Divide Ss into pairs and explain that each pair will take turns asking and answering questions using the structures they were presented with in the lesson.
- Make sure all of the Ss ask and answer a question before they leave the classroom.

Workbook

Activity 1 W2.2

1. sore throat
2. medicine
3. toothache
4. cold
5. cough
6. stomach ache
7. headache
8. chemist
9. earache

Activity 2 W1.3 W2.2 W2.3

1. You should drink some warm water with honey and lemon juice.
2. You should stay in bed.
3. You shouldn't eat any sweets.
4. You should go to the doctor.
5. You shouldn't eat (a) burger and chips.

Activity 3 L2.1 (see p. 149)

Note

- Bring some fruit (an apple, a banana, an orange), a lemon, a biscuit and a dish to the next lesson.

3 LET'S TALK

Language focus

Objectives
- **to ask about quantity**
- **to ask and answer about something one would like**
- **to use the verb *need***
- **to talk about senses**

Vocabulary
Noun: coconut
Adjectives: sour, delicious, terrible

Structures
Would you like...? I'd like...
How much/many...?
I need...
taste/look/sound/smell + adjective
It's/They're good/bad for you.
There are a few apples in the basket.
There's a little orange juice in the glass.

Materials

- flashcards for *coconut, sour, delicious, terrible*
- flashcards from the previous lesson for *medicine, chemist, headache, toothache, earache, sore throat, cold, stomach ache, cough, temperature*
- some fruit (an apple, a banana, an orange), a lemon, a bisuit and a dish

Revision (Optional)

- Put the flashcards from the previous lesson (medicine, chemist, headache, toothache, earache, sore throat, cold, stomach ache, cough, temperature) in a pile on your desk.
- Explain to Ss that they have to come to your desk one by one, pick a flashcard and mime the ailment it depicts. The rest of the Ss will have to guess.
- Make sure all of the Ss have mimed at least one of the items depicted on the flashcards.

Lesson plan

Warm-up

- Stand at the front of the classroom and say, *I want to make an apple pie. Do I need apples?* Elicit Ss' answers and then ask them, *What else do I need?* Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Use the realia you brought in. Place the lemon and the biscuits on a dish on your desk and say, *Lemons are sour. They are terrible!* and *I like biscuits. They're delicious!* Pointing to the appropriate item each time. Write the sentences on the board, underline the words *sour, terrible* and *delicious* and stick the corresponding flashcards above each word. Then say, *The coconut is a tropical fruit. It grows in warm countries.* Write the sentences on the board, underline the word *coconut* and stick the flashcard above it.
- Have Ss open their books to p. 36 and 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.

LOOK!

- Place the fruit you brought in on the dish. Approach a S and offer him/her some fruit by saying, *Would you like some fruit?* and encourage the S to tell you what he/she would like using the structure, *I'd like (...)* Write the question and sentence on the board and explain to Ss that this structure is used to ask someone what he/she would like or to say what we would like.
- Write the sentence, *I need some apples* on the board and have a S read it out to you. Then ask that S, *How many do you need?* and encourage the S to state the number of apples he/she needs. Write the question and his/her answer on the board.
- Underline *How many* and ask Ss when they think this question is used. Elicit that we use *How many ...?* to ask about the quantity of countable items. Point out that to ask about

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3 LET'S TALK

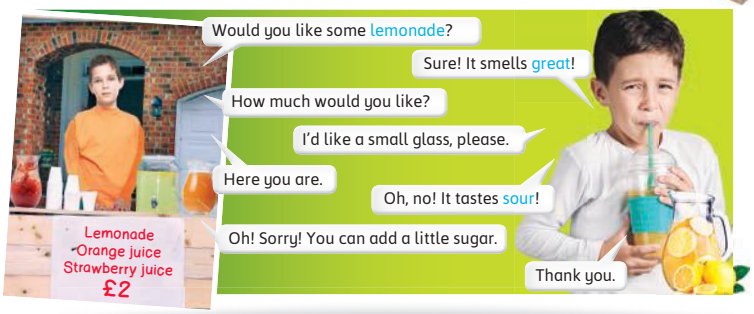
LOOK! p. 70

Would you like...? I'd like...
How much/many...?
I need...
taste/look/sound/smell + adjective
It's/They're good/bad for you.
There are a few apples in the basket.
There's a little orange juice in the glass.

1
coconut sour delicious terrible

2 Read the two dialogues below with a partner.

Tip! Be polite and show respect. Use *please, sorry*, etc.



3 Act out the dialogues above with a partner. Replace the words in **blue** with words from the tables below.

Fruit	Drinks	Adjectives	
apples	lemonade	sour	terrible
strawberries	orange juice	great	sweet
oranges	strawberry juice	delicious	
coconuts			

36

the quantity of uncountable items, *How much...?* is used. For example, ask *How much lemonade would you like?* write the question on the board and underline *How much*.

- Then ask Ss what they think the meaning of *need* is. Elicit that it is used when we want to tell someone what we want.
- Pick up the lemon, smell it and say, *This lemon smells delicious, but it tastes sour*. Write the sentence on the board and underline *smells* and *tastes* and circle the adjectives *delicious* and *sour*. Ask Ss if they know why these verbs are used. Elicit that these are verbs describing our senses and they are followed by an adjective to describe how we feel about something.
- Point out that the phrases *good for you* and *bad for you* are used to refer to healthy and unhealthy food.
- Write the sentences, *There are a few pens in my pencil case* and *There is a little tea in my cup on the board* and have Ss read them. Underline *a few* and *a little* in each sentence and ask Ss when they think these phrases are used. Elicit that they express quantity and that they are usually used in affirmative sentences. Then, point out the noun used after each quantifier. Explain that *a little* is used with uncountable nouns and *a few* is used with countable nouns in plural form. Point out the these quantifiers have a positive meaning – a small, but sufficient amount.
- Direct Ss' attention to the *Look!* box and ask them to read it.
- Refer Ss to the dialogue and ask them to underline any examples of the verb *need*, the quantifiers *a few* and *a little* and all of the verbs related to *the senses*. (e.g. *I need a few apples., Apples taste great.*)
- Tell Ss to refer to the Grammar Reference section at the back of the SB.
- Encourage Ss to come up with their own examples using the structures and functions presented in this lesson. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples (e.g. I / not / need / lemons / because / they / taste / sour) or write gapped sentences on the board and have them complete the sentences with the correct quantifier or verb of sense.

Activity 2

- Direct Ss' attention to the photos. Ask Ss to read the exchanges. Then ask them to tell you what the people are talking about. (Two of them are selling something that the other two want to buy.)
- Explain to Ss that, in turns, they have to read the dialogues.
- Draw Ss' attention to the tip and explain it.
- Divide the class into pairs and have them take turns to read the dialogues.
- Have a few pairs of Ss act out the dialogues at the front of the classroom.

Activity 3 S1.2 S2.2 L2.1

- Direct Ss' attention to the boxes and ask them to read them.
- Explain to Ss that they will have to imagine that they are in one of the situations presented in the activity above and act out the dialogues with a partner, replacing the words in blue with words from the boxes. **Higher-performing Ss** can add their own ideas to each box to talk about with their partners.
- Invite a S to come to the front of the classroom and demonstrate the activity. Ask, *Would you like some coconuts?* and encourage the S to answer as in the dialogue from the previous activity.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss act out the dialogue at the front of the classroom.

open answers
(Suggested answer:
SA: Would you like some coconuts?
SB: Yes, please. I need a few coconuts. They look great.
SA: How many do you need?
SB: I need five coconuts.
SA: Here you are.
SB: Thank you. Coconuts taste delicious and they are good for you!)

Optional

Word bingo

- Tell Ss to draw a 2x3 grid in their notebooks and write a different word, presented in this and the previous lessons, in each box.
- Draw an example on the board:

sour	delicious	cough
napkin	terrible	coconut

- 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 of his/her words crossed out and shout, *Bingo!* wins the game.
- Play the game for as long as time permits, making sure Ss change the words in their grid each time a new round begins.

Before leaving

- Divide Ss into pairs and explain that they will have to ask and answer questions using the structures they were presented with in the lesson.
- Make sure all of the Ss ask and answer a question before they leave the classroom.

Workbook

Activity 1 W2.2

1. sour
2. coconuts
3. delicious
4. terrible

Activity 2 R1.1 R2.1

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

Activity 3 R1.1 W2.2 W2.3

1. Would you like some coconuts?
2. No, thanks. I'd like some mangoes, please.
3. How many do you need?
4. I'd like seven mangoes, please.
5. Here you are.

Language focus

Objectives

- **to read text messages about one's problem, asking for advice and giving advice**
- **to write a text message about a problem, asking for advice and giving advice**
- **to learn how to use phrases/ expressions to ask for help or advice**
- **to learn how to use phrases/ expressions to give encouragement**
- **to learn how to use *should/ shouldn't* and phrases/ expressions to give advice**
- **to learn how to use *before* and *after* to talk about the order of events**
- **to revise and consolidate structures and vocabulary presented in previous lessons**

Materials

- flashcards from the previous lesson for *coconut, sour, delicious, terrible*

Revision (Optional)

- Put the flashcards from the previous lesson (coconut, sour, delicious, terrible) in a pile on your desk.
- Explain to Ss that they have to come to your desk one by one, pick a flashcard and name it.
- To make the activity more challenging, you can ask Ss to form a sentence using the word the flashcard depicts. Have **higher-performing Ss** write their sentences on the board.

Lesson plan

Warm-up

- Ask Ss if they have ever experienced a problem with their friends or siblings, and who they asked for advice. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R1.1

- Have Ss open their books to p. 37.
- Direct Ss' attention to the text messages. Explain to Ss that they are going to read the text messages, and talk about how they can write a text message of their own.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the text messages are about. (Two children have written to two friends telling them about a problem they have got and asking for advice. Their friends have responded with some ideas.)
- Have Ss read the text messages again and check comprehension.
- Ask Ss some questions about the text messages. *What is Betty's problem?* (Her sister borrows her clothes without asking.), *What happened to her favourite jumper?* (There is a hole in it.), *What is Judy's advice?* (She thinks Betty should talk to her sister and maybe borrow her things too.), *What is Harry's problem?* (He accidentally dropped his brother's tablet and the screen broke.), *What does Fred advise him to do?* (He thinks that he should apologise to his brother and fix the tablet for him.)
- Draw Ss' attention to the boxes around the text messages 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 text messages out loud.

Writing tip

- Direct Ss' attention to the *Writing tip* box.
- Read the tip out loud. 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 have got a problem with my friend. What should I do?* Underline the question *What should I do?* and point out that we use phrases/expressions like this when we want to ask for help or advice.
- Then write, *I think you should talk to him/her. Don't worry! It's going to be all right* and underline the phrase *I think you should.* Point out that we use *should/shouldn't* and phrases/expressions like *I think you...* when we want to give advice. Then underline the phrases *Don't worry! It's going to be all right* and explain to Ss that these expressions are used to give encouragement to the person with the problem.
- Draw Ss' attention to the final bullet of the *Writing tip* and explain that we use the words *before* and *after* to talk about the order of events. Say, *Before you go out, close the window* and *Can I read that book after you finish it?* Write the sentence/question on the board and underline the words *before* and *after*.
- Invite Ss to the board and ask them to write their own examples, following the instructions in the *Writing tip*.

PROJECT 3

1 Below are some text messages. What are they about? Read and answer.

Writing tip

- Use phrases/expressions, like ***I have got a problem with…***, ***I'm sad…***, ***I'm in trouble***, ***I don't know what to do***, ***What should I do?***, ***Can you help me?*** to ask for help or advice.
  e.g. *I have got a problem with my sister.*
- Use ***should/shouldn't*** and phrases/expressions, like ***I think you should…***, ***You can…***, to give advice, and phrases/expressions like, ***Don't worry***, ***Cheer up***, ***It's going to be all right*** to give encouragement.
  e.g. *I think you should talk to your sister.*
- Use ***before*** and ***after*** to talk about the order of events.
  e.g. *Tell her to ask you before she borrows your things.*
  e.g. *I wanted to play a game, so I took it after I finished my homework.*

Optional

I think you should…

- Hand out a plain sheet of A4 paper to every S.
- Explain to Ss that they will have to write down a problem they have got, fold their sheet of paper and put it in a pile on your desk.
- Then they will have to come up to your desk, one by one, choose a sheet, read the problem out loud and give a piece of advice.

Before leaving

- Explain to Ss that they will have to form a sentence using one of the phrases/expressions they were presented with in the lesson.
- Make sure all of the Ss form a sentence before they leave the classroom.

Workbook

Activity 1 R2.1 W2.2

- Ask Ss to go to the WB p. 74 and complete the writing plan for writing a text giving advice before they do this activity.

open answers

(Suggested answer:
Hi, Noora! Cheer up! You can put your mobile phone in a bowl of rice. You should leave it there for a whole day. The rice dries the mobile phone. Don't worry! Everything is going to be all right.)

Activity 2 W2.1

1. **The jacket was worse after I washed it.**
2. **The screen got stuck after I downloaded the app.**
3. **I was taking a photo before my mobile fell in the swimming pool.**
4. **I asked my dad before I downloaded this app.**

Activity 3 W2.2

open answers

Activity 4 W1.1

- Ask Ss to go to the WB p. 74 and complete the writing plan for writing a text giving advice before they start the writing task.
- Draw Ss' attention to the page provided in the WB for the writing task.
- Instruct them to refer to the format of the writing task as well as to the guidance given in the SB. You can also display Ss' Projects in the classroom.

open answers

Note

- Bring a bar of soap to the next lesson.

3 READING TIME

Language focus

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

Vocabulary
Verb: sneeze
Nouns: germs, heart, soap, vitamins, habit

Materials
- flashcards for *germs, sneeze, heart, soap*
- a bar of soap

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

3 READING TIME

1 germs sneeze heart soap vitamins habit

2 Read and answer. What should we do to stay healthy?

Healthy habits for healthy kids!

Everyone wants to be healthy, but what do we need to do to stay healthy? There are three easy ways to do this:

Eat right
Your body needs vitamins. Vitamins keep your body healthy!
- Eat lots of fruit and vegetables.
- Drink at least seven glasses of water every day. 7x
- Don't eat a lot of sweets or drink many fizzy drinks.

Exercise
Exercising is very important. It keeps your heart healthy and you don't get ill easily!
- Exercise for at least one hour every day.
- Don't sit in front of the TV for more than two hours a day.
- Get at least eight hours of sleep every day.

HEALTHY HABITS

Keep clean
We should always be clean to stay healthy.
- Wash your hands before and after meals.
- Wash your hands after you cough or sneeze.
- Wash your hands after you use the toilet.
- Brush your teeth after every meal and before you go to bed.
- Have a shower every day.

38

Lesson plan

Warm-up
- Ask Ss what they believe is the most important thing people should do to keep healthy. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Mime sneezing and say, *Ahchoo! I think I caught a cold because I keep sneezing*. Write the sentence on the board, underline the verb *sneezing* and stick the flashcard above the word.
- Use the bar of soap you brought in. Mime washing your hands with it and say, *We must wash our hands with soap to remove germs*. Write the sentence on the board, underline the words *soap* and *germs* and stick the corresponding flashcard above each word.
- Hold up the flashcard depicting *heart* and say, *Our heart sends blood to our whole body*. Write the sentence on the board, underline the word *heart* and stick the flashcard above it.
- Write sentences on the board with the words *vitamins* and *habit* and underline them. For example, write:
  Vegetables have got lots of vitamins that our bodies need.
  My sister has got the annoying habit of taking my clothes without asking!
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Have Ss open their books to p. 38 and 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

Before reading
- Direct Ss' attention to the title of the text and the photos and ask them to predict what it is about.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss whether the text is factual or fictional. (It's factual.)
- Ask Ss what type of text it is. (It's an information leaflet.)
- Point to different photos and ask Ss what they depict.

While reading
- Play the recording and encourage Ss to **shadow read** (read

Reading Time 3

What are germs?

Germs are very small organisms. You can't see them, but they are everywhere. They can make you ill!

Remember!
Always wash your hands with soap for twenty seconds.

3 **Read again and answer the questions.**

1. What are three ways to stay healthy?
2. How many glasses of water should we drink every day?
3. What should we do before and after meals?
4. How long should we wash our hands for?
5. Why is exercising important to stay healthy?
6. What else should we do to keep healthy?

Let's chat

How many glasses of water do you drink a day? How many hours do you sleep a day? Do you like eating sweets or healthy snacks? Do you do any of the things mentioned above to stay healthy? What else do you do?

along with the recording) in order to find out what we should do to stay healthy (We should eat right, exercise and keep clean.)

- Direct Ss' attention to different sections of the text and ask them to find and circle the words from the vocabulary section that appear in the text. (**Title:** habits, **Part 1 (Eat right):** vitamins, Vitamins, **Part 2 (Exercise):** heart, **Part 3 (Keep clean):** sneeze, **Part 4 (What are germs?):** germs, Germs, **Part 5 (Remember!):** soap)
- Have Ss read the text again and check comprehension.
- Talk about each section of the text.
  Part 1 (Eat right): Vitamins are important because they keep our body healthy. We can get vitamins from fruit and vegetables. It's also important to drink at least seven glasses of water every day and to not eat a lot of sweets or drink many fizzy drinks.
  Part 2 (Exercise): Exercising is very important because it keeps our heart healthy and we don't get ill easily. We should exercise for at least an hour a day, watch less than two hours of TV every day and sleep for eight hours every day.
  Part 3 (Keep clean): We should be clean to stay healthy and some of the ways to do so is to wash our hands before and after meals, when we cough or sneeze and after using the toilet. We should also brush our teeth after every meal and have a shower every day.
  Part 4 (What are germs?): Germs are very small organisms that we cannot see but which can make us ill.
  Part 5 (Remember!): To avoid getting ill from germs, we must wash our hands with soap for twenty seconds.
- Ask Ss some questions about the text. *Why does our body need vitamins?* (Vitamins keep our body healthy.), *Should we eat lots of sweets?* (No, we shouldn't.), *How many hours should we exercise every day?* (At least one hour.), *How many hours a day should we watch TV?* (No more than two hours a day.), *When should we wash our hands?* (Before and after meals, after we cough or sneeze and after using the toilet.), *Can we see germs?* (No, we can't.), *Why are they bad for us?* (Because they can make us ill.)

Activity 3 R2.1 W2.2

- Direct Ss' attention to the questions and ask them to read them.
- Explain to Ss that they have to read the text again and answer the questions, according to the text.
- To help **lower-performing Ss** answer Wh-questions, you can give them two options to choose from (e.g. 1. *a. eating right, keeping clean and exercising* or *b. eating right, keeping clean and sleeping eight hours*).
- Have Ss compare their answers in pairs, then check as a class.

1. Eating right, exercising and keeping clean are three ways to stay healthy.
2. We should drink at least seven glasses of water every day.
3. We should wash our hands before and after meals.
4. We should wash our hands with soap for twenty seconds.
5. Because it keeps our heart healthy, and we don't get ill easily.
6. open answer

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

Post-reading

Let's chat

S1.1 S1.2 L2.3

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

Suggested answer:
I try to drink seven glasses of water every day and sleep for eight hours. I like eating sweets but not too many because they're bad for our health. / I don't like eating sweets because they're bad for us. I like eating healthy snacks. I try to do all of the things mentioned in the text to stay healthy. I also like exercising. I do karate and play football with my friends every weekend.

3 READING TIME

Optional

True or False?

- Ask Ss to close their books.
- Explain that you are going to say a few sentences about the text and that they will have to respond with gestures.
- Ss put their hands on their heads when they hear true sentences and fold their arms in front of them when they hear false sentences.
- You may want to play an alternative version of this game and have Ss respond verbally to the true and false sentences. For example, say, *We should wash our hands before meals* and Ss respond, *Yes, we should.*
- Play this game until you run out of sentences.

Before leaving

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

Workbook

Activity 1

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

Activity 2 R2.1

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

Activity 3 W2.2

You shouldn't eat crisps and sweets.
You shouldn't surf the Net for many hours.
You should visit a dentist every six months.
You should go for a walk after meals.

3 PHONICS

1 Listen and say.

2 Listen and say. Then circle the /iː/ sounds.

Lee, the zookeeper

In the evening, it's cold at the zoo.
Lee's a zookeeper – his jacket is blue.
He has got a tablet.
He's checking his email.
The cheetah is sleeping.
Look at its long tail.
Look at these monkeys.
They're sleeping in trees
while Lee, the zookeeper,
is having some cheese.

PHONICS

Language focus

Objectives

- **to practise the pronunciation of e** /iː/**, ee** /iː/
- **to say a phonics chant/poem**

Vocabulary

email, he, these, sleep, zookeeper, cheese

Phonics

e /iː/, **ee** /iː/

Materials

- flashcards of *email, he, these, sleep, zookeeper, cheese*
- photocopies of the above flashcards (picture side) (one for half of the Ss of the class)
- phonics cards of *email, cheese* (TB pages 141-142 one set per S)

Revision (Optional)

- Tell Ss that you are going to play a game.
- Explain that you are going to say one of the three healthy habits Ss read about in the previous lesson and then they have to name some of the points that contribute to the specific healthy habit you called out.

Lesson plan

Warm-up

- Write the sound /iː/ on the board. Draw two lines and write *e* and *ee* underneath. Under them, stick the flashcards with the words that begin with, end in and contain **e** or **ee**.
- Point to *e* and say /iː/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (email) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the other spelling for the same sound (**ee**).

Activity 1

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

Listening transcript

/iː/, /iː/, *email, he, these*
/iː/, /iː/, *sleep, zookeeper, cheese*

- Encourage Ss to tell you more words with the sounds presented in this lesson.
- Remind Ss of the other spelling for this same sound (**ea**) as in *teacher, eat* and *sea*. Ask Ss to tell you more words they remember with this spelling that make the /iː/ sound.

Activity 2 L2.1

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

- Direct Ss' attention to the illustration. Ask Ss what they can see. (A man at the zoo looking at his email on a tablet while eating some cheese.)
- Ask Ss, *Where is the man?* (He's at the zoo.) *What is he doing?* (He's eating some cheese.) *What animals are there in the zoo?* (Cheetahs and monkeys.) *What are they doing?* (They are sleeping.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to underline the /iː/ sounds.
- Play the chant/poem *Lee, the zookeeper* and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle the /iː/ sounds.
- Then play the chant/poem once more and encourage Ss to say the chant/poem.

circled: Lee, zookeeper, evening, Lee, zookeeper, he, he's, email, cheetah, sleeping, these, sleeping, trees, Lee, zookeeper, cheese

TPR Activity

- Photocopy and give Ss the phonics cards for *email* and *cheese*.
- Explain to Ss that they have to say the chant/poem and raise the appropriate phonics card when they hear the word containing the /iː/ sound that is spelt with **e** and the appropriate phonics card when they hear the word containing the /iː/ sound that is spelt with **ee**.

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 the words Ss learnt in the lesson, e.g. *sleep* and have Ss write the digraph on the board, e.g. *ee* and say the sound /iː/.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.

Optional 2

Sound and picture pairs

- Divide Ss into two teams.
- Each S in team 1 holds one of the phonics cards (email, cheese).
- Hand out the flashcards with the words that contain *e, ee* to the 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 round 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 L2.1

Listening transcript

1. *sleep* **2.** *these* **3.** *cheese*
4. *he* **5.** *email* **6.** *zookeeper*

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

Activity 2

Listening transcript

1. *he* **2.** *cheese* **3.** *email*
4. *sleep* **5.** *zookeeper* **6.** *these*

1. e 2. ee 3. e 4. ee 5. ee 6. e

Activity 3 W2.2

1. zookeeper 4. he
2. email 5. cheese
3. these 6. sleep

TOP TIME! 2

Language focus

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

Vocabulary
Nouns: seat belt, road trip
Adjective: confusing

Materials
- flashcards for *seat belt* and *road trip*

Revision (Optional)
- Revise the phonics sounds from the previous lesson by handing out the phonics cards and having Ss do the TPR activity from the Phonics lesson.

Lesson plan

Warm-up
- Ask Ss to tell you what they think are the most important rules drivers should follow when they are driving. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Hold up the flashcards for *seat belt* and *road trip*, say the words and encourage Ss to repeat.
- Write a sentence on the board with the adjective *confusing* and underline it. For example, write: *I cannot understand this exercise. It's confusing.*
- Ask Ss to read the sentence out loud and infer the meaning of the underlined word.
- 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 photos 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
- Ask Ss to look at the photos and ask them what they can see. (The city skyline of Doha, Qatar and Stonehenge in the United Kingdom.)
- Ask Ss to tell what they think the texts are going to be about. (They are about driving in Qatar and in the United Kingdom.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out if people in Qatar drive on the left-hand side of the road. (No, they don't. They drive on the right-hand side of the road.)
- Have Ss read the texts again and check comprehension.
- Ask Ss some questions about the texts. *How old do you have to be to drive in Qatar?* (At least eighteen years old.) *What is one thing drivers should not do when driving in Qatar?* (They shouldn't use a mobile phone.), *Is there a lot of traffic on city streets?* (Yes, there is.), *What can visitors to the Qatar National Museum do?* (They can learn about the history of Qatar and its people.) *What must you do when driving around the UK?* (You must always wear your seat belt and pay attention to the road signs.) *Why?* (Because the British drive on the left-hand side of the road.) *What is a famous site in the UK that you can visit by car?* (Stonehenge.) *What is Stonehenge?* (It is a circle of very big rocks but archaeologists are not sure why people built it.) *What do some people believe about Stonehenge?* (They believe it was one of the first clocks in the world.)

Activity 3 R2.1
- Direct Ss' attention to the table in activity 3 and ask them to read the sentences it contains.
- Explain to Ss that they will have to read the texts again and put a tick in the correct column (Qatar or the UK) or in both, according to the texts.
- Have Ss compare their answers in pairs, then check as a class.

	Qatar	the UK
1. Drivers drive on the left-hand side of the road.		4
2. Drivers should wear seat belts.	4	4
3. You shouldn't drive too fast or too slowly.		4
4. There is a lot of traffic.	4	
5. Drivers never talk on their mobile phones.	4	

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

Workbook

Activity 1 W2.2

1. seat belt **2. road trip** **3. confusing** **A. 2, B. 1, C. 3**

Activity 2 L2.1

Listening transcript

Ahmed: *Hi Omar. How are you?*
Omar: *I'm fine, thanks. What about you, Ahmed?*
Ahmed: *I'm well, thank you.*
Omar: *How was your trip to Qatar?*

1
seat belt

road trip

confusing

2 Do people in Qatar drive on the left-hand side of the road? Read and answer.

Driving round...

QATAR

When driving in Qatar, especially in large cities like Doha, there are some rules drivers should always remember. In Qatar, people drive on the right-hand side of the road, and they must be at least eighteen years old to drive. Drivers shouldn't use a mobile phone while driving, so they never talk on their mobile phones. They always wear their seat belts too. There is usually a lot of traffic on the street in the city, but there are also many things to see.

One of the most interesting places to visit is the Qatar National Museum. The museum tells the story of Qatar, its history and its people.

THE UNITED KINGDOM (UK)

When driving in the UK, you must be at least seventeen years old, you must always wear your seat belt, and you have to pay attention to the road signs too. Why? Well, the British drive on the left-hand side of the road, and this can be very confusing for people from other countries! They have to be very careful! In London, when drivers want to use their cars from Monday to Friday in the city centre, they have to pay a fee. Drivers get into trouble for driving too fast, but they can also get into trouble for driving very slowly.

Stonehenge is a very famous site in the English countryside that you can visit by car. It is a circle of very big rocks, and archaeologists are not sure why people built it! Some people believe it was one of the first clocks in the world.

3 Read again and put a tick (4) in the column for Qatar, the UK or in both.

	Qatar	the UK
1. Drivers drive on the left-hand side of the road.		
2. Drivers should wear seat belts.		
3. You shouldn't drive too fast or too slowly.		
4. There is a lot of traffic.		
5. Drivers never talk on their mobile phones.		

Ahmed: *It was fantastic! We stayed in Doha and went on many tours.*
Omar: *Where did you go?*
Ahmed: *First, we visited Souq Waqif. It was fantastic!*
Omar: *What did you see there?*
Ahmed: *Many things. There were spices, carpets and even a camel market. Camels are beautiful animals.*
Omar: *Wow! What did you do after that?*
Ahmed: *Then we drove to Education City and visited Al Shaqab, the horse riding centre.*
Omar: *My uncle and aunt visited Al Shaqab last year. Did you like it?*
Ahmed: *Yes, I did. I learnt a lot about the horses there, and I took lots of pictures, look!*
Omar: *Wow! That horse is fantastic.*
Ahmed: *It is an amazing place. Next, we visited the Museum of Islamic Art. It is one of the most beautiful museums. It is right on the sea and there's a great view of the port.*
Omar: *Where did you go next?*
Ahmed: *We went on a desert safari before we left.*
Omar: *Oh? What was that like?*
Ahmed: *It was a great adventure! The guides drove through the sand dunes, we saw the inland sea and we had a meal at a Bedouin camp.*
Omar: *Wow! That sounds like an experience to remember, Ahmed!*

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

Project work W1.3

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

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, *Stonehenge is in London* 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 tell you one thing they remember from the texts.
- Make sure all of the Ss participate before they leave the classroom.

3 ROUND-UP

Language focus

Objectives

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

Revision (Optional)

- Have Ss come up to the front of the classroom and present the posters they made (WB, Top Time! 2, Project Work).

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 a plain sheet of A4 paper to every S.
- Tell Ss that they will have five minutes to write down as many sentences as they can using *Object Pronouns, the Imperative, verbs with two objects* or *should/ shouldn't*.
- 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 exchange sheets with their partner. Explain to them that they have to correct each other's sentences if there are any mistakes.
- Check Ss' sentences by having Ss read them out loud.
- Write some of the sentences on the board and ask Ss to tell you when the structures presented in this Module are used.

Activity 1 L2.1

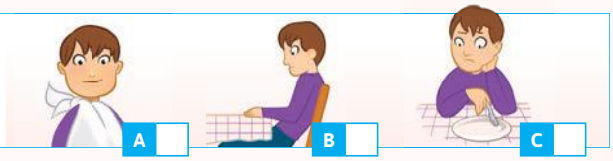
- Direct Ss' attention to the pictures and ask them what they depict. Then ask them to read the questions.
- Explain that they are going to listen to three short dialogues. Tell Ss that they will have to tick the appropriate picture (A, B or C) which answers the question given.

3 ROUND-UP

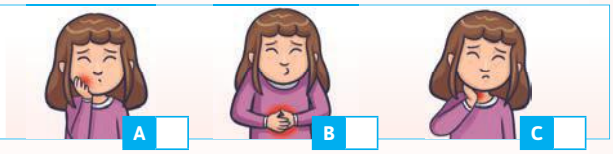
Listening

1 **Listen and tick (4) the correct picture.**

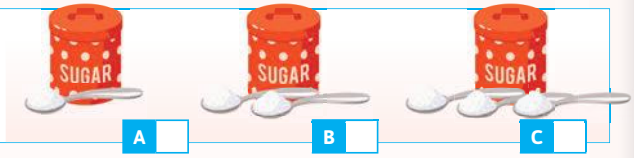
1. **How is Eric sitting?**



2. **What's the matter with Chloe?**



3. **How much sugar does William's mum add to the lemonade?**



Speaking

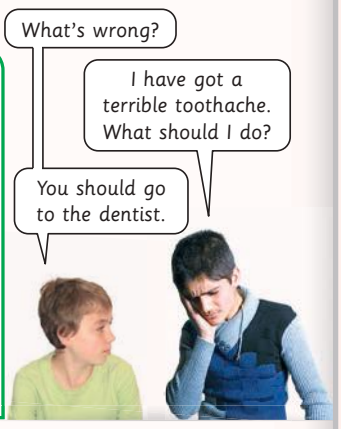
2 **Match the problems to the advice. Then talk in pairs. Imagine you have got one of the problems below. Use the prompts below to ask, answer and offer some useful advice.**

Problems

1. terrible toothache [C]
2. bored at home [ ]
3. spoke badly to my friend [ ]
4. earache [ ]
5. broke my brother's favourite toy [ ]
6. don't understand the maths homework [ ]

Advice

- **A** ask your teacher to help you
- **B** buy him a new one
- **C** go to the dentist
- **D** tell him/her you are sorry
- **E** go to the doctor
- **F** go for a walk



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

Listening transcript

1.

Dad: *Eric! Don't sit like that.*
Eric: *You're right, Dad! But it's difficult to remember table manners all the time.*
Dad: *What do you mean? There are three simple things you should remember!*
Eric: *I know, but look! You aren't sitting up straight!*
Dad: *Oh! Well, I guess you're right. Here, I am going to sit up straight and you should get those elbows off the table, Eric. Your grandparents are coming.*
Eric: *OK, Dad!*

2.

Chloe: *Ouch! Oh, no! Not again!*
Clark: *Is it that bad, Chloe?*
Chloe: *Yes, it is! What should I do, Clark? Should I take some medicine?*
Clark: *Medicine? No way! Did you tell Mum that it hurts?*
Chloe: *No, I didn't. She is going to tell me that we should go to the dentist.*
Clark: *I think you should listen to Mum.*

Chloe: *But I'm scared of the dentist!*
Clark: *Oh, come on! Mrs Roberts is very careful. You should go!*

3.
William: *Hi, Mum! What's this? It smells delicious!*
Mum: *Really? That's good! You can have some.*
William: *Lemonade is my favourite drink! Eww! It tastes terrible! It's sour!*
Mum: *Oh, William! It's just lemon juice with some water.*
William: *That's why it's sour! There's no sugar in it. How much sugar should I add?*
Mum: *One spoonful of sugar is OK, I think.*
William: *It's still sour! It needs one more.*
Mum: *Better now?*
William: *Yes! It's great! Thanks Mum!*

1. C 2. A 3. B

Activity 2 S1.1 S2.3 L2.3

- Direct Ss' attention to the picture of the children and ask them to read what they are saying.
- Then draw Ss' attention to the two boxes marked *Problems* and *Advice* and ask them to read the phrases in each box. Explain to Ss that you will give them some time to match each problem with a piece of advice.
- Once Ss have finished matching, divide Ss into pairs. Explain that SA has to imagine he/she has one of the problems. SB will have to ask in order to find out what the problem is and then offer some useful advice. Then Ss change roles.
- Invite a S to come to the front of the classroom to demonstrate the exchange. Ask, *What's the matter?* or *What's wrong?* and encourage the S to choose one of the problems. Give him/her advice using the structure *You should... .*
- If necessary, write key phrases/expressions on the board related to the structures used in the activity to help **lower-performing Ss**.
- Have a few pairs of Ss come to the front of the classroom and act out the exchange.

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

Optional

The Shark game

- Draw a big fish with its mouth open at the foot of a staircase. The steps of the staircase correspond to the number of letters in a particular word.
- Choose a S to come to the board, think of a word from those presented in the vocabulary section of this Module and draw the corresponding number of steps, e.g. seven steps for the word *earache*.
- 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. (*Object Pronouns, Imperative, verbs with two objects, What's the matter?, What's wrong?, should/shouldn't, etc.*)
- Make sure all of the Ss form sentences before they leave the classroom.

Workbook

Activity 1 W2.2

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

1. earache 2. terrible 3. vitamins
4. download 5. napkin 6. digital
7. password 8. lap

Activity 2

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

Activity 3

R1.1 W1.2 W2.2

open answers
(Suggested answer:
I have got a problem with my stomach, so I can't come to your house to watch the new DVD. My stomach really hurts and I don't feel well. I think I have got a temperature too, and I don't know what to do. I'm really sad!)

Activity 4

L1.1 L2.1 W2.2

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

1. headache 2. should 3. well
4. medicine 5. earache 6. well

Now I can

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

Note

- Bring a letter, a camera, and a microphone made of card to the next lesson.

4 Life in town

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

Song

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer, simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- use, with support, capital letters, full stops and question marks appropriately in guided writing at discourse level (W2.3) WB

Let's talk

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer, simple texts (L2.1)
- follow and respond, with some support, to longer, simple questions (L2.4)
- communicate or find out, with support, more detailed personal information (S1.1)
- ask about and describe, with a little support, future plans (S2.4)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1) WB
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB

Top Stars

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- follow and identify, with support, the detail in longer, simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- follow and identify, with support, the main ideas in longer simple texts (L1.1) WB
- follow and identify, independently, basic opinions in longer simple texts (L2.2) WB

Our world

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to the main idea in simple texts of two paragraphs or more (R1.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2)
- follow and identify, with support, the detail in longer simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- follow and identify, with support, the main ideas in longer simple texts (L1.1) WB

Cursive Writing

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

Round-up

- follow and identify, with support, the detail in longer, simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- ask about and describe, with a little support, future plans (S2.4)
- follow and respond, with some support, to longer, simple questions (L2.4)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- communicate, with support, more detailed personal information in a simple paragraph (W1.1) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB
- ask about and describe future plans, with some support (W1.5) WB
- use, with support, capital letters, full stops, question marks appropriately in guided writing at discourse level (W2.3) WB

Project

- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB

Reading time

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- communicate or find out with support more detailed personal information (S1.1)
- explain, with support, basic opinions (S1.2)
- follow and respond, with support, to a short sequence of simple, multi-step instructions (L2.3)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1) WB

CLIL 2

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- follow and identify, with support, the detail in longer, simple texts (L2.1) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB

Phonics

- follow and identify, with support, the detail in longer, simple texts (L2.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- spell, with some support, an increasing range of familiar, high frequency words accurately in guided writing (W2.2) WB

4 SONG

Language focus

Objectives
- **to talk about occupations**
- **to talk about obligations**

Vocabulary
Nouns: university, office
Phrase: learn a language
Occupations: postman, photographer, businessman, secretary, reporter

Structures
I have to study hard.
He has to go to university to become a doctor.
Do you have to visit your cousins?
Yes, I do. / No, I don't.
Does he have to buy a camera to become a photographer?
Yes, he does. / No, he doesn't.
What do I have to do to become a reporter?
You have to go to university.

Materials
- flashcards for *postman, photographer, businessman, secretary, reporter, university, office, learn a language*
- a letter, a camera, and a microphone made of card

Lesson plan

Warm-up
- Ask Ss what they would like to become when they grow up and have them justify their answers. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Use the realia you brought in. Place the letter, the camera, and the microphone made of card on your desk.
- Tell Ss that you are going to play a guessing game. Hold the letter and say, *I go round houses and give letters. What do I do?* and encourage the Ss to guess. Write the sentence and question on the board and stick the flashcard for *postman* above it.
- Repeat for the items *photographer, businessman* and *reporter* using the rest of the realia.
- Use example sentences and the flashcards to present the remaining items and phrase.
- Have Ss open their books to p. 43 and point out the words/phrase in the vocabulary section.
- Play the recording a few times and have Ss point to the words/phrase and repeat.
- Say the words/phrase in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 L2.1

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

- Direct Ss' attention to the photos and ask them what they depict. (People thinking about what they want to become when they grow up.)
- Tell Ss that they are going to listen to a song/poem and complete it with the missing word, according to what they hear.
- Play the recording and have Ss complete.
- Have Ss compare their answers in pairs, then check as a class.
- Play the recording again and encourage Ss to say the song/poem along with the recording.

1. photographer	**2. reporter**	**3. university**
4. secretary	**5. languages**	**6. businessman**

LOOK!
- Approach a S and say, *When I get home today, I have to tidy my house. What do you have to do?* Encourage the S to answer. Write the sentence, question and the S's answer on the board and underline *have to* in all three.
- Have Ss read the short exchange and then ask them to guess what the underlined structure is used to express. Elicit that *have to* is used to talk about or to express an obligation. Point out that *has to* is used in the third person singular.
- Underline *do* in the question you wrote on the board and point out that the question form of *have to* is formed using the auxiliary verb *do/does*. Point out that *do/does* is used in the short answers of this structure. Ask, *Do you have to go to the supermarket with your mum?* and encourage Ss to answer *Yes, I do. / No, I don't.*
- Direct Ss' attention to the *Look!* box and ask them to read it.
- 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 *have to*. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. My brother / have to / study for a test).

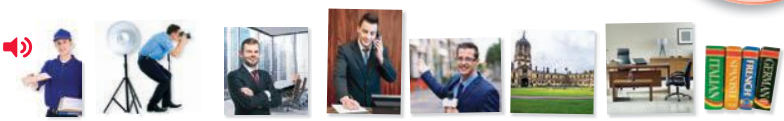
Activity 3 S1.1
- Direct Ss' attention to the table in the activity and ask them to read it. Then draw Ss' attention to the children and ask them to read what they are saying.

Life in town

4

SONG

1



postman | photographer | businessman | secretary | reporter | university | office | learn a language

2 Listen and complete. Then say.

What do I have to do?

Jake wants to become a (1) _____
What does he have to do?
He has to buy a camera
And go to art school too!

What about you? What about you?

Harry wants to become a (2) _____
What does he have to do?
He has to go to (3) _____
And learn how to write well too!

What about you? What about you?

Mark wants to become a (4) _____
What does he have to do?
He has to learn lots of (5) _____
And type really fast too!

What about you? What about you?

I want to become a (6) _____
What do I have to do?
You have to go to university
And study hard too!

LOOK! p. 71

I have to study hard.
He has to go to university to become a doctor.
Do you have to visit your cousins?
Yes, I do. / No, I don't.
Does he have to buy a camera to become a photographer?
Yes, he does. / No, he doesn't.
What do I have to do to become a reporter?
You have to go to university.

3 Read the table and discuss what someone has to do to become a scientist or a secretary.

	scientist	secretary
learn different languages	✘	✔
go to university	✔	✔
be good at computers	✔	✔
be good at maths	✔	✘
take good photos	✘	✘

Do you have to learn different languages to become a scientist?

No, you don't. Do you have to learn different languages to become a secretary?

Yes, you do.

- Explain to Ss that, in pairs, they have to take turns asking and answering questions about what one has to do to become a scientist or a secretary, according to the information listed in the table.
- If necessary, invite a S to come to the front of the classroom to demonstrate the activity.
- Divide the class 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 act out the exchange at the front of the classroom.

open answers

Optional

Seat switch

- Arrange the chairs in a circle and ask Ss to sit down.
- Tell Ss that you are going to ask some questions. These questions will be about what one has to or doesn't have to do to follow a certain professional career.
- Explain to Ss that they have to answer *Yes* or *No* to these questions. Ss who answer *Yes* have to get up and change seats while Ss that answer *No* remain seated.
- Stand in the middle of the circle. Ask Ss, *Do you have to type fast to become a secretary?* Encourage Ss who say *Yes* to stand up and change seats.
- Do this a couple of times with questions such as, *Do you have to learn a language to become a postman?* and so on.
- The third time you ask a question, while the Ss that answered *Yes* are switching seats, quickly sit in one of the empty seats. The S left standing has to take your place in the middle of the circle and ask the questions in the next round.
- Make sure to remove a chair once Ss start playing the game on their own.

Before leaving

- Explain to Ss that they have to form a sentence using *have to*.
- Make sure all of the Ss form a sentence before they leave the classroom.

Workbook

Activity 1 R2.1

1. businessman, E
2. reporter, D
3. learn a language, H
4. postman, G
5. office, B
6. university, F
7. photographer, C
8. secretary, A

Activity 2

1. have to brush
2. has to sleep
3. Do, have to tidy
4. have to learn
5. Does, have to type
6. Do, have to do

Activity 3
W1.3 W2.2 W2.3

open answers

4 TOP STARS

Language focus

Objectives
- **to talk about ordering in a restaurant**
- **to talk about lack of obligation**

Vocabulary
Verb: order
Noun: bill
Food: mushroom, pepper, meatballs, sauce, tuna, olive

Structures
You don't have to go to the supermarket today.
Jake doesn't have to wake up early on Saturday.

Materials
- flashcards for *order, bill, mushroom, pepper, meatballs, sauce, tuna, olive*
- flashcards from the previous lesson for *postman, photographer, secretary, businessman, reporter, university, office, learn a language*

Revision (Optional)
- Invite one of the Ss to come to the front of the classroom and mime one of the occupations they were presented with in the previous lesson for the class to guess.
- Make sure all of the Ss mime at least one occupation.

Lesson plan

Warm-up
- Ask Ss if they enjoy eating out in restaurants and how often they go to restaurants. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Invite a S to come to your desk and sit down. Pretend that you are the waiter/waitress in a restaurant and ask, *What would you like to order?* Write the question on the board, underline the word *order* and stick the flashcard above it. Explain to Ss that the word *order* can be used as a verb and as a noun. Write a sentence on the board with *order* as a noun, to illustrate.
- Using a piece of paper, hand it to the S and say, *Here's the bill. It's QAR 15.* Write the sentences on the board, underline the word *bill* and stick the flashcard above it.
- Use the flashcards for *mushroom, pepper, meatballs, sauce, tuna* and *olive* to present the food items. Stick them on the board, say the words and invite Ss to repeat after you.
- Have Ss open their books to p. 44 and 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 is happening. (The children are at a pizzeria and they are trying to decide what to order. In the end, they all look very happy with something the waiter is telling them.)
- Direct Ss' attention to the frames of the story and ask them to find and point

4 TOP STARS

1
order bill mushroom pepper meatballs sauce tuna olive

2 Read and answer. What do the children order?

1 *The children are at Tony's Pizza Place.*

Sami: This new pizza restaurant is great! Look at the menu!
Khaled: Let's order. I'm hungry!
Saleh: OK! What kind of pizza should we order?

2

Sami: How about this one? It has got cheese, mushrooms, peppers and olives.
Khaled: I don't like mushrooms!
Majed: OK! We don't have to get mushrooms.

3

Khaled: How about this one with tuna?
Saleh: Tuna? No way!
Sami: Let's get this one. It has got cheese and meatballs!
Majed: I've got an idea! Let's get two pizzas. How about one with cheese, peppers and olives and one with cheese and meatballs?
Khaled: Sounds good!

4 *Later...*

Waiter: Did you like the pizzas, kids?
Majed: Yes. They were delicious!
Sami: Can we have the bill, please?
Waiter: Well, I have some good news! You are our 100th order. Congratulations! You don't have to pay for the pizzas.
Khaled: That's great! It's our lucky day! Thank you very much!

44

LOOK! p. 71

You don't have to go to the supermarket today.
Jake doesn't have to wake up early on Saturday.

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

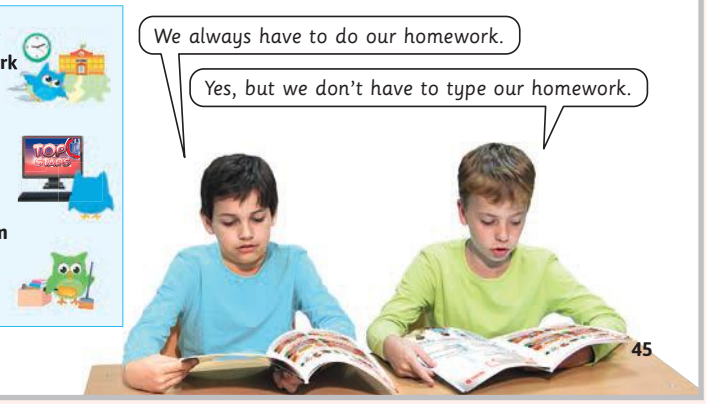
1. Khaled is hungry. ☐
2. Khaled doesn't like olives. ☐
3. Saleh wants the tuna pizza. ☐
4. Sami wants the cheese and mushroom pizza. ☐
5. The children order two pizzas. ☐
6. The children have to pay for one pizza. ☐

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

1. Who tastes the pizza sauce?
   A Tina
   B Lucy
2. What does Lucy have to put in the sauce?
   A salt
   B sugar
3. What do the children put on the pizza dough?
   A sauce, cheese and meatballs
   B sauce, cheese and peppers
4. How long do they have to cook the pizza?
   A fifteen minutes
   B fifty minutes

5 **Look at the school rules in the box and talk about what you have to or don't have to do.**

- do / homework
- type / homework
- be / on time
- be / polite
- wear / uniform
- use / computer
- tidy / classroom
- study / library
- do / projects



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

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

LOOK!

- Say, *At the weekend I don't have to get up early.* Write the sentence on the board and underline the negative form of *have to (don't have to)*. Ask Ss to read the sentence and to tell you when they think this structure is used. Elicit that it is used to talk about lack of obligation.
- Explain to Ss that the negative form of *have to* is formed using the auxiliary verb *do* in the negative form (*don't*). Point out that in the third person singular *doesn't* is used.
- Direct Ss' attention to the *Look!* box and ask them to read the sentence.
- Refer Ss to the dialogue and ask them to underline any examples of *have to*. (e.g. *We don't have to get mushrooms.*)
- 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 have to. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples (e.g. I / not / have to / tidy / room / today).

out the words from the vocabulary section that they see in the frames. (Frame 1: order, order, Frame 2: mushrooms, peppers, olives, mushrooms, mushrooms, Frame 3: tuna, Tuna, meatballs, peppers, olives, meatballs, Frame 4: bill)

- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the children order. (They order two pizzas: one with cheese, peppers and olives and one with cheese and meatballs.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *Where are the children?* (They are at Tony's Pizza Place.), *What does Sami want to order?* (He wants to order a pizza with cheese, mushrooms, peppers and olives.), *Does Khaled like this pizza?* (No, he doesn't because there are mushrooms on it.), *What does Majed suggest?* (He suggests that they order two pizzas.), *Did they like the pizzas?* (Yes, they did.), *Did they pay for the pizzas?* (No, they didn't.), *Why not?* (Because they made the 100th order, so the pizzas were free.), *What does Khaled think about it?* (He thinks it's their lucky day.)

Activity 3 R2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they must read the story again and write 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.

Activity 4 L2.1

- Direct Ss' attention to the questions and ask them to read them.
- Explain that they are going to hear two girls taking about making a pizza. Tell Ss that they will have to listen carefully and circle A or B, according to what they hear.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Tina: *Hi, Lucy! What are you doing?*
Lucy: *I'm making a pizza. Do you want to help?*
Tina: *Sure! What do we have to do now?*

Lucy: *Well, I'm making the sauce. Can you taste it, please?*
Tina: *Sure! Hmm... it's sour. You have to add more sugar.*
Lucy: *OK... how about now? Do I have to add anything else? How about some salt?*
Tina: *Mmm... no. It's delicious now!*
Lucy: *Great! Now we have to roll out the pizza dough.*
Tina: *Ready! What do we have to do now?*
Lucy: *Well, we have to add the sauce, the cheese and the mushrooms.*
Tina: *Do we have to add mushrooms? I don't really like mushrooms!*
Lucy: *No, we don't. What would you like? How about olives?*
Tina: *Olives? No, thank you! I don't like olives! Let's add some meatballs!*
Lucy: *Ha ha! Meatball pizza? That's funny! Sorry, but we haven't got any meatballs, Tina. How about some peppers?*
Tina: *Peppers are tasty! Yes, please!*
Lucy: *OK, then! Now, we have to cook it for fifteen minutes.*
Tina: *I can't wait to try it!*

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

Activity 5 S1.1 S2.2

- Direct Ss' attention to the children in the photo and ask them to read what they are saying.
- Explain to Ss that they have to read the prompts in the box and, in pairs, talk about what they *have to* or *don't have to* do at school.
- If necessary, invite a S to come to the front of the classroom and demonstrate the activity. For example, say, *We have to be polite to teachers and other students* and encourage the S to respond and give another rule from the ideas in the box.
- Divide Ss into pairs and have them do the activity. **Higher-performing Ss** can think about more ideas to talk about with their partners.
- Have a few pairs of Ss come to the front of the classroom and present the exchange.

open answers

Optional

Hot or cold

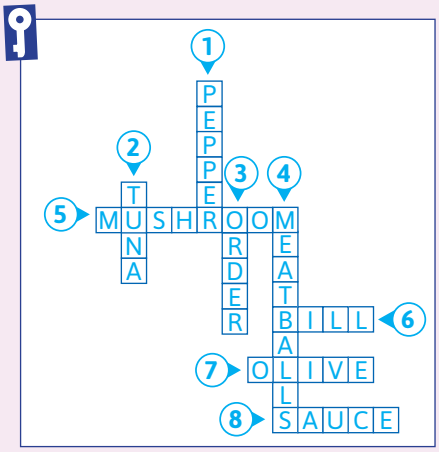
- Ask two Ss to step out of the classroom and wait outside until they are called back in. Alternatively, you could tell the Ss to close their eyes.
- Explain to the rest of the class that they are all going to find a hiding place for the flashcard of an item presented in this lesson. Tell them that it should be a hiding place that doesn't involve moving anything.
- Once you've decided upon the hiding place and have hidden the flashcard there, call the two Ss back inside or ask them to open their eyes.
- The Ss in the classroom then ask the pair, for example, *Where's the sauce?* The pair 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 move 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

- Explain to Ss that they have to form a sentence using *don't have to / doesn't have to.*
- Make sure all of the Ss form a sentence before they leave the classroom.

Workbook

Activity 1 W2.2



Activity 2 W2.2 R2.1

1. have to do their homework
2. doesn't have to do his homework
3. have to tidy their room
4. doesn't have to tidy his room
5. don't have to water the plants
6. has to water the plants

Activity 3

L1.1 L2.1 L2.2

Listening transcript

1. **Ryan:** *This Italian restaurant is fantastic! It has got so many types of pasta and pizza.*
Greg: *I know. I read some really great reviews!*
Ryan: *So, what are we going to order?*
Greg: *Hmm... I want a pizza, with peppers, olives and tuna.*
Ryan: *Yuck! Do we really have to get a pizza with tuna on it?*
Greg: *Yes! I really love tuna on pizza. You know, you don't have to eat pizza. You can order some spaghetti with meatballs.*
Ryan: *Oh, OK, but I don't like spaghetti with meatballs.*
Greg: *Why don't you get spaghetti with mushrooms and olives?*
Ryan: *Let me see. OK! I am going to get that.*
Greg: *Great! Let's order! Waiter!*

(see p. 150)

Note

- If possible, bring a map of the London Underground and a bus ticket to the next lesson.

Language focus

Objectives
- **to talk about road safety and rules round town**
- **to talk about obligation and prohibition**

Vocabulary
Verb: park
Nouns: ticket, line, pavement, escalator
Phrases: cross the street, bicycle lane, bicycle rack, traffic lights

Structures
You must buy a ticket.
You mustn't cross the street.
You can't get on the underground without a ticket.

Materials

- flashcards for *cross the street, ticket, line, bicycle lane, bicycle rack, traffic lights, pavement, escalator*
- flashcards from the previous lesson for *order, bill, mushroom, pepper, meatballs, sauce, tuna, olive*
- a map of the London Underground and a bus ticket

Revision (Optional)

- Put the flashcards from the previous lesson (order, bill, mushroom, pepper, meatballs, sauce, tuna, olive) in a pile on your desk.
- Invite Ss to come to your desk, one by one, pick a flashcard and name the item it depicts. Have **higher-performing Ss** write a sentence on the board with the word of the item depicted in the flashcard.
- Make sure all Ss have come to your desk at least once.

Lesson plan

Warm-up

- Ask Ss to tell you any safety rules they know of that people must follow on a daily basis. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Use the realia you brought in to present the words *ticket* and *line*. Hold up the ticket, say the word and have Ss repeat after you. Follow the same procedure with the London Underground map, pointing to the differently coloured lines.
- Draw a traffic light on the board and colour in the red light and ask, *The traffic light is red. Can I cross the street?* Write the sentences on the board, underline the phrases *traffic light* and *cross the street* and stick the flashcards on the board above each phrase. Then have them answer the question.
- Use the flashcards to present the remaining vocabulary items. Hold up the flashcards, say each word/phrase and encourage Ss to repeat. Stick the flashcards on the board so that Ss can easily refer to the new items.
- Write a sentence on the board with the word *park* and underline it. For example, write: *People mustn't park their cars on the pavement.*
- Ask Ss to read the sentence out loud and infer the meaning of the underlined word.
- Have Ss open their books to pp. 46-47 and point out the words/phrases in the vocabulary section.
- Play the recording a few times and have Ss point to the words/phrases and repeat.
- Say the words/phrases in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 R1.1 R2.1

- Direct Ss' attention to the photos and ask them what they can see.
- Read the title of the text and ask Ss to predict what it is about. (It is about road safety and rules when moving round town.)
- Ask Ss what kind of rules they believe people have to follow to be safe when travelling round town using public transport. Elicit Ss' answers and have them justify their answers.
- Explain to Ss that you will give them some time to read the text and that they will have to match the rules 1-4 with the photos A-D.
- Allow Ss some time to read and match.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to justify their answers.
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *When should cyclists always stop?* (At red traffic lights.), *Can you ride your bike on the pavement?* (No, you can't.), *What should you not do on the bus?* (Eat, drink or talk loudly on your mobile phone.), *Can you eat or drink on the bus?* (No, you can't.), *Can you change lines at every station when you use the underground?* (No, you can't.), *Which means of transport do you need a ticket to use?* (Buses and the underground.)

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

Activity 3 R2.1 W2.2

- Direct Ss' attention to the questions and have them read them.
- Explain to Ss that they have to read the text again and answer the questions, according to the text.
- To help **lower-performing Ss** answer Wh-questions, you can give them two options to choose from (e.g. *1. a. when the light is green* or *b. when the light is red*).
- Have Ss compare their answers in pairs, then check as a class.

1. When the lights are green.
2. Your/A helmet.
3. In a bicycle rack.
4. At the bus station or from the bus driver.
5. You can't eat or drink on a bus.
6. You should always stand on the right.

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

LOOK!

- Stand at the front of the classroom and say, *I must always turn off the classroom lights at the end of the day.* Write the sentence on the board and underline *must*. Have Ss read the sentence and ask them when they think the verb *must* is used. Elicit that *must* is used to talk about obligations. Write a second sentence on the board, using the negative form of the modal verb (mustn't) and have Ss read it. Point out that *mustn't* is used to express prohibition.
- Write a sentence with *have to* next to the sentence with *must*, for example, *My mum says I have to tidy my room before I can watch TV* and ask Ss to compare the uses of *must* and *have to*. Explain to Ss that *must* is used to show internal obligation; something the speaker feels obliged to do, whereas *have to* is used to show obligation imposed by rules or regulations set by others.
- Then explain that while *mustn't* expresses prohibition, *don't have to* expresses a lack of necessity.
- Underline *can* in the sentence with *have to* and ask Ss to tell you what they think *can* expresses in this sentence. Elicit that it grants permission.
- Explain to Ss that *can/can't* is also used to ask for, grant or refuse permission.
- Direct Ss' attention to the *Look!* box and ask them to read the sentences.
- Refer Ss to the text and ask them to underline any examples of the *must* and *can't*. (e.g. *You must follow the rules that keep you safe 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 must and can't. 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. the touch the exhibits you mustn't museum in) or write gapped sentences on the board and have them complete the sentences with *must*, *mustn't*, *can* or *can't*.

Activity 4 L2.1 W2.2

- Direct Ss' attention to the leaflet and ask them to read it.
- Explain that they are going to hear a boy asking his friend questions about bike safety. Tell Ss that they will have to listen carefully and complete the missing information in the leaflet, according to what they hear.
- Play the recording twice and have Ss complete the leaflet.
- Have Ss compare their answers in pairs, then check as a class.

4 OUR WORLD

1 cross the street, ticket, line, bicycle lane, bicycle rack, traffic lights

2 Read and match the rules with the photos.

Getting round town!

When you are out and about, you can have lots of fun, but you must follow rules that keep you safe too!

1. ON THE STREET...
You mustn't cross the street when the light is red. You should wait for the green light, and then you can cross the street.

2. BY BIKE...
You must always wear your helmet and stop at red traffic lights. Remember, you can't ride your bike on the pavement. You must use the bicycle lanes, and you should park your bike in a bicycle rack.

3. BY BUS...
You can't get on without a ticket, so you must always buy one at the bus station or from the bus driver. Also, you can't eat or drink on the bus, and you shouldn't talk loudly on your mobile phone.

4. BY UNDERGROUND...
You must buy a ticket at the station, and remember that you can't change lines at every station. When you are on the escalators, remember that you should stand on the right.

A B C D

46

Listening transcript

Mike: *Hi, Sean. Can I ask you some questions about bike safety?*
Sean: *OK. What would you like to know?*
Mike: *Actually, our PE teacher gave us a leaflet about bike safety today, and I want to see what you know.*
Sean: *Ha ha! OK, then! I'm listening.*
Mike: *Well, we all know that we must always wear a helmet, but what do we have to wear when we cycle at night?*
Sean: *That's easy! We have to wear bright clothes. We mustn't wear dark clothes. It's dangerous when drivers can't see you.*
Mike: *That's right! OK, now, what distance do we have to keep from cars?*
Sean: *Hmm... is it half a metre?*
Mike: *No, it isn't. We must keep a distance of one metre away from cars. Next question; what must we have on our bikes?*
Sean: *We must have a white light at the front and a red light at the back. These help drivers see us.*
Mike: *Very good! Now, for the last question. How do we show drivers which way we are going to turn?*
Sean: *With our arms, of course!*
Mike: *You are a careful cyclist!*

1. helmet 2. clothes 3. one/1 metre 4. white 5. red 6. arms

pavement

escalator

park (v.)

LOOK! p. 72

You must buy a ticket.

You mustn't cross the street.

You can't get on the underground without a ticket.

3 Read again and answer the questions.

1. When can you cross the street?
2. What must you always wear when you ride your bike?
3. Where should you park your bike?
4. Where can you buy a bus ticket?
5. What can't you do on a bus?
6. Which side should you stand on when you are on the underground escalators?

4 Listen and complete the leaflet.

Tip! Before you listen, try to predict what kind of information is missing (e.g. numbers, dates, names, places).

Bike Safety Tips

- We must always wear a (1) _____.
- At night, we must wear bright (2) _____.
- We must stop at red traffic lights.
- We must keep (3) _____ away from cars.
- We must put a (4) _____ light at the front of our bike and a (5) _____ light at the back.
- We must use our (6) _____ to show drivers which way we are going to turn.

5 Use the ideas in the box and discuss what you must, mustn't and can't do in the library with a partner.

- talk on your mobile phone
- be quiet
- take books home without asking
- run
- eat and drink
- sleep
- return books on time

Activity 5 S1.1 S2.2

- Direct Ss' attention to the children in the activity and ask them to read what they are saying.
- Explain to Ss that they will have to read the prompts in the box and, in pairs, ask and answer questions about what one *must*, *mustn't* and *can't* do in the library. **Higher-performing Ss** can think of more rules to add to the box to talk about with their partners.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss present the exchange at the front of the classroom.

open answers

Optional

Yes or No?

- Tell Ss that they are going to play a game.
- Put a piece of masking tape across the middle of the floor or define an imaginary line dividing the room.
- Designate one side as *Yes* and the other side as *No*.
- Have Ss stand on the line and explain that you are going to say a sentence about safety rules when you are travelling round town. If it is correct, they should jump to the *Yes* side and chorally shout out, *Yes*. If it isn't correct, they should jump to the *No* side and chorally shout out, *No*.
- Ss who make a mistake should sit out one round.

Before leaving

- Explain to Ss that they have to form a sentence using *must*, *mustn't* or *can't*.
- Make sure all of the Ss form a sentence before they leave the classroom. Have **higher-performing Ss** write their sentences on the board.

Workbook

Activity 1 R2.1 W2.2

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

1. lights
2. rack
3. escalator
4. lanes
5. lines
6. ticket
7. pavement
8. cross
9. park

Activity 2 R2.1 W2.2

1. mustn't eat
2. can't go
3. must wear
4. can't ride
5. mustn't swim
6. must put

Activity 3 L1.1 L2.1

Listening transcript

1. Teacher : *Now, children. Have you got helmets?*
Boy 1 : *No, Mr Tally. John and I haven't got any.*
Teacher : *Where are your helmets, boys? You must have helmets to drive.*
Boy 2 : *Oh, no! What are we going to do now?*
Teacher : *Don't worry, boys. Luckily, I've got two extra helmets. Here you are.*
Boys : *Thank you, Mr Tally.*
Teacher : *Now, before we start, have you got your seat belts on? You must all wear your seat belts. Ready, everyone?*

(see p. 150)

4 LET'S TALK

Language focus

Objectives
- **to extend an invitation**
- **to accept or refuse an invitation**

Vocabulary
Noun: picnic
Places: square, café, skatepark, aquarium, market

Structures
Would you like to go to the park?
That would be nice. / I'd love to. / Sure.
I'm afraid I can't. I have to tidy my room. /
I don't think so. I have to study.

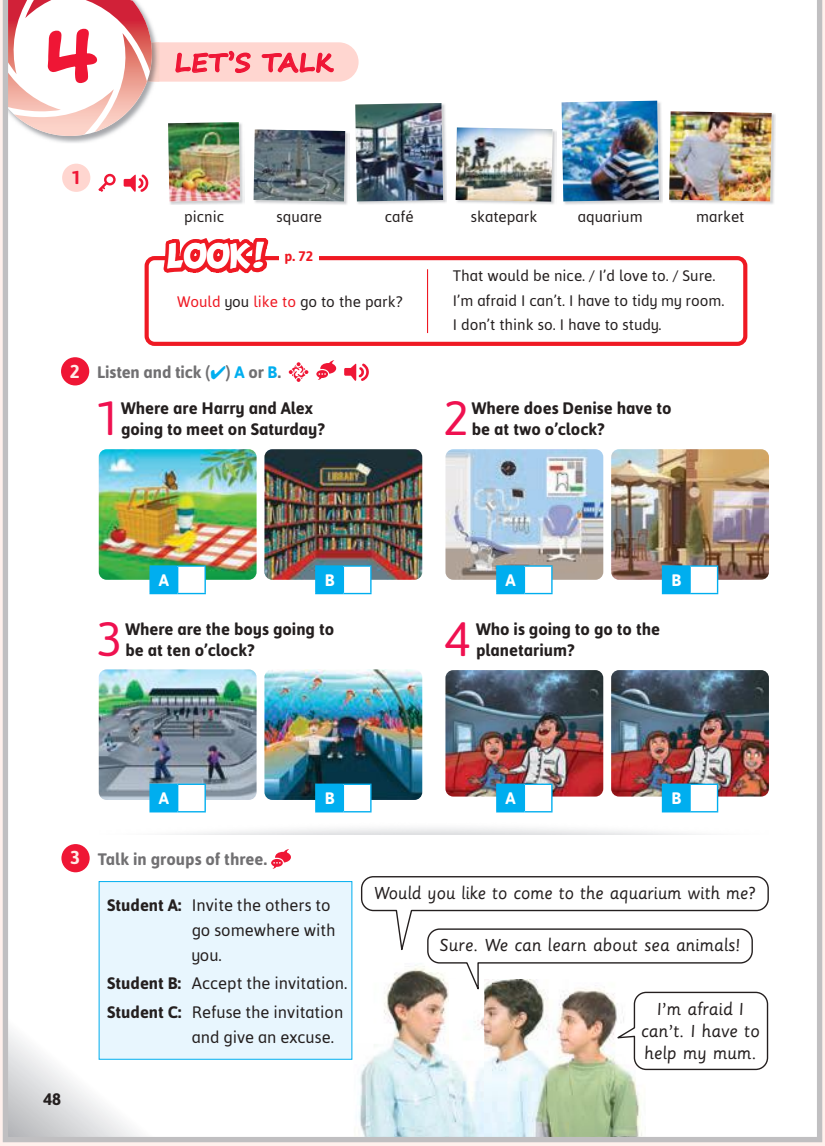
Materials
- flashcards for *picnic, square, café, skatepark, aquarium, market*
- flashcards from the previous lesson for *cross the street, ticket, line, bicycle lane, bicycle rack, traffic lights, pavement, escalator*

Revision (Optional)
- Stick the flashcards from the previous lesson (cross the street, ticket, line, bicycle lane, bicycle rack, traffic lights, pavement, escalator) on the board.
- Explain to Ss that they will have to come to the board, one by one, point to one of the flashcards and form a sentence using the word depicted and the structures they were presented with in the previous lesson (*must/ mustn't* and *can't*).
- Make sure all Ss come to the board at least once.

Lesson plan

Warm-up
- Ask Ss where they like to hang out with their friends or where they like to go when they go out and why. Initiate a short classroom discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Say, *This weekend I'm going to have a picnic with my friends*. Write the sentence on the board, underline the word *picnic* and stick the flashcard above it.
- Repeat for the rest of the words using example sentences and the flashcards.
- Have Ss open their books to p. 48 and point out the words in the vocabulary section.



4 LET'S TALK

1 picnic, square, café, skatepark, aquarium, market

LOOK! p. 72
Would you like to go to the park?
That would be nice. / I'd love to. / Sure.
I'm afraid I can't. I have to tidy my room.
I don't think so. I have to study.

2 Listen and tick (✔) A or B.
1 Where are Harry and Alex going to meet on Saturday?
2 Where does Denise have to be at two o'clock?
3 Where are the boys going to be at ten o'clock?
4 Who is going to go to the planetarium?

3 Talk in groups of three.
Student A: Invite the others to go somewhere with you.
Student B: Accept the invitation.
Student C: Refuse the invitation and give an excuse.
Would you like to come to the aquarium with me?
Sure. We can learn about sea animals!
I'm afraid I can't. I have to help my mum.

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- 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.

LOOK!
- Approach a S and say, *Would you like to go to the aquarium on Saturday?* Write the question on the board and ask Ss what they think this question expresses. Elicit that *Would you like to...?* is used when we are inviting someone to do something with us.
- Have a S ask you the same question and answer by accepting or refusing, for example, *That would be nice* or *I'm afraid I can't. I have to study*. Explain that we can accept or refuse someone's invitation politely using different expressions.
- Direct Ss' attention to the *Look!* box and read the question and the expressions used to accept or refuse invitations.
- 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 functions for inviting, and accepting and refusing invitations. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples (e.g. would like / play / computer game?).

Activity 2 L2.1 L2.4
- Direct Ss' attention to the illustrations and ask them what they depict.

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

Listening transcript

1. **Harry:** *Hi, Alex! My cousins and I are going to have a picnic on Saturday. Would you like to come?*
   Alex: *I'm afraid I can't, Harry. I have to study for the maths test on Saturday.*
   Harry: *Oh, yes! I forgot all about it. I have to study too. Would you like to study together at the library?*
   Alex: *Sure! Let's meet there at one o'clock.*
2. **Melina:** *Hi, Denise! I'm going to meet my aunt at the new café at the square. Would you like to come?*
   Denise: *Oh! That would be nice. What time are you going to meet?*
   Melina: *At around two o'clock.*
   Denise: *I have to go to the dentist's at two, so I'm afraid I can't.*
   Melina: *That's too bad.*
3. **Leo:** *Hi, Jake! I'm going to the aquarium tomorrow. Would you like to come?*
   Jake: *I'm afraid I can't, Leo. I'm going to take part in a competition at the skatepark tomorrow. Would you like to come?*
   Leo: *I'd love to! What time?*
   Jake: *It starts at ten o'clock.*
   Leo: *OK. See you at ten!*
4. **Dad:** *Jason! Your brother and I are going to the planetarium. Would you like to come with us?*
   Jason: *I'd love to, Dad! But, I'm afraid I can't. I have to finish my homework.*
   Dad: *Tell you what, finish your homework and we can go to the planetarium in about an hour.*
   Jason: *OK! Thanks, Dad!*

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

Activity 3 S1.1 S2.4 L2.4

- Direct Ss' attention to the children and ask them to read what they are saying.
- Explain to Ss that, in groups of three, SA will have to invite the others to go somewhere or to do something while SB will have to politely accept and SC will have to politely refuse the invitation using suitable expressions. Then Ss will change roles.
- If necessary, write some key phrases/expressions on the board related to the vocabulary of the lesson to help **lower-performing Ss**.
- Divide Ss into groups of three and have them do the activity.
- While Ss are doing the activity, go round the classroom monitoring the procedure and making sure Ss are changing roles at the end of each exchange.
- Have a few groups of Ss present the exchange at the front of the classroom.

open answers

Optional

Where am I?

- Divide Ss into two teams.
- Invite a S from each team to the front of the classroom and, in turns, have them mime something they can do in one of the places they were presented with in the vocabulary section.
- The rest of the Ss in their team will take turns guessing which place the S is at.
- The team with the most points by the end of the game wins.

Before leaving

- Divide the class into pairs and have them stand in two lines.
- Explain to Ss that each pair will have to take turns inviting each other to do something or go somewhere and accepting or refusing the invitation, accordingly.
- Make sure all of the Ss participate before they leave the classroom.

Workbook

Activity 1 W2.2

1. skatepark - C
2. aquarium - E
3. picnic - D
4. squares, cafés - B
5. market - A

Activity 2 R1.1 R2.1

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

Activity 3 L2.1

Listening transcript

1. **Ken:** *Hi, Gary.*
   Gary: *Oh, hello, Ken. How are you?*
   Ken: *I'm great. I'm going to meet some friends at the square. Would you like to come?*
   Gary: *Oh, that sounds great! Sure! There's a great café there. They have got the most amazing hot chocolate! Are you going to go there?*
   Ken: *No, we aren't. We're going to hang out and look at the shop windows.*
   Gary: *OK, cool! Let's go!*
2. **Jake:** *I'm hungry!*
   Mum: *Me too, Jake! Let's cook something.*
   Jake: *OK. Let's see what we have got in the fridge.*
   Mum: *Hmm... we've got tomatoes, eggs, cheese. We can make a salad.*
   Jake: *I'd like some fish. Have we got any?*
   Mum: *No, we haven't.*
   Jake: *Can we go to the fish market to get some?*
   Mum: *Yes, let's go! Let's get some fruit from the market too!*

(see p. 150)

Language focus

Objectives

- **to read an email containing information from a leaflet**
- **to write an email containing information from a leaflet**
- **to revise and consolidate structures and vocabulary presented in previous lessons**
- **to learn how to use the adverb *also***
- **to learn how to use the adverb *too***

Revision (Optional)

- Divide Ss into different pairs from the ones they were in during the previous lesson.
- Explain to them that, in turns, they will have to invite each other somewhere or to do something and accept or refuse the invitation.
- Have a few pairs of Ss act out the exchange at the front of the classroom.

Lesson plan

Warm-up

- Ask Ss if they have got a hobby and if there are certain rules they have to follow when they are doing it or when they are at the place where they practise it. Initiate a short class discussion, and encourage all of the Ss to participate.

Activity 1 R2.1

- Have Ss open their books to p. 49.
- Direct Ss' attention to the leaflet and to the email. Explain to Ss that they are going to read the leaflet and the email and talk about how they can write an email giving information of their own.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out why Fred is writing to Tom. (To give him information about the swimming pool they are both interested in going to.)
- Have Ss read the leaflet and email again and check comprehension.
- Ask Ss some questions about the leaflet and email. *Which place did Tom ask for information about?* (Westville Swimming Pool.), *How old do you have to be to use the swimming pool?* (You have to be over ten years old.), *Is that a problem for the boys?* (No, it isn't because they are twelve years old.), *Is there an entrance fee?* (No, there isn't.), *What do you have to do before you use the swimming pool?* (You have to have a shower.), *What do you have to bring with you?* (You have to bring your own towel.), *What mustn't you do?* (You mustn't run near the swimming pool.), *Can Tom's brother swim?* (No, he can't.), *What can Tom's brother do at Westville Swimming Pool?* (He can learn how to swim.)
- 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 information leaflet and email out loud.

Writing tip

- Direct Ss' attention to the *Writing tip* box and ask them to read it.
- Read the tip out loud. 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. *I have got a blue jacket. I have also got a red one. I have got a yellow one too*. Underline *also* and *too* and explain that we use *also* and *too* when we want to add information to something we have already said. Point out that *also* usually goes before the main verb and after the auxiliary verb *to be*, whereas *too* usually goes at the end of the sentence.
- Refer Ss to the email an ask them to find and circle examples of *also* and *too*. (*... and you must also bring your own towel., So, your brother can come too.*)
- Write the following sentences/questions and prompts on the board:
  1. *Can you buy some milk? (buy / flour)*
  2. *I have got a pet rabbit. (I / pet cat)*
  3. *Should we clean the park? (we / plant / trees)*
  4. *Students must listen to their teacher. (students / do / homework)*
- Ask Ss to read through them and tell them to write new sentences/questions using the prompts in brackets and *also* and *too*.
- Check Ss' answers as a class and make sure they have placed *also* and *too* in the correct place in the sentences/questions.
  1. *Can you also buy some flour? / Can you buy some flour too?*
  2. *I have also got a pet cat. / I have got a pet cat too.*
  3. *Should we also plant some trees? / Should we plant some trees too?*
  4. *Students must also always do their homework. / Students must always do their homework too.*
- Invite Ss to the board and ask them to write their own examples following the instructions in the *Writing tip*.

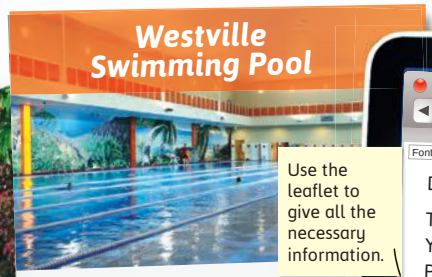
Optional

Hot potato

- Have Ss stand in a circle, make a paper ball from scrunched-up paper and hold it saying, *You must have a shower before you use the pool* and then pass the ball to another S.
- Explain to Ss that they have to pass the ball to each other until you say, *Stop*. When you do, the S who is holding the ball has to say his/her own sentence using *must/mustn't*.
- Play until all of the Ss have had a turn.

PROJECT 4

1 Below are a leaflet and an email. Why is Fred writing to Tom? Read and answer.



- You must be over 10 years old to use the swimming pool.
- You don't have to pay an entrance fee.
- You have to have a shower before you use the swimming pool.
- You must bring your own towel.
- You mustn't run near the swimming pool.
- You don't have to know how to swim. We can teach you.

Use the leaflet to give all the necessary information.

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

Use set phrases: *How are you? How's life? I hope you are fine., I'm writing to give you some information about...*

Dear Tom,

Thanks for your last email. How's life? You wanted to know about Westville Swimming Pool. I'm writing to give you some information about it.

First of all, you must be over ten years old to use the swimming pool. We are twelve, so it's fine! You have to have a shower before you use the swimming pool, and you must also bring your own towel. Now, here's what's really cool! You don't have to pay an entrance fee. It's free for everyone! But don't forget, you mustn't run near the swimming pool! Finally, you don't have to know how to swim. So, your brother can come too. They can teach him how to swim! That's perfect, right?

Write soon and tell me what you think!

Bye for now,
Fred

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

Writing tip

- Use **also** and **too** when you want to add something else to what you have already said. **Also** usually goes **before** the main verb and **after** verbs like *can, should, have to* and *must*.
  e.g. *I like swimming in the sea. I **also** like swimming in a pool.*
  *You can see wild animals at the zoo. You can **also** see insects.*

  It can also be used at the beginning of a sentence but must be followed by a comma.
  e.g. *You can see wild animals at the zoo. **Also**, you can see insects.*

  Too usually goes at the end of a sentence.
  e.g. *I play basketball. I play tennis **too**.*

  Both **too** and **also** are used in positive statements and questions.
  e.g. *Can you come to the zoo **too**?*
  - I'm going to make a cake.
  *- Are you **also** going to make an apple pie?*

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Activity 2 W2.2

1. must bring your soap too
   must also bring your soap
2. have some chocolate pancakes too
   also have some chocolate pancakes
3. must do your homework too
   must also do your homework
4. wants to go to the skatepark too
   also wants to go to the skatepark

Activity 3 W1.3 W2.2

- Ask Ss to go to the WB p. 76 and complete the writing plan before they start the writing task.
- Draw Ss' attention to the page provided in the WB for the writing task.
- Instruct them to refer to the format of the writing task as well as to the guidance given in the SB. You can also display Ss' Projects in the classroom.

open answers

Before leaving

- Explain to Ss that they will have to form sentences using *also* or *too*.
- Make sure all of the Ss form a sentence before they leave the classroom.

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.

Workbook

Activity 1 R2.1

1. Archaeological Museum
2. QR 15
3. trainers
4. food
5. camera
6. take photos
7. museum
8. parents
9. school

4 READING TIME

Language focus

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

Vocabulary
Verbs: grow, plant
Nouns: seed, green bean, soil

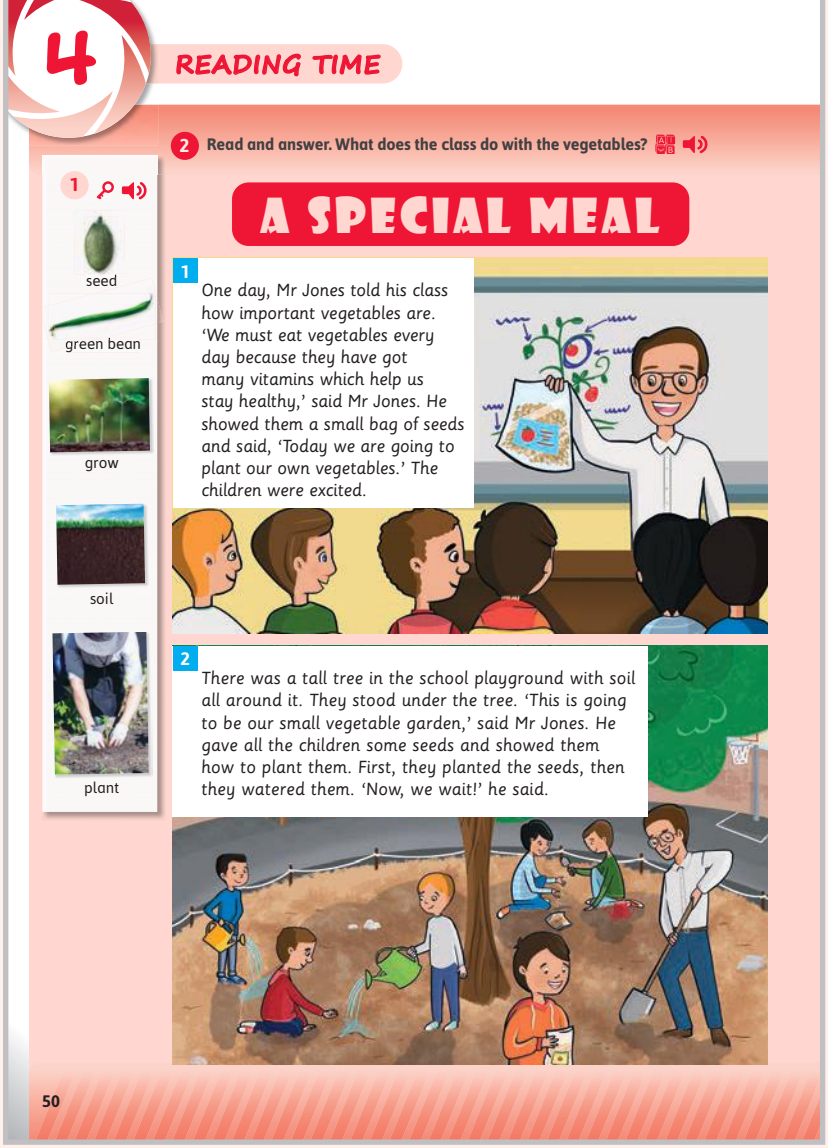
Materials
- flashcards for *seed, green bean, grow, soil, plant*
- the photocopies of the story and the narration boxes that you have prepared (see *Note* in the previous lesson)

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

Lesson plan

Warm-up
- Ask Ss if they have ever planted vegetables seeds and have them describe the procedure and say if they enjoyed it. Initiate a short class discussion, and encourage all of the Ss to participate.

Activity 1 R4.1
- Stick the flashcards for the lesson on the board and name the items one by one. Encourage Ss to repeat after you.
- Ask Ss if they can guess which natural process these flashcards depict (growing vegetables). Initiate a short discussion and encourage all Ss to participate.
- Alternatively, you can draw someone planting something that looks like a seed. Make the person look happy and say, *He/She wants to grow green beans. He/She is planting a seed in the soil.* Write the sentences on the board, underline the words *grow, green beans, planting, seed* and *soil* and stick the corresponding flashcard above each word.
- Have Ss open their books to p. 50 and 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.


4 READING TIME

1
seed
green bean
grow
soil
plant

2 Read and answer. What does the class do with the vegetables?

A SPECIAL MEAL

1 One day, Mr Jones told his class how important vegetables are. 'We must eat vegetables every day because they have got many vitamins which help us stay healthy,' said Mr Jones. He showed them a small bag of seeds and said, 'Today we are going to plant our own vegetables.' The children were excited.

2 There was a tall tree in the school playground with soil all around it. They stood under the tree. 'This is going to be our small vegetable garden,' said Mr Jones. He gave all the children some seeds and showed them how to plant them. First, they planted the seeds, then they watered them. 'Now, we wait!' he said.

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Activity 2 R2.1

Before reading
- Direct Ss' attention to the title of the story and the illustrations and ask them to predict what the story is about.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss whether the text is factual or fictional. (It's a fictional text.)
- Ask Ss to go through the story and find the names of the main characters (Mr Jones, Derek, Mr White).
- Point to each illustration and invite Ss to describe what is happening and how the story is going to end.
- Elicit answers, but do not correct Ss at this stage.

While reading
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the class did with the vegetables. (They took them to the local soup kitchen and cooked a meal for hungry people.)
- 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:** seeds, plant, **Frame 2:** soil, seeds, plant, planted, seeds, **Frame 3:** green beans, **Frame 4:** grew)
- Have Ss read the story again and check comprehension.
- Talk about what happens in each frame.

  Frame 1: Mr Jones explains the importance of vegetables. He brings some seeds to class and tells his students they are going to plant them. The children are very excited.

3 Mr Jones and his class took care of the vegetable garden. They watered the plants every day and, a few months later, they had carrots, onions, tomatoes and green beans. 'Any idea what we can do with the vegetables?' Mr Jones asked. 'I know! Let's take them to the soup kitchen in town! They can use them to cook a meal for hungry people who are in need!' said Derek. Everyone liked his idea.

4 Mr Jones and his class took the vegetables to the soup kitchen in town. 'Would you like to help us cook today?' asked Mr White. 'We'd love to!' answered the students happily. 'Today many hungry people are going to eat a hot meal made with the fresh vegetables you grew. Thank you!' said Mr White. It was a great day.

3 Read again and circle A, B, C or D.

1. The children in Mr Jones' class were ____ about planting vegetables.
   A excited B healthy C in need D important
2. Mr Jones planted the vegetables ____.
   A at home B on a farm C next to a tree D in the school playground
3. The children ____ the soil after they planted the seeds.
   A took care of B watered C grew D saw
4. ____ thought Derek's idea was a good one.
   A Mr Jones B No one C Everyone D Mr White

Let's chat

Why did Derek suggest taking the vegetables to the soup kitchen? Do you like his idea? Would you do the same? Is it important to help people in need? Why? What are some other ways we can help people in need?

Frame 2: Mr Jones and the children plant the seeds and then water them.

Frame 3: The children take care of the garden and a few months later they have got carrots, onions, tomatoes and green beans. Mr Jones asks his class what they can do with the produce and Derek suggests taking it to the local soup kitchen.

Frame 4: Mr Jones and the children have taken the vegetables to Mr White, who works at the soup kitchen. He invites the children to cook with him and thanks them for their contribution.

- Ask Ss some questions about the story.

Frame 1: *What did Mr Jones talk to the children about?* (He talked to them about the importance of vegetables.), *What did he bring to class?* (He brought some seeds.), *Why?* (Because he and his class were going to plant their own vegetables.)

Frame 2: *Where did they make their vegetable garden?* (Under a tree in the school playground that had soil all around it.), *What did they do after they planted the seeds?* (They watered the soil and waited.)

Frame 3: *Did Mr Jones and the children take care of the garden?* (Yes, they did.), *What happened after a few months?* (Mr Jones and his class had carrots, onions, tomatoes and green beans.), *Did the rest of the children like Derek's idea?* (Yes, they did.)

Frame 4: *Who did the children meet at the soup kitchen?* (They met Mr White.), *Did they help Mr White cook?* (Yes, they did.), *Was Mr White happy with the children's help?* (Yes, he was.)

Background note

A soup kitchen is a place where meals are offered to hungry people for free or at a very low price. They are usually located in neighbourhoods where people of low or no income live. The people that work there are all volunteers. Soup kitchens function thanks to the donations of other people.

Activity 3 R2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain to Ss that they have to read the story again and circle A, B, C or D, according to the story.
- To help **lower-performing Ss**, you can eliminate one or two incorrect options.
- Have Ss compare their answers in pairs, then check as a class.

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

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

Post-reading

Let's chat

S1.1 S1.2 L2.3

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

Suggested answer:

Derek suggested taking the vegetables to the soup kitchen because he knew that it would help people in need. I liked his idea and I would do the same. I think it's very important to help people who are in need because with our help they feel better and safer. Sometimes these people haven't got anyone else to take care of them and I believe everyone should try and help as much as possible. Other ways to help would be by donating clothes or toys or by organising a school bazaar to gather items and food or to raise money for people in need.

4 READING TIME

Optional

Story line

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

Before leaving

- Have Ss choose a character from the story on pp. 50-51 and act out the story at the front of the classroom.

Workbook

Activity 1 R2.1 W2.2

1. plant
2. soil
3. green beans
4. seeds
5. grow

Activity 2
R1.1 R2.1 W2.2

A. vegetables, 1
B. soup kitchen, 3
C. Would you like, 4
D. vegetable garden, 2

Activity 3 W2.2

open answers

(Suggested answer 'A Great Idea')

4 PHONICS

1 Listen and say.

2 Listen and say. Then circle the /u:/ sounds and underline the /ju:/ sounds.

In summer and in autumn

In summer, like in June
I always go to the beach.
I go scuba diving and see
different coloured fish.

In autumn, school starts.
I always wear my uniform.
I use pencils, rulers and computers,
and go to museums on school trips.

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PHONICS

Language focus

Objectives
- **to practise the pronunciation of u** /u:/, /ju:/
- **to say a phonics chant/poem**

Vocabulary
ruler, June, scuba diving, computer, museum, uniform

Phonics
u /u:/, **u** /ju:/

Materials

- flashcards of *ruler, June, scuba diving, computer, museum, uniform*
- phonics cards of *scuba diving, uniform* (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 Mr Jones and his class did.

- 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. Mr Jones / tell / class / vegetables / be / important) 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 the letter **u** on the board. Draw two lines below it and below each line, write the two sounds this letter makes (/u:/ and /ju:/). Underneath each sound, stick the flashcards with the words that contain each sound.
- Point to *u* and say /u:/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (ruler) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the other sound (/ju:/).

Activity 1

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

Listening transcript

/u:/, /u:/, *ruler, June, scuba diving*
/ju:/, /ju:/, *computer, museum, uniform*

- 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.

- Direct Ss' attention to the illustrations. Ask Ss what they can see. (Someone scuba diving and some students.)
- Ask Ss, *What does the scuba diver see?* (He sees fish in different colours.) *What are the children wearing?* (They are wearing school uniforms.) *Where are the children? (They are at a museum with their teacher.) What are the children carrying?* (They are carrying their school bags.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle the /u:/ sounds and underline the /ju:/ sounds.
- Play the chant/poem *In summer and in autumn* and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle the /u:/ sounds and underline the /ju:/ sounds.
- Then play the chant/poem once more and encourage Ss to say the chant/poem.

circled: June, scuba diving, rulers
underlined: uniform, use, computers, museums

TPR Activity

- Photocopy and give Ss the phonics cards for *scuba diving* and *uniform*.
- Explain to Ss that they have to say the chant/poem and raise the appropriate phonics card when they hear the word the containing /u:/ sound and the appropriate phonics card when they hear the word containing the /ju:/ sound.

Optional

Written whispers

- Stick the flashcards of *ruler, June, scuba diving, computer, museum, uniform* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S standing in each line the phonics cards of *scuba diving* and *uniform*.

- 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. *ruler*. The players facing you have to show you the correct phonics card (scuba diving).
- Then instead of whispering the word down the line, they pass the word, e.g. *ruler* 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 *ruler* and say the word (ruler). If he/she does this correctly, the team gets a point.
- Repeat until all players have come to the front of the line. The team with the most points wins.

Workbook

Activity 1 L2.1

Listening transcript

1. *scuba diving* **2.** *computer*
3. *uniform* **4.** *museum*
5. *ruler* **6.** *June*

/u:/: **scuda diving, ruler, June**
/ju:/: **computer, uniform, museum**

Activity 2 R2.1

1. uniform **4. computer**
2. ruler **5. museum**
3. scuba diving

Activity 3 W2.2

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

/ju:/: **computer, museum, uniform**
/u:/: **scuba diving, ruler, June**

CLIL 2 Modules 3–4

Language focus

Objectives
- **to provide Ss with cross-curricular information on science and social studies**
- **to talk about natural disasters**

Vocabulary
Verb: destroy
Nouns: earthquake, tsunami, flood, wave, coast, lift, surface, damage
Phrase: natural disaster

Materials
- flashcards for *earthquake, tsunami, flood, wave, coast, lift*

Revision (Optional)
- Revise the phonics sounds from the previous lesson by handing out the phonics cards and having Ss do the TPR activity from the Phonics lesson.

Lesson plan

Warm-up
- Ask Ss if they have ever experienced a natural disaster and if not, ask them how they think they would react if they did. Initiate a short class discussion, and encourage all of the Ss to participate.

Activity 1 R4.1
- Stick the flashcards for *earthquake, tsunami* and *flood* on the board and name them one by one. Encourage Ss to repeat after you.
- Then say, *When I go down to the coast, I like watching the waves.* and *I don't like taking the lift, so I always use the stairs.* Write the sentences on the board, underline the words *coast, waves* and *lift* and stick the flashcards above each word.
- Write sentences on the board with the words/phrase *surface, natural disaster, damage* and *destroy* and underline them. For example, write:
  Water covers 70% of the Earth's surface.
  Natural disasters like earthquakes are very scary.
  The fire caused a lot of damage to the houses in my street.
  Floods can destroy villages.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words/phrase.
- Have Ss open their books to p. 53 and 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.

Activity 2 R2.1
- Direct Ss' attention to the text and ask them to read the title.
- Ask Ss to predict what the text is about. (It's about natural disasters.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what causes tsunamis. (Earthquakes that happen underwater cause very large waves called tsunamis.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *When do earthquakes happen?* (They happen when the rocks or *tectonic plates* under the surface of the Earth hit each other.), *What kind of damage do they cause?* (Sometimes buildings and houses fall and even fires start.), *How fast do tsunami waves travel?* (They travel towards land at about 720 km per hour.), *How tall are they?* (They can be up to 30 m high.), *What should we do when experiencing an earthquake?* (We have to move away from windows and get under a desk or table.), *What should we do in the case of a tsunami warning?* (Move to high ground and stay away from areas that are near water.)

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 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. T 4. F 5. T

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

Optional

Yes or No?
- Tell Ss that they are going to play a game.
- Put a piece of masking tape across the middle of the floor or define an imaginary line dividing the room.
- Designate one side as *Yes* and the other side as *No*.
- Have Ss stand on the line and explain that you are going to say a sentence about earthquakes or tsunamis, according to what they learnt in the text. If it is correct, they should jump to the *Yes* side and chorally shout out, *Yes*. If it isn't correct, they should jump to the *No* side and chorally shout out, *No*.
- Ss who make a mistake should sit out one round.

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

1

earthquake

tsunami

flood

wave

coast

lift

surface
natural disaster
damage
destroy

2 Read and answer. What causes tsunamis?

NATURAL DISASTERS

The world is a beautiful place, but sometimes natural disasters happen. Let's take a look at two – earthquakes and tsunamis – and learn what we should do when we experience them.

Earthquakes

Earthquakes happen when the rocks, or *tectonic plates*, under the surface of the earth hit each other. Earthquakes usually last for less than one minute, but they can cause a lot of damage. Buildings and houses fall, and fires sometimes start.

Tsunamis

When earthquakes happen underwater, they can cause very large waves. The waves travel towards land at about 720 km per hour and can be up to 30 m high. When they hit land, they cause floods and sometimes completely destroy seaside cities.

Be prepared! Don't panic!

Earthquake
- You must move away from windows.
- You must drop to your knees and get under a desk or table.
- After the earthquake, you mustn't use the lift. Use the stairs.

Tsunami
- When you hear a warning, you must leave the area.
- You must move to high ground.
- You must stay away from areas that are near water.

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

1. Earthquakes usually last for more than one minute. ☐
2. Earthquakes can sometimes cause tsunamis. ☐
3. You mustn't stand near a window when an earthquake happens. ☐
4. You should use the lift after an earthquake. ☐
5. You mustn't stay near the coast when a tsunami happens. ☐

Workbook

Activity 1 W2.2

1. surface 2. coast 3. damage 4. destroy 5. waves 6. flood 7. earthquakes/tsunamis, tsunamis/earthquakes 8. lift

Activity 2A L2.1

Listening transcript

Segment 1

Mr Talbot: *Mr Smith is here today to talk to us about a type of natural disaster – earthquakes. Welcome, Mr Smith!*

Mr Smith: *Thank you! It's nice to be here! More than 8,000 earthquakes happen every day, some are small and some are big. Scientists never know when or where they are going to happen. Countries with a lot of earthquakes include the USA, Peru, Japan and many more. The biggest earthquake happened in 1960 in the Pacific Ocean near Valdivia, a city on the coast of Chile. Almost all of the buildings in Valdivia fell, so a lot of people lost their homes.*

B

Activity 2B L2.1

Listening transcript

Segment 2

Mr Smith: *The day before, there was a smaller earthquake. Many people left their homes that day because they were scared. That was a good thing, because the next day, when the big earthquake hit, there weren't a lot of people in the buildings. The big earthquake caused a tsunami too. The tsunami reached beaches in California, Hawaii, Japan and the Philippines and caused many floods. In 2015, there was a big earthquake in Nepal. This earthquake happened fifteen kilometres below the surface of the earth, and there was a lot of damage. A lot of buildings fell and many people died. It was a sad time for the people of Nepal.*

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

Did you know?

- The Richter scale is used to measure earthquakes. Most earthquakes measure less than 3 on the Richter scale. These earthquakes are rarely felt by people. Earthquakes that measure 3-5 can be felt by people and cause damage to houses. Earthquakes that measure 6-8 are very serious. They can cause buildings to fall. The worst earthquakes are those that measure 9-10. They can destroy whole cities.
- You can ask Ss to look up the Richter scale on the Internet for extra information.

Project work W1.3

- Ask Ss to use the Internet to find information about natural disasters. 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.

4 ROUND-UP

Language focus

Objectives

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

Revision (Optional)

- Have Ss come up to the front of the classroom and present the posters they made (WB, CLIL 2, Project Work).

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

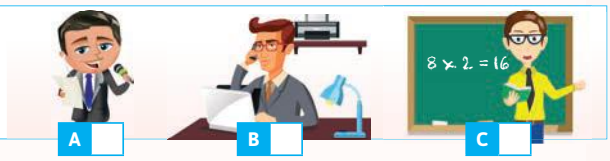
- Direct Ss' attention to the pictures and ask them what they depict. Then ask them to read the questions.
- Explain that they will hear three short dialogues. Tell Ss that they will have to listen carefully and tick the appropriate picture (A, B or C) which answers the question given.
- Play the recording twice and have Ss tick the correct picture.
- Have Ss compare their answers in pairs, then check as a class.

4 ROUND-UP

Listening

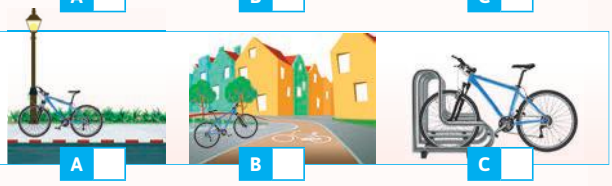
1 Listen and tick (4) the correct picture.

1. Who is Evan talking to?



2. What are the girls doing?

3. Where should the boy park his bike?



Speaking

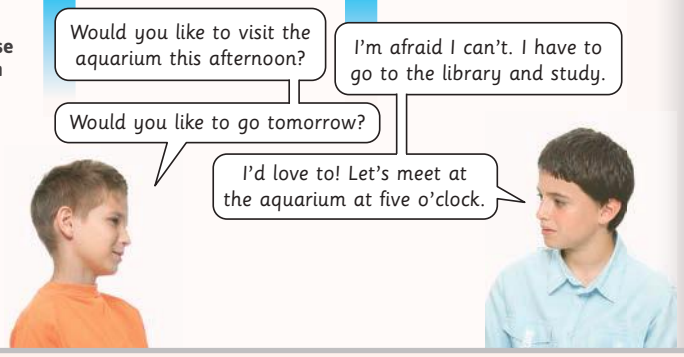
2 Work in pairs:

Student A: You want to invite your friend out. Choose a situation from box A and invite your friend.

Student B: Accept or refuse the invitation. Use the phrases from box B.

A Invite your friend:
- to the aquarium
- to a picnic in the park
- to the skatepark with two other friends
- to go cycling in the park

B Accept or refuse:
- That would be nice.
- I'd love to. / Sure.
- I'm afraid I can't. I have to...
- I don't think so. I have to...



Listening transcript

1.

Man: *Good morning. This is Mr Browning's office. How can I help you?*

Evan: *Good morning. Can I speak to Mr Browning, please?*

Man: *I'm afraid he isn't here at the moment. He's on a school trip with his class. Would you like to leave a message?*

Evan: *Yes, please. My name is Evan Jones. Can you please tell him that I finished writing the story for the school paper?*

Man: *I'd be glad to!*

Evan: *Thank you! Goodbye!*

2.

Diane: *OK. That's the sauce and the cheese. What else do we need?*

Tracy: *Mushrooms and green peppers.*

Diane: *I don't like mushrooms. Do we have to add them?*

Tracy: *I don't think so. But what else should we add?*

Diane: *How about some olives? Mum loves olives!*

Tracy: *OK. Olives it is!*

3.

Man: *I'm sorry, young man, but you mustn't park your bike on the pavement like that.*

Boy: *Oh? Why not?*

Man: *Because it's dangerous. Pavements are for people to walk on.*

Boy: *OK. Sorry! The bicycle lane is here and I thought I could park it anywhere.*

Man: *I understand. Look! Can you see the bicycle racks? You can park your bike over there.*

Boy: *I see. OK. Thank you!*

Man: *No problem!*

1. B 2. C 3. C

Activity 2 S1.1 S2.4 L2.4

- Direct Ss' attention to the picture of the children and ask them to read what they are saying.
- Divide Ss into pairs. Explain that SA will have to invite SB to go somewhere with him/her using the ideas in box A and SB will accept or refuse the invitation using the prompts in box B. Then have Ss change roles.
- While Ss are doing the activity, go round the classroom monitoring the procedure and making sure Ss change roles.
- Have a few pairs of Ss come to the front of the classroom to present their exchange.

open answers

Optional

The Shark game

- Draw a big fish with its mouth open at the foot of a staircase. The steps of the staircase correspond to the number of letters in a particular word.
- Choose a S to come to the board, think of a word from those presented in the vocabulary section of this Module and draw the corresponding number of steps, e.g. six steps for the word *office*.
- 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 and functions presented in this Module. (*have to/don't have to, must/mustn't, can/can't, Would you like to...?* etc.)
- Make sure all of the Ss form a sentence before they leave the classroom.

Workbook

Activity 1

1. secretary	4. rack
2. bill	5. grows
3. escalator	6. aquarium

Activity 2 W2.2

Food: sauce, mushroom, olive, meatballs, tuna
Occupations: postman, reporter, businessman, photographer
Places: skatepark, café, market, office

Activity 3

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

Activity 4 R2.1

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

Activity 5 W1.1 W1.3 W1.5 W2.2 W2.3

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 in which category they belong.

5 Differences

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

Song

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer, simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- follow and respond, with some support, to longer, simple questions (L2.4)
- communicate, with support, more detailed personal information in a simple paragraph (W1.1) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- use, with support, capital letters, full stops and question marks appropriately in guided writing at discourse level (W2.3) WB

Let's talk

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- follow and identify, with support, the detail in longer, simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- follow and respond, with some support, to longer, simple questions (L2.4)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- spell, with some support, an increasing range of familiar, high frequency words accurately in guided writing (W2.2) WB

Top Stars

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2)
- follow and identify, with support, the detail in longer, simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- narrate, with support, short, basic stories, events and experiences (S5.1)

Our world

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2)
- follow and identify, with support, the detail in longer, simple texts (L2.1)
- describe, with support, people, places and objects using suitable statements (S2.2)
- narrate, with support, short, basic stories, events and experiences (S5.1)

Revision 1-5

- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- ask about and describe future plans, with some support (W1.5) WB

Cursive Writing

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

Round-up

- follow and identify, with support, the detail in longer, simple texts (L2.1)
- communicate or find out, with support, more detailed personal information (S1.1)
- follow and respond, with some support, to longer simple questions (L2.4)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB
- spell, with some support, an increasing range of familiar, high frequency words accurately in guided writing (W2.2) WB

Project

- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- understand and respond, with support, to the main ideas in simple texts of two paragraphs or more (R1.1) WB
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB

Top Time! 3

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar, high frequency words accurately in guided writing (W2.2)
- recognise and use, with a little support, key features of a simple print or digital bilingual dictionary for learners of English to check meaning (R4.2) WB
- follow and identify, with support, the detail in longer, simple texts (L2.1) WB
- describe, with support, people, places and objects using suitable statements (W1.3) WB

Reading time

- guess, with support, the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words (R4.1)
- understand and respond, with support, to detail in simple texts of two paragraphs or more (R2.1)
- spell, with some support, an increasing range of familiar, high frequency words, accurately in guided writing (W2.2)
- communicate or find out, with support, more detailed personal information (S1.1)
- explain, with support, basic opinions (S1.2)
- follow and respond, with support, to a short sequence of simple, multi-step instructions (L2.3)
- describe, with support, people, places and objects using suitable statements (S2.2) WB

Phonics

- follow and identify, with support, the detail in longer, simple texts (L2.1)
- spell, with some support, an increasing range of familiar high frequency words accurately in guided writing (W2.2) WB

5 SONG

Language focus

Objectives
- **to talk about ability in the past**

Vocabulary
Activities: ride a horse, rollerblade, sail a boat, play baseball, go skiing

Structures
When I was young I could run fast, but I couldn't swim.
Could you rollerblade when you were six?
Yes, I could. / No, I couldn't.

Materials
- flashcards for *ride a horse, rollerblade, sail a boat, play baseball, go skiing*

Lesson plan

Warm-up
- Ask Ss to tell you a few things they can do now which they were unable to do a few years ago. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Stand at the front of the classroom and mime playing baseball. Encourage Ss to guess what you are doing and say, *I like playing baseball*. Write the sentence on the board, underline *playing baseball* and stick the flashcard above it.
- Repeat for the rest of the activities.
- Stick the flashcards on the board and ask Ss if they have ever done any of the activities depicted.
- Initiate a short discussion and encourage all of the Ss to participate.
- Have Ss open their books to p. 55 and point out the activities in the vocabulary section.
- Play the recording a few times and have Ss point to the activities and repeat.
- Say the activities in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.

Activity 2 L2.1

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

- Direct Ss' attention to the photos and ask them what they depict. (People doing different activities.)
- Tell Ss that they are going to listen to a song/poem and explain that they have to write the correct name under each photo. Point out that there is one extra photo.
- Play the recording and have Ss write the children's names.
- Have Ss compare their answers in pairs, then check as a class.
- Play the recording again and encourage Ss to say the song/poem along with the recording.

A. Mark
B. Bruce
C. -
D. Robert
E. Fred

LOOK!
- Approach a S and ask, *Could you rollerblade when you were six years old?* and encourage the S to answer. Write the question on the board, underline *Could* and ask Ss when they think the modal verb *could* is used.
- Elicit that *could* is used to refer to an ability we had in the past which we may or may not have now.
- Direct Ss' attention to the *Look!* box and ask them to read the sentence, question and short answers.
- 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 *could/couldn't*. This will challenge **higher-performing Ss**.
- To help **lower-performing Ss** give them prompts to make their examples (e.g. My sister / could / not / walk / when / she / be / two).

Activity 3 S1.1 L2.4
- Direct Ss' attention to the children and ask them to read what they are saying.
- Divide Ss into pairs. Explain to Ss that SA will ask SB questions about if he/she could do various activities when he/she was six years old, using the ideas from the box and SB has to answer accordingly. Then they will change roles.
- Have Ss do the activity and go round the classroom making sure Ss take turns.
- Have a few pairs of Ss act out the exchange at the front of the classroom.

open answers

Differences

5

SONG

1

ride a horse

rollerblade

sail a boat

play baseball

go skiing

2 Listen and write the names of the people under each photo. There is one extra photo. Then say.

A _____

B _____

C _____

Could you do it too?

When Robert was young,
He could play baseball.
What about you?
Could you play baseball too?

Yes I could, yes I could.
I could do that too.

When Bruce was young,
He could ride a horse.
What about you?
Could you ride a horse too?

Yes I could, yes I could.
I could do that too.

When Mark was young,
He could rollerblade.
What about you?
Could you rollerblade too?

Yes I could, yes I could.
I could do that too.

When Fred was young,
He could sail a boat.
What about you?
Could you sail a boat too?

No I couldn't, no I couldn't.
That's one thing I couldn't do.

LOOK! p. 73

When I was young
I could run fast, but
I couldn't swim.

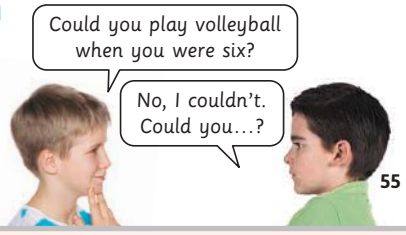
Could you rollerblade
when you were six?
Yes, I could. /
No, I couldn't.

D _____

E _____

3 Work in pairs. Tell your partner what you could or couldn't do when you were six years old. Use the ideas in the box to help you.

draw	paint	read	swim
play volleyball	ride a horse	rollerblade	
speak English	send an email		



Before leaving

- Ask Ss questions about what they could or couldn't do one or two years ago.
- Make sure all of the Ss answer a question before they leave the classroom.

Workbook

Activity 1 W2.2

1. ride a horse
2. play baseball
3. rollerblade
4. go skiing
5. sail a boat

Activity 2

1. Could, swim, couldn't
2. couldn't ride
3. could sail
4. couldn't fly
5. could, cook, could
6. couldn't skateboard

Activity 3 W1.1 W1.3 W2.2 W2.3

open answers

Optional

Seat switch

- Arrange the chairs in a circle and ask Ss to sit down.
- Tell Ss that you are going to ask some questions. These questions will be about what they 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 these questions. Ss who answer *Yes* have to get up and change seats while Ss that answer *No*, remain seated.
- Stand in the middle of the circle. Ask Ss, *Could you read when you were five?* Encourage Ss who say *Yes* to stand up and change seats.
- Do this a couple of times with questions such as, *Could you speak English when you were six?* and so on.
- The third time you ask a question, while the Ss that answered *Yes* are switching seats, quickly sit in one of the empty seats. The S left standing has to take your place in the middle of the circle and ask the questions in the next round.
- Make sure to remove a chair once Ss start playing the game on their own.

Note

- Bring printouts of Disneyland characters in costume and leaflets with information about different places/activities to the next lesson.

5 TOP STARS

Language focus

Objectives
- **to talk about a past experience**
- **to talk about obligation in the past**

Vocabulary
Verbs: laugh, blow, prepare
Nouns: costume, leaflet, traffic
Phrasal verbs: hand out, pick up

Structures
I had to wait for my brother for two hours.
I didn't have to get up early yesterday morning.
Did you have to walk to school?
Yes, I did. / No, I didn't.
Did Emily have to tidy her room yesterday?
Yes, she did. / No, she didn't.
What did you have to do?
I had to hand out leaflets.

Materials
- flashcards for *costume, leaflet, traffic, laugh, blow*
- flashcards from the previous lesson for *ride a horse, rollerblade, sail a boat, play baseball, go skiing*
- printouts of Disneyland characters in costume and leaflets from different places/ activities

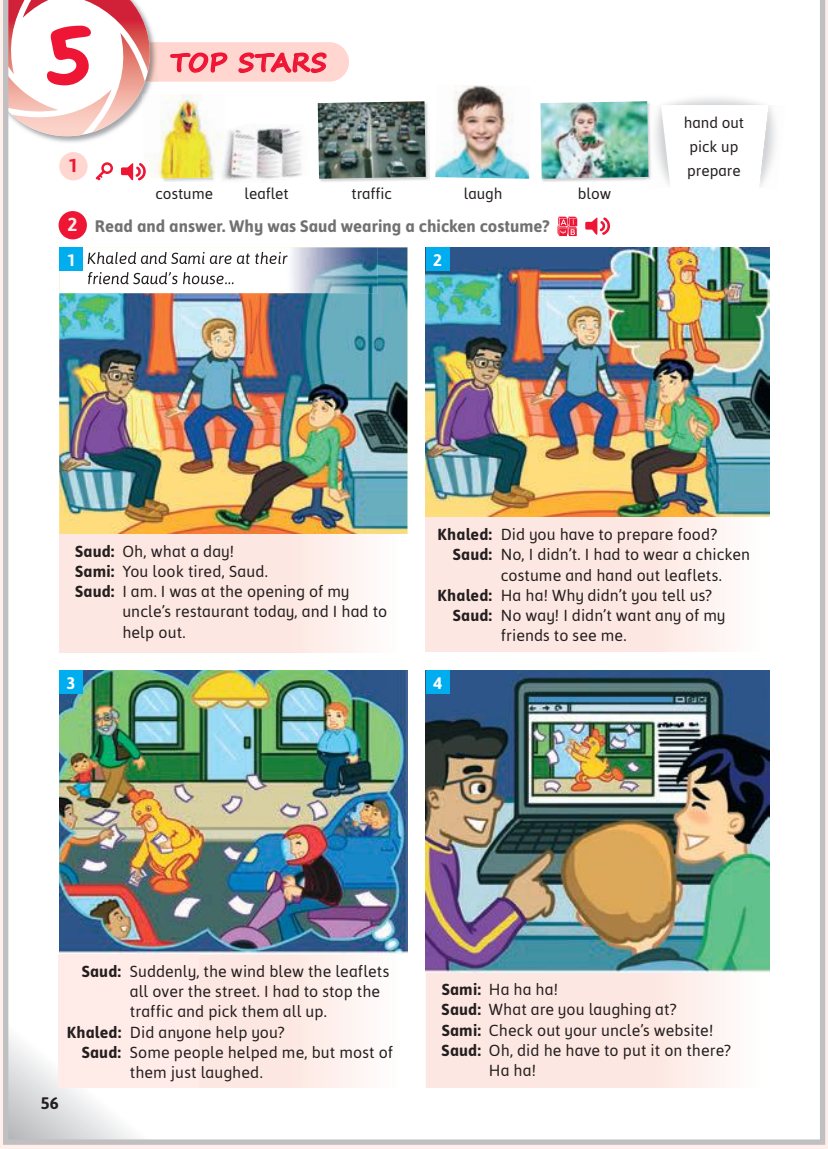
Revision (Optional)
- Place the flashcards from the previous lesson (ride a horse, rollerblade, sail a boat, play baseball, go skiing) in a pile on your desk.
- Ask Ss to come to your desk one by one, pick a flashcard and name the activity/item depicted.
- Alternatively, you can ask Ss to form a sentence or question using *could* along with the word/phrase depicted on the flashcard.

Lesson plan

Warm-up
- Ask Ss if they ever help others in their family. Have them tell you who they help and how. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Stick the printouts of the Disneyland characters in costume you brought in on the board and say, *This isn't (Mickey Mouse). It's a person who is wearing a costume*. Write the sentences on the board, underline the word *costume* and stick the flashcard above it.
- Holding the leaflets you brought in approach a S and say, *These leaflets have got information about (fun activites)*. Write the sentence on the board, underline the word *leaflets* and stick the flashcard above it.
- Sit in a chair in the middle of the classroom and pretend to be driving. Mime being stuck in traffic and say, *Look at all the cars! There's lots of traffic today, I'm going to be late*. Write the sentence on the board, underline the word *traffic* and stick the flashcard above it.
- Present the words *laugh* and *blow* by miming the actions while holding up each flashcard and saying the verbs. Encourage Ss to repeat after you.
- Write sentences on the board with the phrasal verbs *hand out* and *pick up* and with the verb *prepare* and underline them. For example, write:
  The teacher handed out the photocopies before the lesson.
  Can you help me pick the toys up, please?
  My mum prepares our lunch every day.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined phrasal verbs / verb.
- Have Ss open their books to p. 56 and point out the words / phrasal verbs in the vocabulary section.
- Play the recording a few times and have Ss point to the words / phrasal verbs and repeat.
- Say the words/phrasal verbs 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.


5 TOP STARS

1 costume leaflet traffic laugh blow

hand out
pick up
prepare

2 Read and answer. Why was Saud wearing a chicken costume?

1 Khaled and Sami are at their friend Saud's house...

Saud: Oh, what a day!
Sami: You look tired, Saud.
Saud: I am. I was at the opening of my uncle's restaurant today, and I had to help out.

2

Khaled: Did you have to prepare food?
Saud: No, I didn't. I had to wear a chicken costume and hand out leaflets.
Khaled: Ha ha! Why didn't you tell us?
Saud: No way! I didn't want any of my friends to see me.

3

Saud: Suddenly, the wind blew the leaflets all over the street. I had to stop the traffic and pick them all up.
Khaled: Did anyone help you?
Saud: Some people helped me, but most of them just laughed.

4

Sami: Ha ha ha!
Saud: What are you laughing at?
Sami: Check out your uncle's website!
Saud: Oh, did he have to put it on there? Ha ha!

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LOOK! p. 73

I had to wait for my brother for two hours.
I didn't have to get up early yesterday morning.
Did you have to walk to school? — Yes, I did. / No, I didn't.
Did Emily have to tidy her room yesterday? — Yes, she did. / No, she didn't.
What did you have to do? — I had to hand out leaflets.

3 **Read again and answer the questions.**

1. Why is Saud tired?
2. Did Saud have to prepare food at his uncle's restaurant?
3. What did Saud have to do?
4. What happened to Saud?
5. What did the people who were there do?
6. Why is Sami laughing?

4 **Listen and write T for True or F for False.**

1. Bruce stayed home at the weekend. ☐
2. Bruce went fishing with his uncle. ☐
3. Bruce had to wake up early. ☐
4. Bruce almost caught a big fish. ☐
5. Bruce doesn't want to go fishing again. ☐

5 **Read and then tell your partner what you had to and didn't have to do yesterday. Use the prompts in the box or your own ideas.**

- tidy my room
- cook lunch
- do / homework at / library
- study for a test
- walk to school
- do sport
- have a shower
- brush / teeth

I was very tired yesterday. After school I had to go home and do my homework, but I didn't have to study for a test. Then I had to get ready for karate practice. When I got back home, I had dinner. I didn't have to tidy my room.

- Ask Ss to tell you what they think is happening. (Khaled and Sami are at their friend Saud's house. Saud looks very tired. He is thinking of himself dressed in a chicken costume, handing out leaflets. Then of himself picking up the leaflets from the street. Finally, the boys see a photo of Saud in costume on the Internet.)
- Direct Ss' attention to the frames of the story and ask them to find and point out the words from the vocabulary section that they see in the frames. (Frame 2: prepare, costume, hand out, leaflets, Frame 3: blew, leaflets, traffic, pick up, laughed, Frame 4: laughing)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out why Saud was wearing a chicken costume. (Because he was helping out at the opening of his uncle's restaurant.)
- Have Ss read the dialogue again and check comprehension.
- Ask Ss some questions about the story. *Where are the boys?* (They're at Saud's house.), *Where was Saud earlier that day?* (He was at the opening of his uncle's restaurant.), *Did Saud have to make leaflets?* (No, he didn't. He had to hand them out.), *Why didn't he tell his friends about it?* (Because he didn't want his friends to see him in a chicken costume.), *What did Saud have to do when the leaflets blew away?* (He had to stop the traffic and pick them all up.), *Did anyone help him pick up the leaflets from the street?* (Some people did, but most of them laughed.), *What do the boys see on the restaurant website?* (They see a photo of Saud in a chicken costume.), *Who uploaded the photo?* (Saud's uncle.)

Activity 3 R2.1 W2.2

- 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, according to the story.
- To help **lower-performing Ss** answer Wh-questions, you can give them two options to choose from. (e.g. 1. *a. He had to open a restaurant.* or *b. He had to help out at his uncle's restaurant.*)
- Have Ss compare their answers in pairs, then check as a class.

1. Because he had to help out at the opening of his uncle's restaurant.
2. No, he didn't.
3. He had to wear a chicken costume and hand out leaflets.
4. The wind blew the leaflets all over the street and he had to stop the traffic and pick them all up.
5. Some helped him but most of them laughed.
6. Because he saw a photo of Saud in the chicken costume.

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

LOOK!

- Hold up the Disneyland character printouts and say, *Yesterday, I had to find these photos for today's lesson.* Write the sentence on the board and underline *had to.*
- 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.
- Direct Ss' attention to the *Look!* box and ask them to read the sentences, question and short answers.
- Refer Ss to the dialogue and ask them to underline any examples of *had to.* (e.g. *I had to help out.*)
- 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 prompts to make their examples (e.g. I / have to / tidy / room / yesterday).

Activity 4 L2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain that they are going to hear a boy telling his friend about his weekend.

Tell Ss that they have to listen carefully and write T for True or F for False, according to what they hear.

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

Listening transcript

Jason: *Hi, Bruce! What did you do at the weekend?*
Bruce: *Hello, Jason! I visited my uncle Carl. He lives in a small village by the sea. He's a fisherman.*
Jason: *Wow! That sounds exciting! Did you go fishing?*
Bruce: *Yes, I did! And it was hard work!*
Jason: *Really? What did you have to do?*
Bruce: *We had to wake up before the sun came up to go and find the best spot. It was dark and I had to be very quiet, but I liked it.*
Jason: *That's amazing! Did you catch a lot of fish?*
Bruce: *Well, we dropped a small net into the sea and we also used fishing rods. We waited and waited for hours. Suddenly, something pulled on my fishing rod!*
Jason: *Wow! Did you catch a big one?*
Bruce: *Almost! I had to stand up and pull and pull! But the fish was strong and it got away!*
Jason: *That's too bad! Maybe next time!*
Bruce: *That's what Uncle Carl said! I can't wait to visit him again!*

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

Activity 5

S1.1 S2.2 S5.1

- Direct Ss' attention to the children in the picture and ask them to read what the boy on the right is saying.
- Explain to Ss that, in pairs, they have to talk about what they had to and didn't have to do the previous day.
- If necessary, invite a S to come to the front of the classroom and demonstrate the activity.
- Allow Ss some time to prepare what they want to say. Then divide them into pairs and have them do the activity.
- If time permits, have pairs of Ss present their answers at the front of the classroom.

open answers

Optional

The Shark game

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

- Explain to Ss that they have to say something they had to or didn't have to do the previous day.
- Make sure all of the Ss form a sentence before they leave the classroom.

Workbook

Activity 1 R2.1

1. traffic	**2. laugh**	**3. Pick up**	**4. leaflet**
5. prepare	**6. costume**	**7. hands out**	**8. blow**

Activity 2 R2.1

1. had to get up	**2. had to hike**	**3. had to prepare**
4. Did, have to learn	**5. didn't have to learn**	**6. had to wash**

Pictures B, D and E should be ticked.

Activity 3 L2.1

Listening transcript

1. Sally: *Hi, Jessica. How was your weekend?*
Jessica: *Well, I took part in a cooking competition on Saturday.*
Sally: *Oh, really? So you probably had to cook a lot at the weekend. Right?*
Jessica: *Yes, but I actually had to prepare all month. I had to practise cooking with my Mum every day after school.*
Sally: *Oh, that sounds terrible. Did you have to get up early too?*
Jessica: *No, I didn't. It wasn't that bad, because I love cooking.*
Sally: *So, how did you do in the competition?*
Jessica: *Oh, I won first place!*
Sally: *That's great! Congratulations!*
Jessica: *Thanks.*

(see p. 151)

Note

- Bring a USB stick, a laptop or tablet and, if possible, a floppy disk to the next lesson.

Language focus

Objectives
- **to compare the past to the present**
- **to talk about technology in the past and today**

Vocabulary
Nouns: USB stick, floppy disk, laptop, screen
Adjectives: expensive, cheap

Structures
Computers were very expensive in the past.
People sent letters in the past.
Mobile phones didn't have a camera.
Today computers are small and light.
People surf the Net every day.
We don't need a computer to surf the Net.

Materials
- flashcards for *USB stick, floppy disk, laptop, screen*
- flashcards from the previous lesson for *costume, leaflet, traffic, laugh, blow*
- a USB stick, a laptop and, if possible, a floppy disk

Revision (Optional)
- Place the flashcards from the previous lesson (costume, leaflet, traffic, laugh, blow) in a pile on your desk.
- Ask Ss to come to your desk, one by one, pick a flashcard and name the item on it.
- Alternatively, you can have Ss pick a flashcard and form a sentence with the word for the item depicted on the flashcard.

Lesson plan

Warm-up
- Ask Ss to tell you what they think life was like fifty years ago. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Use the realia you brought in. Place the USB stick, the laptop and the floppy disk on your desk.
- Point to each of the items and ask Ss to name the ones they know. Ask Ss if they use them and if they find them easy to use. Explain to Ss what a floppy disk was and what it was used for.
- Write sentences on the board with the words *expensive* and *cheap* and underline them. For example, write:
  I bought my new tablet for half price. It was very cheap.
  In the past, mobile phones were expensive and not many people had one.
- Ask Ss to read the sentences out loud and infer the meaning of the underlined words.
- Point out to Ss that these adjectives are opposites.
- Have Ss open their books to p. 58 and 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 photos and ask them what they can see.
- Read the title of the text and ask Ss to predict what it is about. (It is about technology and gadgets of the past and the present.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what mobile phones and computers were like in the past. (Mobile phones and computers were big, heavy and expensive.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *Was technology fast and easy to use in the past?* (No, it wasn't.), *Could people surf the Net or take photos with mobile phones?* (No, they couldn't.), *Were they cheap?* (No, they weren't. They were very expensive.), *What do people use mobile phones for today?* (They use them to make calls, send text messages, check and send emails, surf the Net, take photos and much more.), *Did the first computers have Internet?* (No, they didn't.), *Where did computer users save their work in the past?* (On a floppy disk.), *What do computers look like today?* (They are smaller.)
- If there is time, ask a few Ss to take turns to read the text out loud.

Activity 3 R2.1 W2.2
- Direct Ss' attention to the fact file.
- Explain to Ss that they have to read the text again and complete the fact file with the suitable information, according to the text.
- Have Ss compare their answers in pairs, then check as a class.

1. were very big and heavy
2. check and send emails, surf the Net, take photos and much more
3. were very expensive
4. were very big and heavy
5. save your work on a CD or USB stick

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

5 OUR WORLD

LOOK!

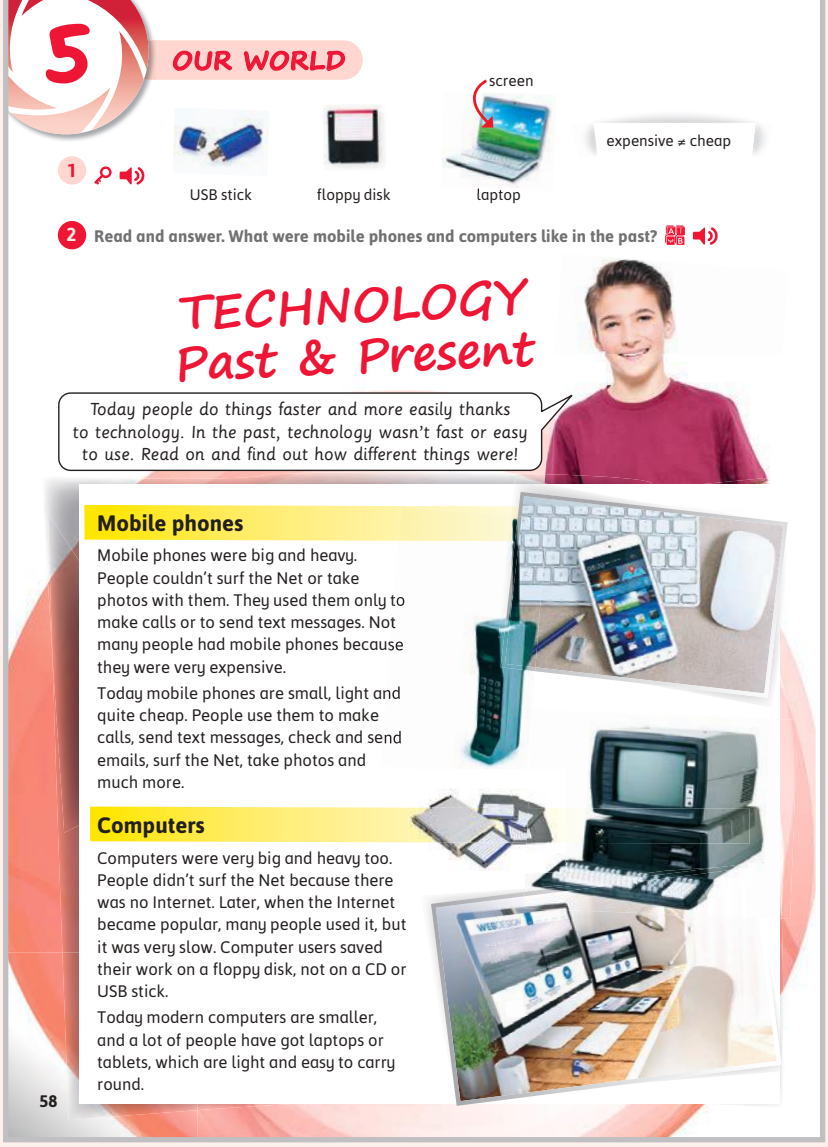
- Say, *My dad drove me to school when I was a student, but now I drive to work on my own.* Write the sentence on the board and ask Ss to tell you if they recognise the two tenses that appear in the sentence. Elicit that the tenses used are the Past Simple and the Present Simple of the verb *drive*.
- Ask Ss to tell you when these two tenses are used. Elicit that the Past Simple is used to talk about actions that happened in the past while the Present Simple is used to talk about habits and permanent states in the present.
- Direct Ss' attention to the time phrase/expression in the sentence (*when I was a student* and *now*). Point out that time phrases/expressions are linked with the tense that needs to be used each time and that they should pay close attention to them.
- Direct Ss' attention to the *Look!* box and ask them to read the sentences.
- Refer Ss to the text and ask them to underline any examples of the *Present Simple* and the *Past Simple*. (e.g. *Mobile phones were big and heavy. Today mobile phones are small, light and quite cheap.*)
- 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 Present Simple and the Past Simple. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them prompts to make their examples (e.g. I / usually / go / park / Saturday / but yesterday / I / go / amusement park).

Activity 4 L2.1

- Direct Ss' attention to the sentences and ask them to read them.
- Explain that they are going to hear a teacher talking to his students about the development of technology. Tell Ss that they will have to listen carefully and write T for True or F for False, according to what they hear.
- Play the recording twice and have Ss do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Mr Parker: *Today, children, we are going to talk about technology. Take a look at this first slide. This was the world's first digital computer. Its name was ENIAC. It was the size of a room! It was about fifteen metres long and nine metres high! Back then, only scientists used ENIAC. They used it to solve mathematical problems quickly. Moving on... in the past, people didn't often play computer games. Computer games became popular when computers became easier to use. Today, many people play computer games, but a lot of people also download games on their mobile phones. They prefer this because mobile phones are small and easy to carry. How many of you have games on your... (fade out)*



5 OUR WORLD

1 USB stick, floppy disk, laptop (screen)

expensive ≠ cheap

2 Read and answer. What were mobile phones and computers like in the past?

TECHNOLOGY Past & Present

Today people do things faster and more easily thanks to technology. In the past, technology wasn't fast or easy to use. Read on and find out how different things were!

Mobile phones

Mobile phones were big and heavy. People couldn't surf the Net or take photos with them. They used them only to make calls or to send text messages. Not many people had mobile phones because they were very expensive.

Today mobile phones are small, light and quite cheap. People use them to make calls, send text messages, check and send emails, surf the Net, take photos and much more.

Computers

Computers were very big and heavy too. People didn't surf the Net because there was no Internet. Later, when the Internet became popular, many people used it, but it was very slow. Computer users saved their work on a floppy disk, not on a CD or USB stick.

Today modern computers are smaller, and a lot of people have got laptops or tablets, which are light and easy to carry round.

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

Activity 5 S2.2 S5.1

- Direct Ss' attention to the children and ask them to read what they are saying.
- Then draw Ss' attention to the photos and explain that, in pairs, they will have to compare things of the past to things of today.
- If necessary, invite a S to come to the front of the classroom and demonstrate the activity.
- 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

Optional

True or False?

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

LOOK! p. 74

Computers were very expensive in the past.	Today computers are small and light.
People sent letters in the past.	People surf the Net every day.
Mobile phones didn't have a camera.	We don't need a computer to surf the Net.

3 Read again and complete the fact file.

PAST	PRESENT
Mobile phones	
1. _____	• are small and light
• made calls, sent text messages	2. make calls, send text messages, _____
3. _____	• are quite cheap
Computers	
4. _____	• are smaller
• saved work on a floppy disk	5. _____

4 Listen and write T for True or F for False.

1. ENIAC was the first digital computer. ☐
2. Scientists used ENIAC to help them with maths problems. ☐
3. People played computer games very often in the past. ☐
4. Today people can play games on their mobile phones. ☐

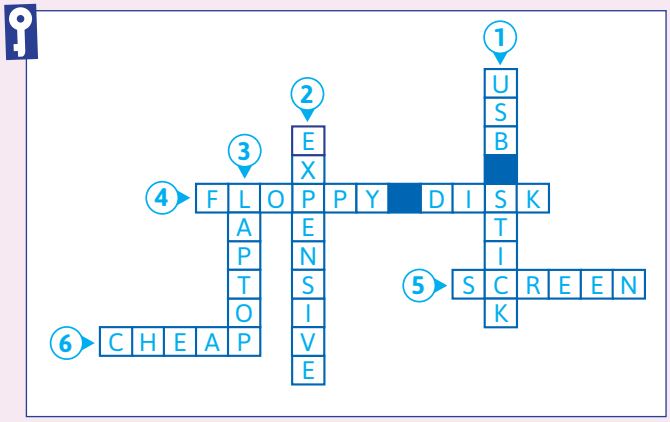
5 Look at the pictures of the items below and discuss.

Before leaving

- Explain to Ss that they have to form a sentence using the *Past Simple* and the *Present Simple* to compare the past to the present.
- Make sure all of the Ss form a sentence before they leave the classroom.

Workbook

Activity 1 W2.2



Activity 2

1. didn't wear, met, wears, are
2. didn't eat, eat
3. played, like
4. worked, taught, doesn't work, spends, go

Activity 3 L2.1

Listening transcript

1. Jenny: *Oh, no. Not again!*
Dad: *What's the matter, Jenny?*
Jenny: *My laptop. I put the USB stick in it, and it isn't working now.*
Dad: *You can use my old laptop. It's in my office.*
Jenny: *Thanks, Dad.*
Dad: *Did you find it?*
Jenny: *Yes. It's really heavy, Dad.*
Dad: *Oh, yes. I bought it years ago. They weren't always light like they are today.*
Jenny: *Well, it works. Thanks, Dad.*
Dad: *You're welcome.*

2. Haley: *What are you doing, Mum?*
Mum: *I'm cleaning the garage.*
Haley: *Can I help?*
Mum: *Sure! That's nice of you, Haley.*
Haley: *Mum, what's this?*
Mum: *Oh! That's a floppy disk! We saved our work on those back when I was in university. Now, of course, we have USB sticks for that.*
Haley: *Could you save emails on them?*
Mum: *No, we couldn't. But they were very useful in the past.*

3. Greg: *Is this yours, Mum?*
Mum: *What did you find now?*
Greg: *This phone.*
Mum: *Oh! Well, that is your father's old mobile phone.*
Greg: *Seriously? How can this be a mobile phone? It's so big and heavy!*
Mum: *Well, that's what they were like in the past. Now they're thin and they don't weigh a lot.*
Greg: *I'm happy my mobile doesn't look like that!*
Mum: *Ha ha!*

1. A 2. C 3. D

Note

- Bring a photo of yourself as a child to the next lesson.

5 LET'S TALK

Language focus

Objectives
- **to talk about physical appearance in the past and in the present**

Vocabulary
Verb: weigh
Noun: glasses
Adjectives: slim, chubby
Phrases: blond hair, dark hair, curly hair, straight hair

Structures
What did he look like then?
He was short and chubby and he had long hair.
What does he look like today?
He is tall and slim. He has got short hair and he wears glasses.

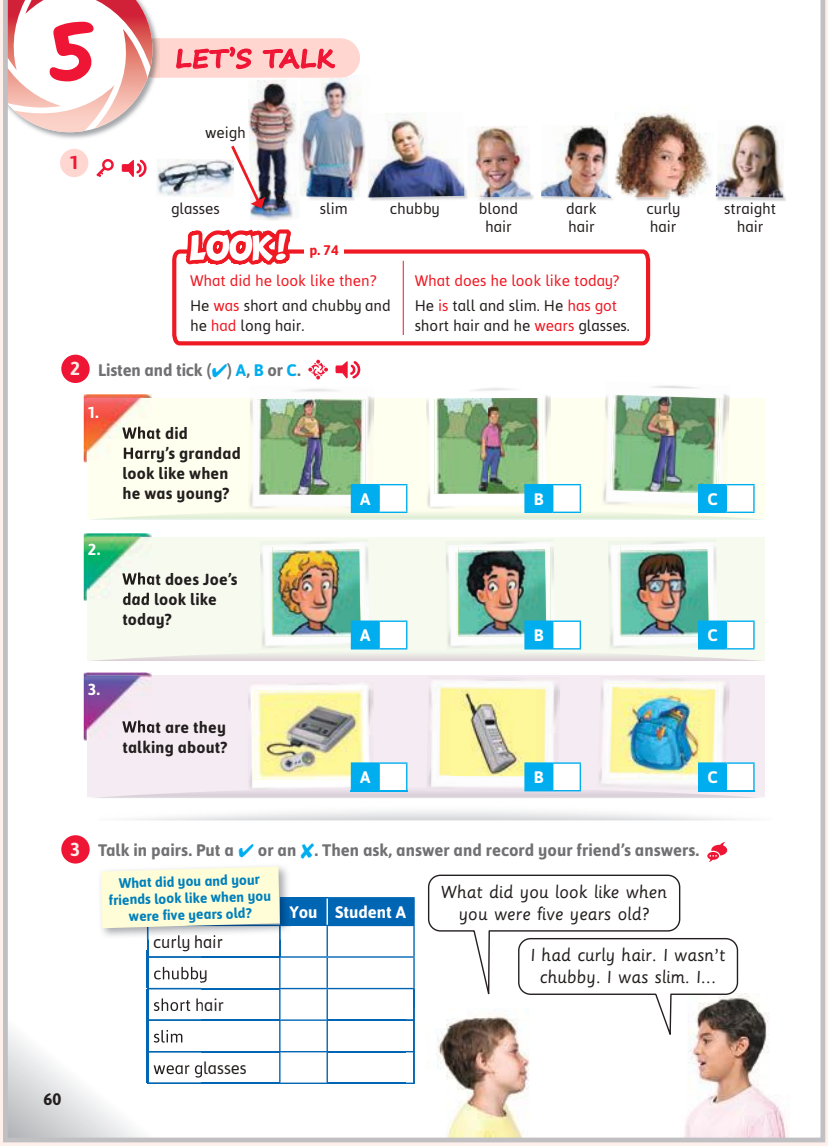
Materials
- flashcards for *glasses, weigh, slim, chubby, blond hair, dark hair, curly hair, straight hair*
- flashcards from the previous lesson for *USB stick, floppy disk, screen, laptop*
- a photo of yourself as a child

Revision (Optional)
- Use the flashcards from the previous lesson (USB stick, floppy disk, screen, laptop). Call up four Ss to the front of the classroom and give a flashcard to each S, telling him/her not to reveal it.
- Explain to the four Ss that they will have to form a sentence describing what the item depicted on their flashcard does/did or is/was used for. The rest of the class has to guess what their classmate is describing.

Lesson plan

Warm-up
- Ask Ss to describe what they looked like a few years ago. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Draw a figure on the board and describe it. Say, *(Brian) is tall and slim. He has got dark hair and he wears glasses.* Write the sentences on the board, underline the words/phrase *slim, dark hair* and *glasses* and stick the corresponding flashcards above each word/phrase.
- Draw other figures on the board to describe the words/phrases *chubby, blond hair, curly hair* and *straight hair.*
- Then say, *When I go to the market, the man weighs the fruit and vegetables I buy.* Write the sentence on the board, underline the word *weighs* and stick the flashcard above the word.
- Have Ss open their books to p. 60 and point out the words/phrases in the vocabulary section.
- Play the recording a few times and have Ss point to the words/phrases and repeat.
- Say the words/phrases in random order and have Ss point and repeat.
- Have Ss form a sentence with one of the vocabulary items presented in this lesson.


5 LET'S TALK

1 weigh, glasses, slim, chubby, blond hair, dark hair, curly hair, straight hair

LOOK! p. 74
What did he look like then? He was short and chubby and he had long hair.
What does he look like today? He is tall and slim. He has got short hair and he wears glasses.

2 Listen and tick (✔) A, B or C.
1. What did Harry's grandad look like when he was young?
2. What does Joe's dad look like today?
3. What are they talking about?

3 Talk in pairs. Put a ✔ or an ✘. Then ask, answer and record your friend's answers.
What did you and your friends look like when you were five years old?

	You	Student A
curly hair		
chubby		
short hair		
slim		
wear glasses		

What did you look like when you were five years old?
I had curly hair. I wasn't chubby. I was slim. I...

60

Language box
- The word *blond* can also be spelt *blonde*. This happens due to the fact that it is of French origin where there is a distinction between *masculine* (blond) and *feminine* (blonde) forms. In English, where there is no such distinction, both spellings can be used as an adjective with no difference in meaning (e.g. blond/blonde hair. As a noun, the word is usually used to refer to women and the preferred spelling is blonde. (e.g. A blonde is a woman who has got fair hair.)

LOOK!
- Show the class the photo of yourself that you brought in and briefly describe what you looked like as a child. For example, say, *When I was (six) years old I wasn't tall. I was short. I was chubby and I had long dark hair.* Write the short description on the board and then approach a S and ask, *What did you look like when you were (six) years old?* Encourage the S to describe his/her physical appearance in the past. Write the

question on the board, above the description you had written earlier.
- Then, ask the class, *What do I look like today?* Write this question on the board and encourage Ss to describe your physical appearance in the present. Write the description on the board.
- Have Ss read the two questions and descriptions and then ask them what the difference between them is. Elicit that the first question and description refer to the past while the second to the present.
- Explain to S that when we want to ask someone about their own or someone else's physical appearance in the past or in the present, these two questions are used.
- Point out to Ss that when answering, the Past Simple is used to refer to past appearance while the Present Simple is used to refer to the present.
- Direct Ss' attention to the *Look!* box and ask them to read the questions and answers.
- 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 Present Simple and Past Simple to talk about appearance. This will challenge **higher-performing Ss**. To help **lower-performing Ss**, give them questions to answer to make their examples (e.g. What did you look like when you were three?).

Activity 2 L2.1

- Direct Ss' attention to the pictures and ask them what they depict. Then ask them to read the questions.
- Explain that they will hear three short dialogues. Tell Ss that they have to listen carefully and tick the appropriate picture (A, B or C) which answers the question given.
- Play the recording twice and have Ss tick the correct picture.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

1. **Harry:** *Wow, Grandad! Is this you and your friends?*
   Grandad: *Let's see. Oh, why yes! Yes, it is! Ha ha! These pictures are very old! Can you find me in the picture?*
   Harry: *Well, I know you didn't wear glasses, and that you were slim and strong. Here you are! Right?*
   Grandad: *That's right, Harry!*
2. **Joe:** *Dad, who's this?*
   Dad: *It's me!*
   Joe: *Really? I didn't know you had curly hair!*
   Dad: *Yes, I did.*
   Joe: *And it was so blond! Now it's dark brown!*
   Dad: *Ha ha! Yes! I had curly, blond hair when I was a little boy, and I didn't wear glasses like I do now.*
   Joe: *Wow! You looked so different!*
3. **Mary:** *Dad, is this yours?*
   Dad: *You bet! It was the first one I ever had!*
   Mary: *Really? But it's so big and heavy!*
   Dad: *I know! They weighed about one kilo.*
   Mary: *Was it hard to carry round?*
   Dad: *It sure was. I'm glad there are smaller ones now that do more than just make a call.*

1. A 2. C 3. B

Activity 3 S1.1 S2.2 L2.4

- Direct Ss' attention to the table and have them read it.
- Explain to Ss that first they will have to complete the table about what they looked like when they were five years old. Then they will have to ask their partner what he/she looked like and record his/her answers in the table by putting a 4 or an 7.
- Allow Ss some time to complete the first column about themselves and then divide the class into pairs 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.

open answers

Optional

Word bingo

- Tell Ss to draw a 2x3 grid in their notebooks and write different words, presented in this and the previous lesson, in each box.
- Draw an example on the board:

chubby	screen	rollerblade
blow	glasses	weigh

- 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.

Before leaving

- Divide Ss into pairs and explain that they will have to ask and answer questions about what they or a person in their family looked like in the past.
- Make sure all of the Ss ask and answer before they leave the classroom.

Workbook

Activity 1 R2.1 W2.2

1. chubby - F 2. slim - C
3. weigh - D 4. curly, straight - B
5. glasses - A 6. blonde, dark - E

Activity 2 W2.2

1. What did Mr Clark look like in the past?
He was tall and slim. He had dark hair and he didn't wear glasses.
2. What does Julia look like today?
She is tall and slim. She has got long straight blond hair and she doesn't wear glasses.
3. Has Jassim got a pet parrot now?
No, he hasn't. He has got a pet cat.
4. Did Mansoor and Khaled wear glasses three years ago?
No, they didn't wear glasses three years ago.

Activity 3 L2.1 (see p. 151)

Note

- Bring a bell and a large piece of card to the next lesson.

5 PROJECT

Language focus

Objectives

- **to read a poster about what someone looked like and did in the past and what he/she looks like and does now**
- **to make a poster about what someone did and looked like in the past and what one does and looks like now**
- **to revise and consolidate structures and vocabulary presented in previous lessons**
- **to learn how to make a poster**

Materials

- a bell
- a large piece of card

Revision (Optional)

- Hand out a plain sheet of A4 paper to every S.
- Have Ss draw a person and then come to the front of the classroom one by one and present him/her using the vocabulary they were presented with in the previous lesson.

Lesson plan

Warm-up

- Draw a table on the board and divide it into two columns. Write *THEN* and *NOW* as headings, and below them write a sentence about an activity you did in the past and another about an activity you do now.
- For example, say, *I rode my bike to school* and *I drive my car to school now*. Write the sentences in the appropriate column.
- Encourage Ss to come up with their own sentences and write a few of them in each column.

Activity 1 R2.1

- Have Ss open their books to p. 61.
- Direct Ss' attention to the poster. Explain to Ss that a boy made this poster to show what he used to do in the past and what he does now.
- Explain to Ss that they are going to read the poster, and talk about how they can make a poster of their own.
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out if he wore glasses last year and if he has got a pet now. (He didn't wear glasses last year and he has got a pet cat named Lizzy now.)
- Have Ss read the poster again and check comprehension.
- Ask Ss some questions about the poster. *How did Mark get to school last year?* (He took the bus to school.), *How often did he do karate last year?* (He did karate once a week.), *What colour are his glasses?* (They are green.), *Did Mark go to bed late last year?* (No, he didn't. He went to bed at eight o'clock.), *How often does he eat fruit now?* (He eats fruit twice a day.)
- Draw Ss' attention to the boxes around the poster 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 poster out loud.

Writing tip

- Direct Ss' attention to the *Writing tip* box and ask them to read it.
- Read the tip out loud and ask Ss to follow along in their books as you read.
- Read the *Writing tip* again, explaining each step as you go along.

Optional

Game show

- Place a desk at the front of the classroom.
- Divide Ss into two teams.
- Have a S from each team come up to the front of the classroom and stand at either side of the desk.
- Place a bell in the middle of the desk.
- Holding the flashcards of the items presented in the previous lessons in a pile, pick one and show it to the two Ss.
- The Ss have to ring the bell and name the item depicted on 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 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 they will have to say one step they remember from the steps they were presented with for making a poster.
- Make sure all of the Ss say a step before they leave the classroom.

1 Below is a poster that Mark made. Did he wear glasses last year? Has he got a pet now? Read and answer.

Stick an old photo of yours on a piece of card.

Stick a recent photo of yours on a piece of card.

THEN and NOW

Make a list of the things you did a year ago.

Make a list of the things you do now.

Last year:	This year:
• I took the bus to school.	• I ride my bike to school.
• I did karate on Saturday afternoons.	• I do karate three times a week.
• I didn't wear glasses.	• I wear glasses. They are green.
• I went to bed at eight o'clock.	• I go to bed at nine o'clock.
• I didn't have a pet cat.	• I have got a pet cat. Its name is Lizzy.
• I didn't eat fruit.	• I eat fruit twice a day.

Writing tip

How to make a poster:

1. Use a large piece of card.
2. Write in pencil so that you can correct any mistakes.
3. Put a title at the top in large letters.
4. Write neatly.
5. Add photos or graphics.
6. When you are ready, write over your letters using markers or coloured pencils.

Activity 3 W2.2

open answers

Activity 4 W1.3 W2.2

- Tell Ss to use the information in the previous activity in order to do the task. Instruct them to refer to the format of the writing task as well as to the guidance given in the SB. You can also display Ss' Projects in the classroom.

open answers

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 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.

Workbook

Activity 1 R1.1

1. I went to school by bus.
2. I play volleyball after school.
3. I played board games with friends.
4. I chat online with friends.

Activity 2 R2.1

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

5 READING TIME

Language focus

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

Vocabulary
Nouns: wardrobe, attic, rollerblades, roller skates, wheel, game card, game console

Materials
- flashcards for *wardrobe, attic, rollerblades, roller skates, wheel, game card, game console*
- the photocopies of the story and the narration boxes 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 posters they made (WB, Project, Activity 4) in the previous lesson.

5 READING TIME

1

wardrobe

attic

rollerblades

wheel

roller skates

game card

game console

2 Read and answer. What did Jack's dad use in his game console?

A TRIP INTO THE PAST!

1 On Saturday evening, Tony visited his friend Jack. Jack was playing a computer game, so Tony decided to play a game on Jack's tablet. 'Where's your tablet?' Tony asked. 'It's in my school bag in the wardrobe,' replied Jack. Tony opened Jack's wardrobe and saw something very interesting. It was a box full of old things. 'What's all this?' he asked his friend.

2 Jack went over to Tony. 'Oh! Those are some of my dad's things. I found them in the attic last week. Look! These are game cards. My dad used these game cards to play on this game console. He didn't play games on his computer or tablet like we do,' replied Jack. 'Does it still work?' asked Tony. 'Yes, it does. Look!' said Jack. Tony was amazed.

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Lesson plan

Warm-up
- Ask Ss what kind of toys they think their parents and grandparents played with in the past. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1
- Use the flashcards and example sentences to present the new vocabulary items. For example, say, *I hang my clothes in the wardrobe in my room.* Write the sentence on the board, underline the word *wardrobe* and stick the flashcard above the word. Then encourage Ss to repeat.
- Repeat the same procedure with the remaining items.
- Have Ss open their books to p. 62 and 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

Before reading
- Direct Ss' attention to the title of the story and the illustrations and ask them to predict what the story is about.
- Elicit answers, but do not correct Ss at this stage.
- Ask Ss whether the text is factual or fictional. (It's a fictional text.)
- Ask Ss to go through the story and find the names of the main characters (Tony and Jack).
- Point to each illustration and invite Ss to describe what is happening and how the story is going to end.
- Elicit answers, but do not correct Ss at this stage.

While reading
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what Jack's dad used in his game console. (He used game cards to play games on his game console.)
- 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:** wardrobe, wardrobe **Frame 2:** attic, game cards, game console, **Frame 3:** wheels, rollerblades, roller skates, Rollerblades, roller skates, **Frame 4:** roller skates, roller blades)
- Have Ss read the story again and check comprehension.
- Talk about what happens in each frame.

3 Tony picked up some shoes with four wheels. 'Are these rollerblades?' he asked. 'Well, they are roller skates,' answered Jack. 'My dad went roller-skating all the time when he was our age,' he added. 'Can we try them?' asked Tony. 'Sure! Let's go and see which are faster. Rollerblades or roller skates?' 'Great idea!' shouted Tony. 'Let's go!'

4 The boys had a lot of fun at the park. 'Your dad's roller skates are as fast as rollerblades. I can't believe it! Old stuff is so cool!' said Tony. 'Well, not everything is cool,' said Jack, and he held up his dad's game console. 'Look! We haven't got this problem with our computers or tablets nowadays,' said Jack. Tony laughed. 'Come on. Let's go home and download some new games,' said Tony.

3 **Read again and answer the questions.**

1. Why was Tony looking in Jack's wardrobe?
2. Where did Jack find his father's old things?
3. What did Jack show Tony?
4. What did Jack's father often do when he was a child?
5. Are rollerblades faster than roller skates?

Let's chat

Have your grandparents/parents got anything old that they used as children? What is it? Does it still work? Do you think you could use it today?

Frame 1: Tony and Jack are in Jack's room. Tony is looking for something in Jack's wardrobe and he sees an old box.
Frame 2: Jack tells Tony that the box was in the attic and that the things belong to his father. Tony and Jack are taking things out of the box. They find an old game console and some game cards.
Frame 3: Tony picks up a pair of roller skates. He looks very interested in them. The boys decide to try out the roller skates to see if they are faster than rollerblades.
Frame 4: The boys are at the park. Tony is amazed that the roller skates are just as fast as the rollerblades. Jack is worried because his father's old game console seems to have a problem. Tony tells his friend that they should go home and download some new games.

- Ask Ss some questions about the story.
  Frame 1: *Where are the children?* (They are in Jack's bedroom.), *What did Tony want to do?* (He wanted to play a game.), *What did he see in the wardrobe?* (A box full of old things.)
  Frame 2: *Whose things were in the box?* (Jack's dad's.), *Did the game console still work?* (Yes, it did.), *How did Tony feel?* (He felt amazed.)
  Frame 3: *How many wheels did the roller skates have?* (They had four wheels.), *What did Tony think they were?* (He thought they were rollerblades.), *Did Tony like Jack's idea?* (Yes, he did.)
  Frame 4: *What does Tony say about old stuff?* (He says that it's cool.), *What problem did Jack come up against?* (His dad's game console got stuck and he couldn't finish the game.), *What did Tony suggest?* (He suggested that they return home and download some new games.)

Activity 3 R2.1 W2.2

- 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, according to the story.
- To help **lower-performing Ss** answer Wh-questions, you can give them two options to choose from (e.g. 1. *a. to find Jack's school bag* or *b. to find a box*).
- Have Ss compare their answers in pairs, then check as a class.

1. He wanted to find Jack's school bag/ tablet.
2. He found them in the attic.
3. He showed him his dad's game console and some game cards.
4. He often went roller skating.
5. No, they aren't. Rollerblades are as fast as roller skates.

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

Post-reading

Let's chat

S1.1 S1.2 L2.3

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

Suggested answer:
My father has got an old mobile phone. It still works but it is very different from the smartphones we use today. You can only call someone or send a text message. Today's smartphones are easier to carry round and you can do lots of different things with them.

Optional

True or False?

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

5 READING TIME

Before leaving

- Have Ss choose a character from the story on pp. 62-63 and act out the story at the front of the classroom.

Workbook

Activity 1 W2.2

1. wardrobe
2. attic
3. rollerblades
4. game console
5. roller skates
6. game cards
7. wheels

Activity 2 R2.1

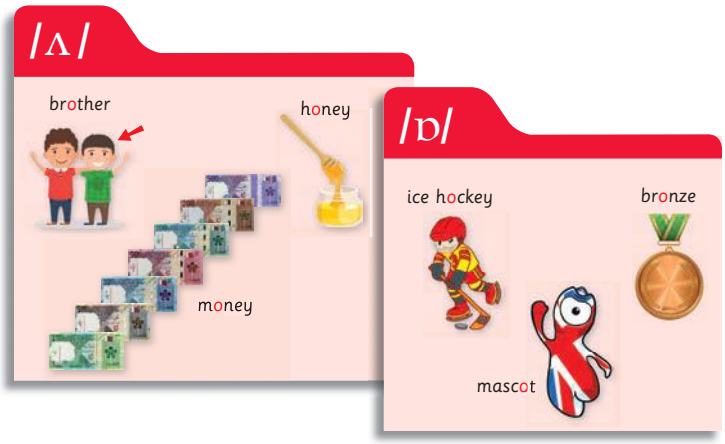
1. D
2. B
3. C

Activity 3 S1.2 S2.2

A. Jack is watching TV instead of playing a computer game.
B. Tony isn't holding anything instead of holding the game console.
C. Tony is holding rollerblades instead of roller skates.
D. Jack is holding a broken mobile phone instead of a game console.

5 PHONICS

1 Listen and say.



2 Listen and say. Then circle the /ʌ/ sounds and underline the /ɒ/ sounds.

Betty the Bear

Look at Betty the Bear,
our ice hockey team mascot!
It has got a bronze medal and
a yellow basket.
It's collecting money for the
ice hockey team.
It likes honey and chocolate
ice cream.
On my brother's T-shirt
you can see it too.
Betty the Bear in a hot-air
balloon!

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PHONICS

Language focus

Objectives

- **to practise the pronunciation of o /ʌ/, /ɒ/**
- **to say a phonics chant/poem**

Vocabulary

brother, honey, money, ice hockey, bronze, mascot

Phonics

o /ʌ/, **o** /ɒ/

Materials

- flashcards of *brother, honey, money, ice hockey, bronze, mascot*
- phonics cards of *honey, ice hockey* (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 Tony found in his friend's wardrobe 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. Tony / visit / friend Jack) 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 the letter **o** on the board. Draw two lines below it and below each line, write the two sounds this letter makes (/ʌ/ and /ɒ/). Underneath each sound, stick the flashcards with the words that contain each sound.
- Point to *o* and say /ʌ/ a couple of times, encouraging Ss to repeat after you. Then point to the flashcard (money) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with the other sound /ɒ/.

Activity 1

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

Listening transcript

/ʌ/, /ʌ/, brother, honey, money

/ɒ/, /ɒ/, ice hockey, bronze, mascot

- 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.

- Direct Ss' attention to the illustration. Ask Ss what they can see. (Two boys and a bear mascot.)
- Ask Ss, *What is on the boy's T-shirt?* (The team mascot in a hot-air balloon.) *Where is the mascot?* (It's with the boys.) *What is it holding?* (It's holding a basket with some money in it.)
- Explain to Ss that they are going to listen to a chant/poem and that they will have to circle the /ʌ/ sounds and underline the /ɒ/ sounds.
- Play the chant/poem *Betty the Bear* and have Ss listen and follow along in their books.
- Play the chant/poem again, pausing after each line for Ss to circle the /ʌ/ sounds and underline the /ɒ/ sounds.
- Then play the chant/poem once more and encourage Ss to say the chant/poem.

circled: money, honey, brother's
underlined: ice hockey, mascot, bronze, ice hockey, chocolate, on, hot

TPR Activity

- Photocopy and give Ss the phonics cards for *honey* and *ice hockey*.
- Explain to Ss that they have to say the chant/poem and raise the appropriate phonics card when they hear the word containing /ʌ/ and the appropriate phonics card when they hear the word containing /ɒ/.

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. *brother* and have Ss write the vowel on the board, e.g. *o* and say the sound /ʌ/.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss.
- The team with the most points wins.

Optional 2

Sound hold-up

- Tell Ss that you are going to play a game.
- Explain to Ss that you are going to raise the flashcards of the pictures of words that have the sounds /ʌ/ or /ɒ/ 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

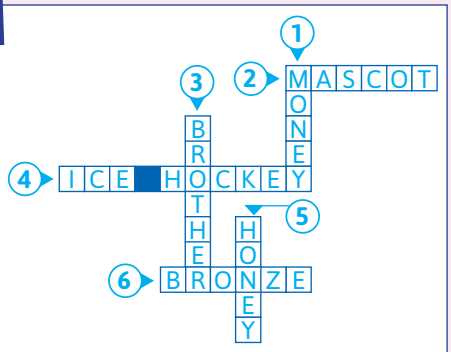
Activity 1 L2.1

Listening transcript

1. *honey*
2. *brother*
3. *mascot*
4. *ice hockey*
5. *money*
6. *bronze*

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

Activity 2 W2.2



/ʌ/: money, honey, brother
/ɒ/: mascot, ice hockey, bronze

Activity 3

/ʌ/: money, honey, brother
/ɒ/: ice hockey, mascot, bronze

TOP TIME! 3

Language focus

Objectives

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

Vocabulary

Nouns: education, health, logo, branch
Phrase: make a plan

Materials

- flashcards for *make a plan, education, health, logo, branch*

Revision (Optional)

- Revise the phonics sounds from the previous lesson by handing out the phonics cards and having Ss do the TPR activity from the Phonics lesson.

Lesson plan

Warm-up

- Ask Ss if they know anything about Qatar Foundation or about the areas it is active in and how it helps the people of Qatar. Initiate a short class discussion and encourage all of the Ss to participate.

Activity 1 R4.1

- Hold up the flashcards for *make a plan, education, health, logo branch* say the phrase/words and encourage Ss to repeat.
- Have Ss open their books to p. 65 and point out the phrase/words in the vocabulary section.
- Play the recording a few times and have Ss point to the phrase/words and repeat.
- Say the phrase/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

- Ask Ss to look at the photo and ask them what they can see. (The flag of Qatar and the logo of Qatar Foundation.)
- Read the title of the text and ask Ss to predict what it is about. (It is about Qatar Foundation.)
- Play the recording and encourage Ss to **shadow read** (read along with the recording) in order to find out what the three main areas that Qatar Foundation supports are. (Education, science and research and community development.)
- Have Ss read the text again and check comprehension.
- Ask Ss some questions about the text. *When did the idea for Qatar Foundation start?* (In 1995.), *Who did His Highness Sheikh Hamad share his idea with?* (With Her Highness Sheikha Moza.), *What did they do together?* (The made a plan for the future development of Qatar and worked together to make his dream come true.), *When did they create the Qatar Foundation?* (In August 1995.), *What does Qatar foundation create?* (It creates programmes in three main areas.) *How does the foundation help the citizens of Qatar?* (By setting an example of excellence both nationally and internationally.), *What do the leaves, flowers and fruit of the Sidra tree symbolise?* (They symbolise how many lives the foundation's programmes change.)

Activity 3 R2.1 W2.2

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

1. idea 2. education 3. important 4. logo 5. branches

- 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, *Qatar Foundation began in 1997* 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 tell you one thing they remember from the text.
- Make sure all of the Ss participate before they leave the classroom.

1

make a plan

education

health

logo

branch

2 What are the three main areas Qatar Foundation supports? Read and answer.

QATAR FOUNDATION

In 1995, His Highness Sheikh Hamad bin Khalifa Al Thani, the Father Amir, shared an idea he had with Her Highness Sheikha Moza bint Nasser. They made a plan for the future **development** of Qatar and worked together to make this dream come true. This development could give the people of Qatar more choices in education, health and social progress than ever before. In August 1995, they created the Qatar Foundation for Education, Science and Community Development. Qatar Foundation (QF) helps the people of Qatar by creating programmes in three main areas: education, science and research, and community development. The foundation's most important task is to help the future leaders and citizens of Qatar to grow, by setting an example of excellence both **nationally** and **internationally**.

Qatar Foundation's logo is the Sidra tree. The Sidra tree grows all over Qatar, and although the weather is hot and dry, it grows strong and **proud**. The branches of the tree symbolise the foundation's action in different areas, and its leaves, flowers and fruit symbolise how many lives the foundation's programmes change.

3 Read again and complete.

1. His Highness Sheikh Hamad bin Khalifa Al Thani had an _____.
2. The foundation gives the people of Qatar more choice in _____, health and social progress.
3. The foundation's most _____ task is to help the citizens of Qatar.
4. The Sidra tree is the _____ of Qatar Foundation.
5. The _____ of the Sidra tree symbolise the foundation's different areas of action.

Workbook

Activity 1 R4.2

open answers

(Suggested answers
1. the gradual growth of something so that it becomes better
2. relating to a specific country as a whole
3. connected to two or more countries
4. feeling happy about something you do or are connected to)

Activity 2 L2.1

Listening transcript

Ahmed: *Hi, Ali. What are you doing?*
Ali: *Hi, Ahmed. Our teacher wants us to find information about Qatar Foundation.*
Ahmed: *We did that too! I can help you.*
Ali: *OK, thanks! So, what do you know?*
Ahmed: *Well, Qatar Foundation started with an idea. His Highness Sheikh Hamad bin Khalifa Al Thani had a dream. He wanted to create programmes for the people of Qatar in education, health and science.*
Ali: *That was a great idea!*
Ahmed: *Yes, it was! Today we have Education City, thanks to the foundation.*
Ali: *Yes, I read about that. All of the most important schools and universities are there.*
Ahmed: *Yes! But there aren't only schools and universities. There are hospitals and research centres and even hotels and sports centres!*
Ali: *Wow! It is a very special place!*
Ahmed: *Yes, it is. The foundation is now making a plan for the environment of Qatar.*
Ali: *Yes, I heard about that. This development is going to make Qatar an environmentally friendly country.*

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

Project work W1.3

- Ask Ss to use the Internet to find information about other foundations in their country or 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 photos), with brief sentences underneath them describing the pictures.
- Teachers should recommend safe websites.
- Ss bring projects to class and present their posters to their classmates. Their classmates can ask questions to find out more about the specific project so as to promote communication by encouraging learners to express themselves, exchange ideas with each other and present their work.
- Projects can also be done in pairs or groups so as to promote cooperation among learners by providing opportunities for learners to work together.

5 ROUND-UP

Language focus

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

Revision (Optional)
- Have Ss come up to the front of the classroom and present the posters they made (WB, Top Time! 3, Project Work).

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 a plain sheet of A4 paper to every S.
- Tell Ss that they will have five minutes to write down as many sentences as they can using *could/couldn't, had to*, the *Past Simple* and the *Present Simple*.
- 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 exchange sheets with their partners. Explain to them that they have to correct each other's sentences if there are any mistakes.
- Check Ss' sentences by having Ss read them out loud.
- Write some of the sentences on the board and ask Ss to tell you when the structures presented in this Module are used.

Activity 1 L2.1
- Direct Ss' attention to the pictures and ask them what they depict. Then ask them to read the questions.
- Explain that they will hear three short dialogues. Tell Ss that they have to listen carefully and tick the appropriate picture (A, B or C) which answers the question given.

5 ROUND-UP

Listening

1 Listen and tick (4) the correct picture.

1. What did Ken do when he lived in his old house?

2. Where does Arthur's grandad live now?

3. What does Gary need from the shopping centre?

Speaking

2 Talk about the things you could, couldn't, had to and didn't have to do when you were six years old. Use the ideas in the box below and your own.

- speak English
- walk
- surf the Net
- wake up early for school
- walk to school
- eat...
- like...
- tidy my room
- go to bed early
- swim

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

Listening transcript

1.

Drake: *Ken! Why are you sad? What's the matter?*
Ken: *I miss our old house, Drake.*
Drake: *I know you do. I miss it too. I miss the big balcony. I sat there, read my books and relaxed in the evenings.*
Ken: *I don't miss the big balcony. I didn't spend a lot of time there anyway.*
Drake: *What do you miss?*
Ken: *Well, remember how we cycled to school every day?*
Drake: *Yes, I do. I hated that!*
Ken: *Well, I didn't! Everything is so far away here.*
Drake: *I know, but we live by a big park! We can go cycling there!*
Ken: *I guess you're right.*

2.

Arthur: *Grandad, what did you and your friends do for fun when you were young?*
Grandad: *Oh! Lots of things, Arthur! In spring and summer, we rode our bicycles and went fishing or swimming in the lake.*
Arthur: *The lake? There isn't a lake here, Grandad!*

Grandad: *I didn't always live here, my boy.*
Arthur: *Where did you live?*
Grandad: *Well, as a boy, I lived in a small town in the mountains. When I finished school, I moved to the city. And now, I live here.*
Arthur: *Was there a lot of snow in the mountains in winter?*
Grandad: *Yes, there was! We loved playing in the snow. It was a lot of fun!*
Arthur: *Wow! That sounds great, Grandad!*
Grandad: *It was! But, I like living on an island now. It's nice and quiet and I can go fishing. I like fishing!*

3.
Gary: *Dad, can you take me to the shopping centre, please?*
Dad: *Sure, Gary! Has your laptop got a problem again?*
Gary: *No, no! It's working fine. I need a new USB stick to save my school project on. Something's wrong with my old one. It isn't working.*
Dad: *OK! You know, twenty years ago we didn't have USB sticks. We saved our work on floppy disks.*
Gary: *I know! And not everyone had a computer because they were really expensive, right?*
Dad: *That's right, Gary! We had to go to the library to look for information when we had a project for school.*
Gary: *Could you take books home?*
Dad: *Hmm... not all of them. Some of the books had to stay in the library. When we had a project, we usually had to prepare all of it there.*
Gary: *I didn't know that!*

1. C 2. A 3. B

Activity 2 S1.1 L2.4

- Direct Ss' attention to the picture of the children and ask them to read what they are saying. Then draw their attention to the prompts in the box.
- Divide Ss into pairs. Explain that they have to talk to their partner about the things they *could/couldn't, had to/didn't have to do* when they were six years old. **Higher-performing Ss** can add more activities to the box to talk about with their partners.
- Invite a S to come to the front of the classroom to demonstrate the exchange. Say, *I could walk fast when I was six years old* and encourage the S to respond.
- Have a few pairs of Ss come to the front of the classroom and present the exchange.

open answers

Optional

The Shark game

- Draw a big fish with its mouth open at the foot of a staircase. The steps of the staircase correspond to the number of letters in a particular word.
- Choose a S to come to the board, think of a word from those presented in the vocabulary section of this Module and draw the corresponding number of steps, e.g. five steps for the word *laugh*.
- 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. (*could/couldn't, had to, didn't have to, looked like, look like, etc.*)
- Make sure all of the Ss form sentences before they leave the classroom.

Workbook

Activity 1

1. go skiing - D
2. ride a horse - E
3. sail a boat - A
4. play baseball - F
5. hand out - B
6. pick up - C

Activity 2

1. wore, wasn't - B
2. doesn't ride, goes - C
3. has, hasn't, has - A

Activity 3

1. couldn't drive, had to ride
2. couldn't use, had to take
3. couldn't walk, had to drive
4. couldn't swim, had to start
5. didn't have to tidy
6. couldn't play, had to go

Activity 4 R2.1

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

Activity 5 W1.3 W2.2

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 in which category they belong.

KEY TO REVISION 1-5

Revision (Modules 1-5)

Activity 1

1. F **2.** I **3.** A
4. C **5.** B **6.** H
7. G **8.** D **9.** E

Activity 2

1. B **2.** A **3.** A **4.** B
5. B **6.** A **7.** A

Activity 3 R2.1

1. spacesuit
2. survive
3. postman
4. confused
5. hand out

Activity 4

1. wears, is visiting, is wearing
2. is making
3. play
4. take part

Activity 5

1. was studying, sent
2. Did ... go
3. didn't go, stayed
4. was examining, arrived
5. Were ... crossing, saw

Activity 6 W1.5

1. is going to go shopping
2. are going to have an English class
3. are going to play tennis
4. is going to do his homework
5. are going to play volleyball

Activity 7

1. shouldn't put your elbows on the table.
2. should put your napkin on your lap.
3. should brush your teeth three times a day.

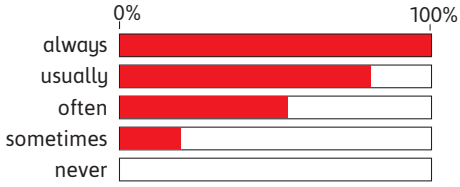
Activity 8

1. B **2.** B **3.** A **4.** B
5. A **6.** B **7.** A **8.** B

Grammar Reference

Module 1

Adverbs of frequency



Present Simple vs Present Progressive

We use the **Present Simple** for habits and permanent states.

We use the **Present Progressive** for actions that are happening at the moment of speaking and for temporary states.

e.g. *He tidies his room every morning, but now he's checking his email.*

Articles

a/an
- We use **a** before singular countable nouns with a consonant sound. — e.g. *a boy*
- We use **an** before singular countable nouns with a vowel sound. — e.g. *an egg* **BUT** *a uniform*
- We also use **a/an** before quantities and occupations. — e.g. *We need a kilo of sugar. He's a pilot.*

the
- We use **the** before singular or plural nouns to talk about something / someone specific or unique. — e.g. *The computer is on the desk. The sea is beautiful.*
- We use **the** before nouns that are mentioned a second time and before dates. — e.g. *I have got a bike. The bike is blue. Tomorrow is the twenty-second.*

Possessive Pronouns

Whose trainers are these? → They're John's (trainers). They're his (trainers). They're his.

John's trainers are green.

Subject Personal Pronouns	I	you	he	she	it	we	you	they
Possessive Pronouns	mine	yours	his	hers	-	ours	yours	theirs

Future *be going to*

We use the **Future *be going to*** to express future plans and intentions.

e.g. *He is going to play football.*

Time Expressions	
today, tomorrow, tonight this week / month / year	next week / month / Tuesday / May / winter / year in summer, on Saturday, at six o'clock

GRAMMAR REFERENCE

Module 2

Past Simple

We use the **Past Simple** to talk about something that happened in the past.

e.g. *Mrs Cooper was a typist. She typed letters.*
He didn't play volleyball yesterday.
Did you go out last night?

Time Expressions
yesterday morning / afternoon, etc. last Monday / night / week / month / year a week / two days / three months ago

Past Progressive

We use the **Past Progressive** for an action that was happening at a specific point in time in the past.

Affirmative	Negative	Questions	Short answers	
I was eating.	I wasn't eating.	Was I eating?	Yes, you were.	No, you weren't.
You were eating.	You weren't eating.	Were you eating?	Yes, I was.	No, I wasn't.
He/She/It was eating.	He/She/It wasn't eating.	Was he/she/it eating?	Yes, he/she/it was.	No, he/she/it wasn't.
We/You/They were eating.	We/You/They weren't eating.	Were we/you/they eating?	Yes, you/we/they were.	No, you/we/they weren't.

Past Progressive + *when* + Past Simple

We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupts another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action.

In this case we usually use ***when***, before the shorter action.

I was walking **when** I found a wallet.

While I was walking, I found a wallet.

While + Past Progressive + Past Simple

We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupts another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action.

In this case we usually use ***while*** at the beginning of the sentence, before the longer action.

Sequence words

We use sequence words like **First**, **Second**, **Next**, **Then**, **After that** and **Finally** to describe a procedure:

e.g. *First, break the eggs into a large bowl. Second, add some milk. Next, add the melted butter. Then, add the salt. After that, add the flour. Finally, mix all the ingredients together very well. Your pancake batter is ready!*

Grammar reference

Module 3

Object Pronouns

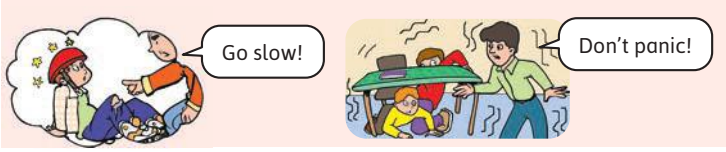
We use **Object Pronouns** as objects of verbs. They always go after verbs or prepositions.

Subject Personal Pronouns	I	you	he	she	it	we	you	they
Object Pronouns	me	you	him	her	it	us	you	them

e.g. *He is painting beautifully.*
Look at him!

Imperative

We use the **Imperative** to give instructions, directions or commands.



Use **please** at the beginning or at the end of the sentence to be more polite.
e.g. *Please come here.*
Close the door, please.

Verbs with two objects

Verb + indirect object + direct object ▶

	v	indirect object	direct object
Andy gave		me	a book.

↓

Andy gave a book to me.

NOT ~~Andy gave to me a book.~~

Object Pronouns replace nouns in order to avoid repeating them.

Certain verbs take two objects. The direct object usually indicates a thing and the indirect object usually indicates a person. Some verbs that can take two objects are:
bring, give, promise, read, sell, send, show, take, tell, throw, write

The most common word order in sentences with verbs that take two objects is:
Subject + Verb + Indirect object + Direct object

Inquiring about someone's health

We use **What's the matter?** and **What's wrong?** to ask somebody about their health when we can see that something is wrong, or to ask somebody if there is a problem.

e.g. – *What's the matter, Jane?*
– *I have got a cold.*

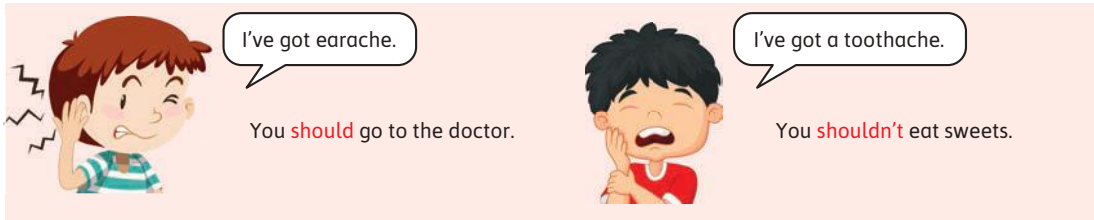
e.g. – *What's wrong, Brad?*
– *I broke my brother's mobile phone.*

GRAMMAR REFERENCE

The verb *should*

We use **should / shouldn't** to ask for or give advice, express an opinion or make a suggestion.

Affirmative	Negative	Questions	Short answers	
I should eat.	I shouldn't eat.	Should I eat?	Yes, you should.	No, you shouldn't.
You should eat.	You shouldn't eat.	Should you eat?	Yes, I should.	No, I shouldn't.
He should eat.	He shouldn't eat.	Should he eat?	Yes, he should.	No, he shouldn't.
She should eat.	She shouldn't eat.	Should she eat?	Yes, she should.	No, she shouldn't.
It should eat.	It shouldn't eat.	Should it eat?	Yes, it should.	No, it shouldn't.
We should eat.	We shouldn't eat.	Should we eat?	Yes, you should.	No, you shouldn't.
You should eat.	You shouldn't eat.	Should you eat?	Yes, we should.	No, we shouldn't.
They should eat.	They shouldn't eat.	Should they eat?	Yes, they should.	No, they shouldn't.



Would you like...? I'd like...

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. I'd like six pears.*

How many / How 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 lemons have we got? I want to make some lemonade.*
– *Don't worry, we have got many.*

– *How much sugar do you want in your coffee?*
– *One spoonful, please.*

I need...

We use **I need...** to give information about what we need/require.

e.g. – *How many apples do you need?*
– *I need five apples.*

It's/They're good/bad for you.

We use the structure **It's/They're good/bad for you** when we want to talk about something that is good or bad for the person we are talking to.

e.g. *Fruit and vegetables are good for you.*
You shouldn't eat many sweets. They're bad for you.

taste / look / sound / smell + adjective

We use an adjective after the verbs **taste / look / sound / smell** to show how something makes us feel.

e.g. *This soup tastes great! What's in it?*
This book looks interesting.

a few / a little

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 pears in the basket.*
There is a little soup in the bowl.

Grammar reference

Module 4

have to / don't have to

We use **have to** to express obligation (when something is necessary) in the present or future. It shows obligation based on facts, not on the speaker's opinion or feelings. We form it by adding the base form of the verb after **have to**.

We use **don't have to** to express lack of obligation (when something is not necessary) in the present or future. We form it by adding the base form of the verb after **don't have to**.

Affirmative	Negative	Questions
I have to eat.	I don't have to eat.	Do I have to eat?
You have to eat.	You don't have to eat.	Do you have to eat?
He has to eat.	He doesn't have to eat.	Does he have to eat?
She has to eat.	She doesn't have to eat.	Does she have to eat?
It has to eat.	It doesn't have to eat.	Does it have to eat?
We have to eat.	We don't have to eat.	Do we have to eat?
You have to eat.	You don't have to eat.	Do you have to eat?
They have to eat.	They don't have to eat.	Do they have to eat?

Short answers	
Yes, you do.	No, you don't.
Yes, I do.	No, I don't.
Yes, he does.	No, he doesn't.
Yes, she does.	No, she doesn't.
Yes, it does.	No, it doesn't.
Yes, you do.	No, you don't.
Yes, we do.	No, we don't.
Yes, they do.	No, they don't.

e.g. *The boys have to wake up at eight o'clock in the morning.*

e.g. *The boys don't have to go to school today. It's Saturday!*

We can use **Wh-** words at the beginning of questions with **have to** to ask something more specific.
e.g. – *What do you have to do to become a teacher?*
– *You have to go to university.*

GRAMMAR REFERENCE

The verb *must*

We use **must** to show obligation (when something is necessary) in the present or future. It shows internal obligation. The speaker feels that he/she or someone else is obliged to do something. It is followed by the base form of the verb.
e.g. *I must repair the roof before winter comes.*

We use **mustn't** to show prohibition (that something is forbidden by law or rules).
e.g. *You mustn't park your car here.*

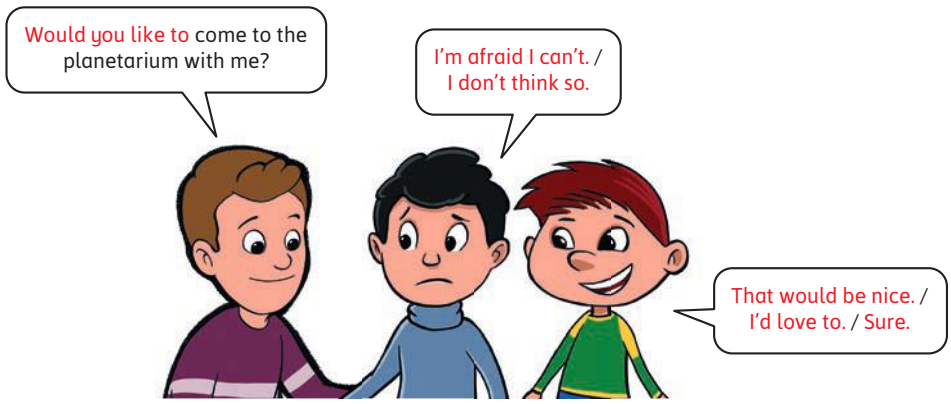
The verb can't

We use **can't** to show that you are not allowed to do something.
e.g. *We can't use this equipment. It isn't ours.*
We can't go to the park now. It's dark outside.

Would you like to ...?

We use **Would you like to...?** to invite someone to come somewhere or to do something with us. We use specific expressions to politely refuse or accept an invitation.

Extending
Accepting
Refusing
} an invitation



Grammar reference

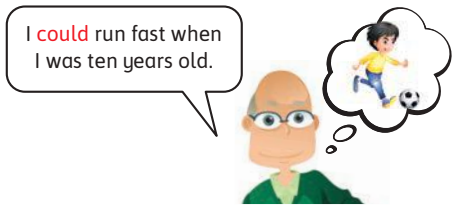
Module 5

The verb *could*

We use **could** / **couldn't** to express ability you had / didn't have in the past.

Affirmative	Negative	Questions	Short answers	
I could walk.	I couldn't walk.	Could I walk?	Yes, you could.	No, you couldn't.
You could walk.	You couldn't walk.	Could you walk?	Yes, I could.	No, I couldn't.
He could walk.	He couldn't walk.	Could he walk?	Yes, he could.	No, he couldn't.
She could walk.	She couldn't walk.	Could she walk?	Yes, she could.	No, she couldn't.
It could walk.	It couldn't walk.	Could it walk?	Yes, it could.	No, it couldn't.
We could walk.	We couldn't walk.	Could we walk?	Yes, you could.	No, you couldn't.
You could walk.	You couldn't walk.	Could you walk?	Yes, we could.	No, we couldn't.
They could walk.	They couldn't walk.	Could they walk?	Yes, they could.	No, they couldn't.

e.g. *I couldn't read when I was four years old.*



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	Questions
I had to go.	I didn't have to go.	Did I have to go?
You had to go.	You didn't have to go.	Did you have to go?
He had to go.	He didn't have to go.	Did he have to go?
She had to go.	She didn't have to go.	Did she have to go?
It had to go.	It didn't have to go.	Did it have to go?
We had to go.	We didn't have to go.	Did we have to go?
You had to go.	You didn't have to go.	Did you have to go?
They had to go.	They didn't have to go.	Did they have to go?

Short answers	
Yes, you did.	No, you didn't.
Yes, I did.	No, I didn't.
Yes, he did.	No, he didn't.
Yes, she did.	No, she didn't.
Yes, it did.	No, it didn't.
Yes, you did.	No, you didn't.
Yes, we did.	No, we didn't.
Yes, they did.	No, 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.

We can use **Wh-** words at the beginning of questions with **had to** to ask something more specific.
e.g. *– What did you have to do at home yesterday?*
– I had to tidy my room and wash the dishes.

GRAMMAR REFERENCE

Past Simple vs Present Simple

We use the **Past Simple** to talk about something that happened in the past. We use the **Present Simple** for habits and permanent states.

e.g. *In the past, mobile phones were heavy and expensive. Today they are light and small.*

I didn't wear glasses when I was seven, but now I wear glasses.

What did ... look like? vs What does ... look like?

We use **What did ... look like?** to ask someone about their physical appearance in the past and **What does ... look like?** to ask someone about another person's physical appearance in the present.

e.g. – *What did your mum look like when she was twelve?*

– *She had very long hair and she wore glasses. She was chubby too.*

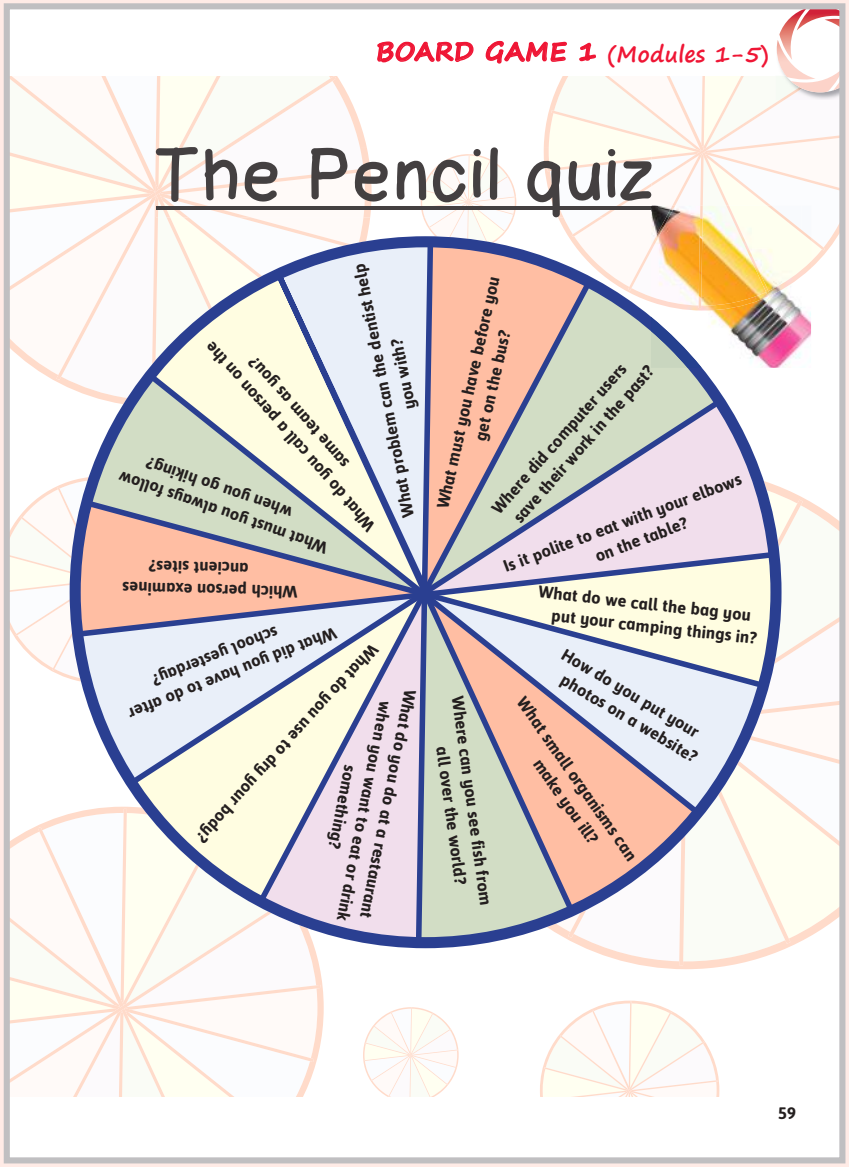
– *What does she look like now?*

– *She has got short, black hair and she's slim.*

Irregular Verbs

Base Form	Past Simple	Past Participle	Base Form	Past Simple	Past Participle	Base Form	Past Simple	Past Participle
be	was / were	been	forget	forgot	forgotten	run	ran	run
beat	beat	beaten	freeze	froze	frozen	say	said	said
become	became	become	get	got	got	see	saw	seen
begin	began	begun	give	gave	given	sell	sold	sold
bleed	bled	bled	go	went	gone	send	sent	sent
blow	blew	blown	grow	grew	grown	shoot	shot	shot
break	broke	broken	hang	hung	hung	sing	sang	sung
bring	brought	brought	have	had	had	sit	sat	sat
build	built	built	hear	heard	heard	sleep	slept	slept
buy	bought	bought	hide	hid	hidden	speak	spoke	spoken
catch	caught	caught	hold	held	held	spend	spent	spent
choose	chose	chosen	keep	kept	kept	stand	stood	stood
come	came	come	know	knew	known	sting	stung	stung
cut	cut	cut	lay	laid	laid	swim	swam	swum
dig	dug	dug	leave	left	left	take	took	taken
do	did	done	let	let	let	teach	taught	taught
draw	drew	drawn	light	lit	lit	tell	told	told
drink	drank	drunk	lose	lost	lost	think	thought	thought
drive	drove	driven	make	made	made	throw	threw	thrown
eat	ate	eaten	meet	met	met	understand	understood	understood
fall	fell	fallen	pay	paid	paid	wake	woke	woken
feel	felt	felt	put	put	put	wear	wore	worn
fight	fought	fought	read	read	read	win	won	won
find	found	found	ride	rode	ridden	write	wrote	written
fly	flew	flown	ring	rang	rung			

INSTRUCTIONS FOR BOARD GAME



Board Game 1

The Pencil Quiz

- Have Ss look at the board game in the WB on p. 59.
- Divide Ss into pairs.
- Tell Ss that they are going to play a game and that they will need a pencil.
- SA places his/her pencil in an upright position in the direct centre of the circle and then lets it fall.
- The S has to answer the question that the pencil has landed on. Ss swap turns.
- Ss should put an 8 on each question they answer. If the pencil lands on a question that has already been answered, Ss play again.
- Ss get a point for every correct answer. If a S doesn't answer correctly, he/she doesn't get a point.
- The player who gets the most points, wins.

Word list

Abbreviations		
(v.) = verb	**(adj.)** = adjective	**(phr. v.)** = phrasal verb
(n.) = noun	**(adv.)** = adverb	**(phr.)** = phrase

Module 1

Song
brush my teeth (phr.)
toothbrush (n.)
comb my hair (phr.)
comb (n.)
tidy my room (phr.)
surf the Net (phr.)
text a friend (phr.)
check my email (phr.)

Top Stars
play volleyball (phr.)
do karate (phr.)
calendar (n.)
schedule (n.)
tablet (n.)
uniform (n.)
confused (adj.)

Our world
astronaut (n.)
satellite (n.)
spacesuit (n.)
towel (n.)
a tube of toothpaste (phr.)
space station (n.)
swallow (v.)
float away (phr.)

Let's talk
school trip (phr.)
planetarium (n.)
competition (n.)
event (n.)
festival (n.)
take part (phr. v.)

Reading time
teammate (n.)
score (v.)
score (n.)
point (n.)
shoot (v.)
miss (v.)
lose (v.)

Top Time! 1
publisher (n.)
stand (n.)
sign (v.)
literature (n.)

Module 2

Song
hang out (phr. v.)
go to the shops (phr.)
meet a friend (phr.)
go for a walk (phr.)
stay at home (phr.)

Top Stars
nature (n.)
poisonous (adj.)
make a shelter (phr.)
rucksack (n.)
safe (adj.)
experience (n.)
survive (v.)
recognise (v.)

Our world
amazed (adj.)
trail (n.)
guide (n.)
view (n.)
hike (v.)
ancient (adj.)
lucky (adj.)
unlucky (adj.)

Let's talk
mix (v)
soft (adj.)
dough (n.)

Reading time
archaeologist (n.)
site (n.)
tool (n.)
coin (n.)
examine (v.)
dig (v.)
discovery (n.)

CLIL 1 (Modules 1-2)
wreath (n.)
bronze (adj.)
flag (n.)
ring (n.)
mascot (n.)
motto (n.)
compete (v.)
last (v.)

Module 3

Quiz
website (n.)
upload (v.)
download (v.)
app (n.)
account (n.)
password (n.)
chat (v.)
digital (adj.)
online (adv.)

Top Stars
table manners (phr.)
elbow (n.)
pass (v.)
napkin (n.)
home economics (n.)
lap (n.)

Word list

Our world
medicine (n.)
chemist (n.)
headache (n.)
toothache (n.)
earache (n.)
sore throat (n.)
cold (n.)
stomach ache (n.)
cough (n.)
temperature (n.)

Let's talk
coconut (n.)
sour (adj.)
delicious (adj.)
terrible (adj.)

Reading time
germs (n.)
sneeze (v.)
heart (n.)
soap (n.)
vitamins (n.)
habit (n.)

Top Time! 2
seat belt (n.)
road trip (phr.)
confusing (adj.)

Module 4
Song
postman (n.)
photographer (n.)
businessman (n.)
secretary (n.)
reporter (n.)
university (n.)
office (n.)
learn a language (phr.)

Top Stars
order (v.), (n.)
bill (n.)
mushroom (n.)
pepper (n.)
meatballs (n.)
sauce (n.)
tuna (n.)
olive (n.)

Our world
cross the street (phr.)
ticket (n.)
line (n.)
bicycle lane (n.)
bicycle rack (n.)
traffic lights (n.)
pavement (n.)
escalator (n.)
park (v.)

Let's talk
picnic (n.)
square (n.)
café (n.)
skatepark (n).
aquarium (n.)
market (n.)

Reading time
seed (n.)
green bean (n.)
grow (v.)
soil (n.)
plant (v.)

CLIL 2 (Modules 3-4)
earthquake (n.)
tsunami (n.)
flood (n.)
wave (n.)
coast (n.)
lift (n.)
surface (n.)
natural disaster (phr.)
damage (n.)
destroy (v.)

Module 5
Song
ride a horse (phr.)
rollerblade (v.)
sail a boat (phr.)
play baseball (phr.)
go skiing (phr.)

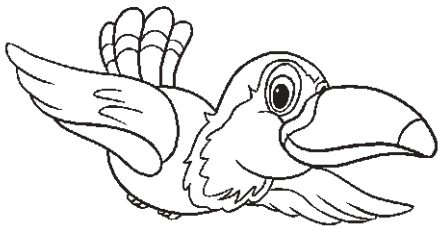
Top Stars
costume (n.)
leaflet (n.)
traffic (n.)
laugh (v.)
blow (v.)
hand out (phr. v.)
pick up (phr. v.)
prepare (v.)

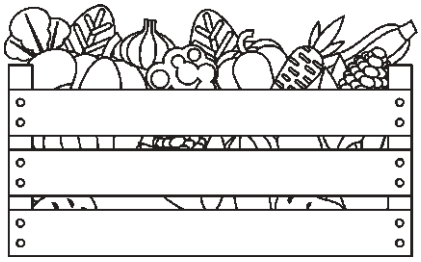
Our world
USB stick (n.)
floppy disk (n.)
screen (n.)
laptop (n.)
expensive (adj.)
cheap (adj.)

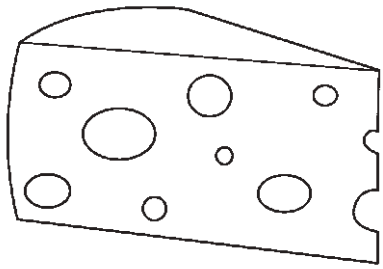
Let's talk
glasses (n.)
weigh (v.)
slim (adj.)
chubby (adj.)
blond hair (phr.)
dark hair (phr.)
curly hair (phr.)
straight hair (phr.)

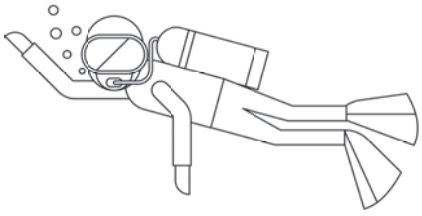
Reading time
wardrobe (n.)
attic (n.)
rollerblades (n.)
wheel (n.)
roller skates (n.)
game card (n.)
game console (n.)

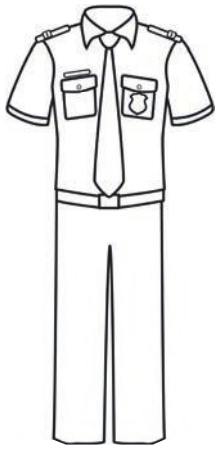
Top Time! 3
make a plan (phr.)
education (n.)
health (n.)
logo (n.)
branch (n.)











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dig	go cycling	fly
cheese	email	vegetables
honey	uniform	scuba diving
		ice hockey

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 illustration in the activity and the words in the spaceships and satellites and read them out loud.
- Explain to Ss that they have to connect the words related to space in order to lead the astronaut to the planet Venus.
- Have Ss do the activity and then check their answers as a class.

space station – float away – satellite – spacesuit

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/phrases in each row and circle the two that have something in common and say what it is.
- Help Ss understand by doing the first as an example. Write the phrases *surf the Net*, *check my email*, and *tidy my room* on the board.
- Ask Ss to tell you which of them they think have something in common and why. (*surf the Net* and *check my email* because they both have to do with computers and technology).
- Have Ss do the activity in pairs and go round the classroom monitoring the procedure.
- Check Ss' answers as a class.

1. **surf the Net and check my email (They have to do with computers and technology.)**
2. **play volleyball and do karate (They are sports/activities people do.)**
3. **safe and amazed (They are adjectives.)**
4. **toothbrush and a tube of toothpaste (They are used to take care of our teeth.)**
5. **astronaut and archaeologist (They are occupations.)**
6. **planetarium and space station (They are places.)**
7. **score and point (They have to do with sports.)**
8. **unlucky and lucky (They are opposite adjectives.)**

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 illustrations 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.

open answers

(Suggested answer
meet a friend
comb my hair
hang out
The phrase *meet a friend* and the phrasal verb *hang out* are words related to spending time with a friend.)

Modules 3-4 (Infer)

Aim: to help Ss develop higher-order thinking skills by engaging them in activities involving *inference*.

Stage 1: Familiarising

- Draw Ss' attention to the activity, read the rubric and explain to Ss that they have to match photos A-E to the occupations 1-5.
- You can help Ss by drawing their attention to the first word before they do the activity. Ask Ss to read it and guess which photo best describes it.
- Have Ss do the activity and then check their answers as a class.

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

Stage 2: Developing

- Draw Ss' attention to the activity and read the rubric out loud.
- Then draw Ss' attention to the speech bubbles 1-6.
- Explain to Ss that they have to read the sentences on the left and guess what each person is talking about.
- Have Ss do the activity and then check their answers as a class.

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

Stage 3: Applying

- Draw Ss' attention to the activity and explain that they have to write a sentence about an item, a job, a type of food or ailment as in activity 2. Explain that they will then show their sentence to their partner who will have to guess the item, job, type of food or ailment the sentence describes.
- Divide Ss into pairs and have them read their partner's sentence and guess the item, job, type of food or ailment.

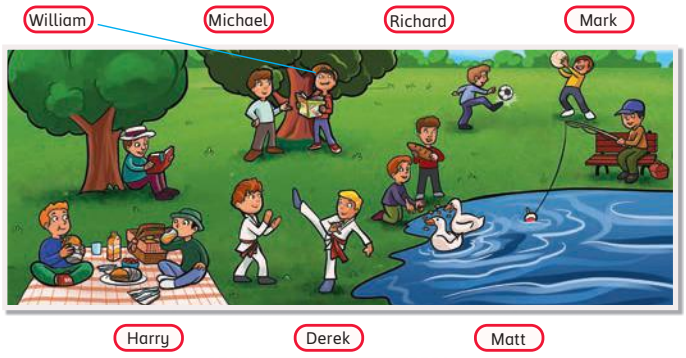
open answers

[Suggested answer
'He made an important discovery when he was digging in the site.' (archaeologist)]

WORKBOOK TOP SKILLS

Top Skills MODULES 1–2

1 Listen and draw lines. There is one example.



2 Look at the three pictures. Write about this story. Write 20 or more words.

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Language focus

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 game.
- 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 to do the same.

Activity 1

- Have Ss open their Workbooks to p. 65.
- Direct Ss' attention to the illustration and ask them to tell you what they see. (Children doing different activities in a park.)
- Ask Ss to name the activities (fishing, reading, feeding the ducks, doing karate, playing football, etc).
- Explain that they are going to listen to a boy talking to his grandfather about the children at the park. Tell Ss that they will have to listen carefully and match the names round the illustration to the children, according to what they hear. Point out 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

Boy: *I like the park! Look, Grandad! All my friends are here!*
Man: *Really? Who's that under the tree?*
Boy: *There are two boys. Which one do you mean?*
Man: *The boy with the cap. He's holding a comic book.*
Boy: *Oh! That's William.*

1. **Man:** *Who's the boy near the lake? Look! He's fishing.*
   Boy: *That's Richard. He's in my class. I like his hat!*
2. **Man:** *Who's the boy over there?*
   Boy: *Which one?*
   Man: *He's holding some bread and he's standing next to a little boy.*
   Boy: *Oh, that's Harry. The little boy is his brother.*
3. **Boy:** *Look at Mark!*
   Man: *Where is he?*
   Boy: *He's over there. He's doing karate with his friend.*
   Man: *Is Mark the boy with the curly hair?*
   Boy: *No. Mark is the boy with the straight hair.*
4. **Man:** *Who's the boy with the hat?*
   Boy: *Which one? Is he drinking orange juice?*
   Man: *No, he isn't. The boy under the tree. He's reading a book.*
   Boy: *That's Derek. He likes books!*
5. **Boy:** *Look! There's Matt!*
   Man: *Where?*
   Boy: *He's over there. He's playing with a ball.*
   Man: *Is he kicking the ball?*
   Boy: *Yes, he is! That's Matt!*

Example: William is the boy with the cap who is holding a comic book.
Richard is the boy by the lake who is fishing.
Harry is the boy near the lake who is holding some bread.
Mark is the boy with the straight hair who is doing karate.
Derek is the boy with the hat who is sitting under a tree reading.
Matt is the boy who is kicking a ball.

Activity 2

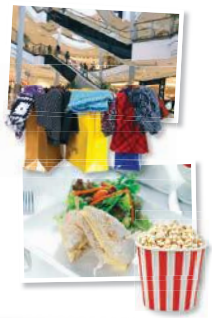
- Direct Ss' attention to the three pictures and ask them to tell you what they see. (A boy who is doing different activities in each. In the last one, he looks confused.)

3 Listen and write. There is one example.

Example

Where was Gary? At the shopping centre

1. Where is it? in _____ Street
2. Who did Gary go with? _____
3. What did he buy? A purple _____
4. What was the food like? Delicious but _____
5. What did they do after lunch? Watched a(n) _____



4 Look and read. Choose the correct words and write them on the lines. There is one example.

recognise | lucky | coins | ~~dough~~ | poisonous | experience | guide | mix | hike | rucksack | examine | trail | soft | safe | archaeologist

Example You bake this to make biscuits. dough

1. It is the opposite of dangerous. _____
2. You walk along this path when you are in nature. _____
3. This person shows you round museums or sites. _____
4. When you do this to blue and yellow, you get green. _____
5. We use these round objects to buy things. _____
6. When someone is ill, the doctor does this to them. _____
7. This person digs in ancient sites. _____
8. This is what happens when you suddenly see something or someone you know. _____
9. You use this to carry your things in when you go hiking. _____
10. Some dangerous plants and animals can be this. _____

- Tell Ss that the pictures tell a story. Explain that they have to look at the pictures carefully and write a short story of twenty words, or more describing what they see in the pictures.
- Go round the classroom and make sure Ss have written a story that is twenty words or more.
- If time permits, have Ss read their stories aloud to the whole class.

open answers

(Suggested answer
A boy wakes up. He brushes his teeth and combs his hair. He gets dressed, makes his bed and checks his email. His mum says he's confused. She gives him his school bag and shows him the calendar. It's Tuesday. He has got school today.)

Activity 3

- Direct Ss' attention to the questions and have them read them.
- Explain that they are going to listen to a dialogue between two friends. Tell Ss that they will have to listen carefully and answer the questions with only one word, according to what they hear.
- Play the recording and have Ss listen to the example in order to make sure they understand what they have to do.
- Play the recording twice and have Ss do the activity
- Go round the classroom and monitor the procedure.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Brian: *Hi, Gary. Where were you yesterday afternoon? I was calling you but you didn't answer.*
Gary: *Oh, hello, Brian. Yes, sorry. I wasn't at home yesterday afternoon.*
Brian: *And you weren't at the sports centre. I had volleyball practice there yesterday.*
Gary: *No, I wasn't at the sports centre. Actually, I was at the shopping centre.*
Brian: *Cool! So, did you go to the new one in Hill Street? I went there last Saturday, it's really big!*
Gary: *Yes, I went to the new one in Hill Street. It's amazing! It has got so many shops, cafés and restaurants!*
Brian: *I know. It's great! So, who did you go with? Did you go with your brother Tom?*
Gary: *No. Actually, I went there with my friend Stu.*
Brian: *What did you do there? Did you buy anything?*
Gary: *Yes, I did. I bought a purple cap and Stu bought two T-shirts. Then, we were hungry so we had something to eat at 'Sombrero'.*
Brian: *What was the food like? Was it good?*
Gary: *Yes, it was delicious, but kind of expensive.*
Brian: *Oh, really?*
Gary: *Yes. We paid thirty pounds for two sandwiches and a salad!*
Brian: *Oh, no. That is expensive. Did you go home after that?*
Gary: *Yes, we decided to watch a new DVD.*
Brian: *Which DVD?*
Gary: *We saw 'Ancient trails'. It was really scary!*

Example: shopping
1. Hill
2. Stu
3. cap
4. expensive
5. DVD

Activity 4

- Direct Ss' attention to the sentences and the words around the box and read them out loud.
- Explain to Ss that they will have to read the definitions carefully and match the words to the corresponding definition by writing the correct word in the space provided.
- Draw Ss' attention to the example and read it out loud.
- Explain to Ss that there are four extra words which they will not need to use.
- Allow Ss some time to do the activity. Go round the classroom and monitor the Ss.
- Have Ss compare their answers in pairs, then check as a class.

Example: dough
1. safe
2. trail
3. guide
4. mix
5. coins
6. examine
7. archaeologist
8. recognise
9. rucksack
10. poisonous

Language focus

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 game.
- Say one of the words or phrases that Ss have been presented with in this Modules 3 and 4 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.

Activity 1

- Have Ss open their Workbooks to p. 67.
- Draw Ss' attention to the email and the spaces in the text.
- Explain to Ss that they are going to read the email and complete it with one word.
- Point out that the first one has been done as an example. Encourage a S to read the example.
- Go round the classroom and make sure Ss have completed the email correctly.
- Have Ss compare their answers in pairs, then check as a class.

Example: problem
1. surfing 2. website 3. download
4. upload 5. account

Activity 2

- Direct Ss' attention to the two pictures.
- Explain to Ss that they will have to look at them carefully and spot the differences.
- Invite a S to spot a difference and announce it to the rest of the class, Ask, *Where has the man got his napkin in the first picture?* and encourage the S to answer, *He has got it round his neck.* Direct Ss' attention to the second picture and ask him/her to say where the man has got his napkin (*On his lap*).

Top Skills MODULES 3–4

1 Read the text message and write the missing words. Write one word on each line.

Conversation Edit View Actions Help

Tony **10 pm**

Mike, help! I have got a big ___problem___!
I was (**1**) _____ the Net for information for my project when suddenly a message appeared on my screen. It said I should go to a (**2**) _____ and (**3**) _____ an app. I closed the message, and then something happened to my computer.
Now I haven't got Internet. How am I going to (**4**) _____ my project to the school website?
I can't even get into my email (**5**) _____ to send my project. What should I do?

2 Look at the pictures and find the six differences.

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- Repeat for the rest of the differences.

In picture 1:
The man has got the napkin round his neck. The boy is eating with his mouth open and he is talking. The girl has got her elbows on the table and the woman is holding her tablet. The baby is feeding itself and they are all eating pizza.
In picture 2:
The man has got the napkin on his lap. The boy is eating with his mouth closed and he isn't talking. The girl hasn't got her elbows on the table and the woman is holding some salt. The baby is drinking milk and they are all eating chicken.

Activity 3

- Direct Ss' attention to the central illustration and ask them to tell you what they see. (A picnic basket and different food on a picnic blanket.)
- Ask Ss to name the food items (cake, sandwiches, lemonade, watermelon, salad, crisps, spaghetti with meatballs, pizza).
- Then draw Ss' attention to the people and the names round the illustration and ask them to read them.
- Explain to Ss that they are going to listen to a dialogue and that they will have to match the people with the items shown in the central illustration by writing the letter in the box next to each person's

TOP SKILLS | MODULES 3–4

3 What did each person in the Robins family bring to the picnic? Listen and write a letter in each box. There is one example.

4 Mark is talking to his friend Bruce. What does Bruce say? Read the conversation and choose the best answer. Write a letter (A-H) for each answer. You do not need to use all the letters.

Example
Mark: I'm hungry. Would you like to go to that new Italian restaurant?
Bruce: B

1. **Mark:** So, what would you like to eat? Do you want some pizza?
   Bruce: _____
2. **Mark:** What would you like on the pizza? How about peppers, mushrooms, onions and pineapple?
   Bruce: _____
3. **Mark:** What about meatballs? Do you like meatballs on your pizza?
   Bruce: _____
4. **Mark:** OK. Let's get this one, then, with tomato, peppers, meatballs and cheese.
   Bruce: _____
5. **Mark:** Would you like some lemonade?
   Bruce: _____

A Yes, I do. They're tasty.
B That would be nice. *(Example)*
C Let's get some ice cream, too.
D I don't like pizza.
E It's sour. I'd like some orange juice.
F Sure! I'd love some pizza.
G OK. Let's get something to drink, too.
H I don't like pineapple.

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name, according to what they hear.

- Play the recording and have Ss listen to the example in order to make sure they understand what they have to do.
- Play the recording twice and have Ss do the activity.
- Go round the classroom and monitor the procedure.
- Have Ss compare their answers in pairs, then check as a class.

Listening transcript

Cory: *Hi, Thomas! How are you? I saw you at the park yesterday.*
Thomas: *Hi, Cory, I'm good, thanks! I was having a picnic with my family. We have a picnic every Saturday when the weather is nice.*
Cory: *Oh really? Did you make anything?*
Thomas: *No, of course not. But I brought something to the picnic.*
Cory: *Oh really? What did you bring? Sandwiches?*
Thomas: *No, I brought a bag of crisps.*
Cory: *Oh! What else did you have?*
Thomas: *Well, my mum usually makes tuna or chicken sandwiches for our picnics. But we ate sandwiches last time. She wanted to make spaghetti with meatballs, but my dad made pizza instead.*
Cory: *Oh yummy! Your dad's pizza is really delicious!*
Thomas: *Yeah, but my mum made something too.*
Cory: *Let me guess. Was it something sweet?*
Thomas: *No, actually it wasn't. My granny made something sweet.*
Cory: *Don't tell me, that famous chocolate cake of hers?*
Thomas: *Yes, of course! I've got some with me. Would you like some?*
Cory: *Sure! Mmm... it tastes delicious! So what did your mum make?*
Thomas: *My mum didn't have a lot of time, so she made a tomato salad.*
Cory: *So who else came to the picnic?*
Thomas: *Well, my sister Lynn, of course.*
Cory: *Did Lynn make anything?*
Thomas: *Yeah, she brought lemonade that she made herself.*
Cory: *Was it good?*
Thomas: *No, not really. It was sour.*
Cory: *Too bad!*
Thomas: *Hmm.... Oh, and my grandad came too.*
Cory: *What did your grandad make?*
Thomas: *He didn't make anything. He brought the fruit. My favourite!*
Cory: *Oh? What's that?*
Thomas: *Watermelon!*

Example: C
2. G 3. B 4. D 5. H 6. A

Activity 4

- Draw Ss' attention to the dialogue and the sentences in the box. Explain to Ss that they have to read the dialogue and complete it by choosing the appropriate response from the box in each case.
- Read the example out loud and then point out that there are two extra responses which they will not need to use.
- Have Ss read the dialogue and the responses in the box and then have them do the activity.
- Have Ss compare their answers in pairs, then check as a class.

Example: B
1. F 2. H 3. A 4. G 5. E

Material transferred from Modules 1–2

Workbook

(Transferred from Module 1, Our world, p. 27)

Activity 4 L2.1

Listening transcript

Julia: *Hi, Sandy. What are you doing?*
Sandy: *I'm fixing my things for the school trip.*
Julia: *Oh cool. Do you want some help?*
Sandy: *Sure! I need a towel for the beach. Can you look over there?*
Julia: *Sure. Is the yellow towel yours?*
Sandy: *That's my brother's. Mine's orange.*
Julia: *Oh, here it is.*
Sandy: *Hmm... now I need a jacket. It gets cold at night.*
Julia: *There are some jackets over here on the bed. Hey! This is mine.*
Sandy: *What is?*
Julia: *This pink jacket.*
Sandy: *Oh! Yes! Thank you for giving it to me to wear.*
Julia: *You're welcome.*
Sandy: *So, now I need a hat. It's really sunny and warm there.*
Julia: *Take this blue hat.*
Sandy: *Oh, I can't take that hat. Lisa gets angry when I take her things.*
Julia: *Why?*
Sandy: *I don't know. This red hat is mine. Do you like it?*
Julia: *Yes, I do.*
Sandy: *Now I need to get my toothbrush from the bathroom.*
Julia: *Um, Sandy... is this yellow toothbrush yours? It was on the floor.*
Sandy: *That's my old toothbrush. You can throw it in the rubbish bin. Here's my new purple toothbrush.*

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

Workbook

(Transferred from Module 2, Round-up, p. 61)

Activity 1 W2.2

Across	Down
2. survive	1. examine
5. poisonous	3. discovery
	4. coin
	6. lucky

Activity 2

1. didn't recognise
2. were making, started
3. met, went
4. was examining, made

Activity 3 R2.1

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

Activity 4 W1.3 W1.6 W2.2

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 in which category they belong.

Workbook

(Transferred from Module 3, Top Stars, p. 68)
Activity 4 L2.1

Listening transcript

1. Rania: *Hi, Danielle. What are you doing here?*
Danielle: *Hi, Rania. I'm looking for a present for my aunt to thank her for driving me to school.*
Rania: *Oh! What a great idea! What are you going to get her? Can I help?*
Danielle: *Sure! Umm... do you like this scarf?*
Rania: *Hmm... it's a nice scarf, but it's getting too warm for scarves.*
Danielle: *You're right. What about this? I can get her this bag. It's really nice and big, and my aunt needs a new bag.*
Rania: *It's great. How much is it?*
Danielle: *Oh! It's £50. I haven't got that much money.*
Rania: *You can get this one for her. It's smaller and only costs £20.*
Danielle: *It's perfect! Thank you, Rania!*
Rania: *You're welcome.*

2. Luke: *Hello, Jeremy. What's that? Are you sending emails?*
Jeremy: *Well, not exactly. I'm making invitations on this new app I found. I want to send them to my friends.*
Luke: *Oh, cool! What for? Is it for the school fundraiser?*
Jeremy: *No, that's next month. I'm taking part in the school festival, remember?*
Luke: *Right! When is it again?*
Jeremy: *It's this Saturday at eight o'clock.*
Luke: *Are you going to send one to me too?*
Jeremy: *You don't need an invitation. You're my brother. Of course you're coming!*

1. C 2. B

(Transferred from Module 3, Our world, p. 71)
Activity 3 L2.1

Listening transcript

1. Fay: *Hello, Tory. What's wrong?*
Tory: *Oh, hi, Fay. I don't feel so well, and my head hurts right here.*
Fay: *Oh, I hate headaches. Did you take anything?*
Tory: *No, I didn't.*
Fay: *Maybe you should go home and lie down.*
Tory: *I think I should too. I'm going to ask Mr Trent.*
Fay: *That's probably a good idea. Get well soon!*
Tory: *Thanks, Fay. Bye.*

2. James: *So, Joe. How are you?*
Joe: *I'm tired, but fine. How are you, James?*
James: *I'm good, but really thirsty after that run. We should get something cold to drink.*
Joe: *Oh, no. Not for me.*
James: *But it's so hot.*
Joe: *Yeah, I know, but my throat is kind of sore.*
Waiter: *Hello, what would you like?*
James: *Some iced tea for me, please. And for you, Joe?*
Joe: *Some warm tea for me, please.*
Waiter: *Would you like some lemon too?*
Joe & James: *Sure!*

3. Dad: *Mmm... this watermelon is delicious! Would you like some, Kelly?*
Kelly: *No, thank you. I'm enjoying this apple pie. Do you want some?*
Dad: *No, thanks.*
Kelly: *Ouch!*
Dad: *What's the matter? Is it your throat?*
Kelly: *Oh, no.... It's my tooth.*
Dad: *Does it hurt?*
Kelly: *Yes, it does. I know I should go to the dentist, but I haven't got any time.*
Dad: *Yes, you should go. And you shouldn't eat sweets. I have got a good friend who is a dentist. We should call him later and visit him together.*
Kelly: *OK, sure. Thank you so much, Dad.*

4. Mum: *Jake, is that you coughing?*
Jake: *No, it isn't.*
Mum: *Hmm... it is you. What's wrong? Have you got a sore throat?*
Jake: *No, just this cough.*
Mum: *Is that ice cream you're eating? You know you shouldn't eat ice cream with a cough!*
Jake: *But, Mum, it tastes so good.*
Mum: *No buts. Stop eating it right now, please.*
Jake: *Oh, OK.*

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

Material transferred from Module 4

Workbook

(Transferred from Module 4, Top Stars, p. 90)
Activity 3 L1.1 L2.1 L2.2

Listening transcript

2. Ted: *Hi, Scott. I'm really tired and hungry. Maybe we should take a break for lunch.*
Scott: *Yeah, you're right. What do you want to eat?*
Ted: *Let's go to the new pizza restaurant down the street.*
Scott: *Great! Let's go!*
Ted: *This pizza looks good. It has got peppers, cheese, chicken and mushrooms. The only problem is I don't like mushrooms.*
Scott: *You don't have to like them. You can ask for the same pizza without the mushrooms.*
Ted: *Hmm... good idea. So what are you going to order?*
Scott: *I'm going to get some spaghetti.*
Waiter: *What can I get for you boys?*
Ted: *Can I have this chicken pizza? But I don't want any mushrooms.*
Waiter: *That's fine. What about you?*
Scott: *I'd like the spaghetti with mushrooms and olives.*
Waiter: *I'm sorry we haven't got that today. Would you like spaghetti with meatballs, instead?*
Scott: *Yes, please. Thank you.*

A. 2 B. 1

(Transferred from Module 4, Our world, p. 93)
Activity 3 L1.1 L2.1

Listening transcript

2. Dad: *Jason, Thomas, are you ready?*
Thomas: *I can't find my helmet, Dad. Jason, did you take it?*
Jason: *No, I didn't. I saw it in the garage yesterday.*
Dad: *Go and get it, Thomas. We must get going, boys. It's a long ride to the top of the mountain.*
Jason: *Dad, can we check my wheels?*
Dad: *Sure. Hmm... this isn't good. You can't go cycling on this wheel.*
Jason: *Oh no!*
Dad: *Don't worry. I've got an extra wheel in the garage.*
Thomas: *OK, I'm ready.*
Jason: *We're going to leave after Dad changes the wheel on my bike.*
Dad: *OK, boys. Let's go!*

3. Hillary: *Jenny! What are you doing?*
Jenny: *I'm eating my sandwich. Why?*
Hillary: *Because we mustn't eat now. It's dangerous!*
Jenny: *Oh, no! But I'm hungry...*
Hillary: *You can eat after. Now, let's go and have a shower.*
Jenny: *Why? We have to have a shower after.*
Hillary: *No. We must have a shower before and after we use the pool.*
Jenny: *Oh, OK.*
Hillary: *Now, hurry up, Jenny. We're late!*
Jenny: *Hillary, you mustn't run. It's dangerous!*
Hillary: *Hmm... very funny!*

A. 2 B. 3 C. 1

(Transferred from Module 4, Let's Talk, p. 95)
Activity 3 L2.1

Listening transcript

3. James: *Oh, hi there, Terry. Cool skateboard!*
Terry: *Hello, James! Thanks. I'm going to go skateboarding. Would you like to come?*
James: *That would be nice. But I haven't got a skateboard.*
Terry: *That's OK. You can watch us skateboard first, and then you can try with my skateboard.*
James: *Us?*
Terry: *Yeah, there are always a lot of people skateboarding.*
James: *Really? I didn't know people go skateboarding at the park.*
Terry: *No. I'm not going to the park. I'm going to the skatepark.*
James: *Oh, OK. Cool!*

1. A 2. D 3. C

Workbook

(Transferred from Module 5, Top Stars, p. 112)

Activity 3 L2.1

Listening transcript

2. Jim: *Hi, Pete. What's up?*
Pete: *Hi, Jim. You won't believe what happened to me!*
Jim: *What?*
Pete: *Well, yesterday afternoon I was at the beach. While I was swimming, I saw something moving in the water in front of me. I had to get away from that thing. I got really scared, so I started swimming back to the beach really fast. Then something touched my leg...*
Jim: *Oh, no. That sounds really scary. So, what happened?*
Pete: *I got out, but it was too late! Look at my leg now! I had to go to the doctor and get some medicine.*
Jim: *Oh, no. That's terrible!*

3. Fiona: *Hi, Tina. Where were you at the weekend?*
Tina: *Hi, Fiona. I was at my grandparents' house. They have got a small farm in the countryside.*
Fiona: *Oh, that sounds nice. I love animals.*
Tina: *Me too. I didn't know it was so much hard work.*
Fiona: *Did you have to get up early and feed all the animals?*
Tina: *Well, not really. But I had to help my grandmother feed the chickens.*
Fiona: *Did you have to collect eggs too?*
Tina: *Yes, I did. Guess what? I even learnt how to make bread! I brought you some.*
Fiona: *Thanks. Mmm, it's delicious!*

4. Tony: *Hi, Jason. How was your trip?*
Jason: *It was horrible.*
Tony: *Oh, no. Why?*
Jason: *Well, first we had to get up very early in the morning to go to the airport. Then, while we were waiting for a taxi, it started to rain, and we didn't have an umbrella.*
Tony: *Oh, no! Was there a lot of traffic because of the rain?*
Jason: *Yes, there was. We got to the airport very late, so we had to run to catch the plane.*
Tony: *Did you get there on time?*
Jason: *Well, yes, we did. But it was raining when we arrived too.*
Tony: *How unlucky!*

Had to...	get up early	work hard	go to the doctor
Jessica		4	
Pete			4
Tina		4	
Jason	4		

(Transferred from Module 5, Let's talk, p. 117)

Activity 3 L2.1

Listening transcript

1. Linda: *Granny, look what I found in the garage.*
Granny: *Oh, Linda, let me see. Look at these. Ha ha.*
Linda: *Who's the little girl in this photo?*
Granny: *That's your Mum, Linda. She's three in this photo.*
Linda: *Mum had curly hair too? I had no idea she looked like this!*
Granny: *Yes! Well, now it's straight, but it was very curly in the past.*

2. Hank: *Hi, Todd. How are you?*
Todd: *I'm good. How are you, Hank?*
Hank: *I'm fine. Where are you going?*
Todd: *I'm going to the pet shop. I'm really excited. My parents are going to get me a parrot.*
Hank: *Oh, cool! I had a pet parrot a few years ago too.*
Todd: *Really?*
Hank: *Yes, but when we got my cat, I had to give it to my cousin.*
Todd: *Oh, that's too bad.*

3. Dean: *Hey, Dad. Is that you in this photo?*
Dad: *No, it isn't. It's your Grandad Jim.*
Dean: *I didn't know that Grandad was a runner.*
Dad: *Yes, he was.*
Dean: *He looks young and strong in this photo.*
Dad: *He ran in the 100 m and 200 m races when he was a young man.*
Dean: *Wow!*

1. F 2. T 3. F

PHONICS TABLE

Module	Page number	Phonics (Phonetic transcription)	Words
1	16	/aɪ/	fly dry go cycling July
2	28	/g/	grandad dig grass
		/dʒ/	geography orange vegetable
3	40	/iː/	email he these
		/iː/	sleep zookeeper cheese
4	52	/uː/	ruler June scuba diving
		/juː/	computer museum uniform
5	64	/ʌ/	brother honey money
		/ɒ/	ice hockey bronze mascot

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.

Notes

Top Stars 6a
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CEFR		Pre-A1	A1 Low	A1 Mid	A1 High	A2 Low
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