



State of Palestine
Ministry of Education
& Higher Education

NEW
EDITION

English for Palestine

TEACHER'S BOOK **4**

Authorship & Curriculum Supervisory Committee

Mr Ali Manassra (General Supervision)	Ministry of Education
Mr Othman Diab Amer (Coordinator)	Ministry of Education
Mrs Reem Ayoush	Ministry of Education
Dr Samir M Rammal	Birzeit University
Dr Hazem Y Najjar	Bethlehem University
Ms Fatimah Easa Qassem	Ministry of Education
Mr Omar Abdullah Sabbah	Ministry of Education
Mr Imad Abdullah Jbour	Ministry of Education
Mr Hassan Karableyeh	Ministry of Education
Ms Rula Naji Khalil	Ministry of Education
Ms Sana Abed Wazwaz	Ministry of Education
Ms Tharwat Shukri	Ministry of Education
Mr Mohammad Nassar	Ministry of Education

Authorship Supervisory Committee (original edition)

Dr Hazem Y Najjar (Head)	Bethlehem University
Dr Salem Aweiss	Birzeit University
Dr Omar Abu AL-Hummos	AL-Quds University
Mr Othman Diab Amer (Rapporteur)	Ministry of Education

English Language Curriculum Team (original edition)

Dr Hazem Y Najjar	Bethlehem University
Dr Salem Aweiss	Birzeit University
Dr Omar Abu AL-Hummos	AL-Quds University
Dr Odeh J Odeh	AL-Najah University
Dr Samir M Rammal	Hebron University
Dr Nazmi AL-Masri	Gaza Islamic University
Ms I'tidal Abu Hamdiyah	Ministry of Education
Ms Majedah Dajani	Ministry of Education
Mr Imad Jabir	Hebron University
Mr Suhail Murtaja	Ministry of Education
Mr Othman Diab Amer (Rapporteur)	Ministry of Education

Macmillan Education
Between Towns Road, Oxford OX4 3PP
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

ISBN 978-0230-41554-6

Text © Wendy Arnold 2011
Design and illustration © Macmillan Publishers Limited 2011

First published 2011

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Designed by Melissa Orrom Swan
Cover design by Macmillan Publishers Limited 2011

Authors' acknowledgements
The author would like to thank her wonderfully patient project manager, Tracy Traynor and the publishing team at Macmillan, as well as all the committee in Palestine who have tirelessly given their time to this project.

Printed and bound in Palestine by A R Hijawi & Sons

2014 2013 2012 2011
10 9 8 7 6 5 4 3 2 1

Introduction

Course components 4

Methodology

1 Developing listening and speaking skills 4

2 Developing reading skills 5

3 Developing writing skills 6

Classroom management

1 Making periods enjoyable and effective 6

2 Revising 7

3 Testing 7

4 Using teacher's signs 7

5 Using language games 8

6 Other resources 9

Language overview 10

Teacher's notes

Unit 1 A new friend 12

Unit 2 Our house 18

Unit 3 Lost! 24

Unit 4 Shopping list 30

Unit 5 Revision 36

Unit 6 On Sundays I 42

Unit 7 At the restaurant 48

Unit 8 My favourite season 54

Unit 9 Revision 60

Unit 10 Visiting Palestine 66

Unit 11 Let's make a cake 72

Unit 12 It's 7:30 78

Unit 13 Good habits 84

Unit 14 Revision 90

Unit 15 I can do it! 96

Unit 16 In my street 102

Unit 17 On the farm 108

Unit 18 Revision 114

Support materials

Wordcard handwriting model 120

Letters to parents (4A & 4B) 122

Photocopiable writing frame 124

Ten teaching tips 125

Teaching notes grid 126

List of flashcards 128

Introduction

COURSE COMPONENTS

English for Palestine Grade 4 consists of the following components:

- 2 Pupil's Books (4A and 4B), each containing both language presentation and practice material
- 1 Teacher's Book
- 136 Flashcards
- 20 Posters
- 2 Audio CDs

Objectives

The objectives of Grade 4 are:

- to develop a core vocabulary of high-frequency English words which can be built on at later levels
- to introduce simple key grammatical structures
- to provide opportunities for children to engage in meaningful activities in English
- to practise and extend children's abilities in the key skills of listening, speaking, reading and writing

For details of how the course covers language unit by unit, see the Overview on pp. 10–11.

The Pupil's Book

There are two Pupil's Books for Grade 4, covering 18 units in the course of a year. Pupil's Book 4A contains Units 1–9; once the class has completed this, it moves on to Pupil's Book 4B, which contains Units 10–18.

Each Pupil's Book contains seven units of new material: these present new vocabulary and structures, introduce the English alphabet and basic phonics and provide practice for listening, speaking and early literacy skills. Two revision units give children the opportunity to review and further practise this language.

The Pupil's Book is a combination of a traditional Pupil's Book and Workbook. Each unit contains material for six teaching periods: Periods 1, 3 and 5 are **Learn** periods and Periods 2, 4 and 6 are **Practise** periods.

- **Learn period:** language is presented and reinforced
- **Practise period:** language is practised in a wide variety of activities; children also have the opportunity to develop handwriting skills

Each unit is based on a theme, allowing the new language to be taught in context, e.g. *At the restaurant, Let's make a cake, On the farm*. The themes have been taken from the Palestine

curriculum to meet the needs and interests of children of this age.

The Teacher's Book

Comprehensive notes are supplied for each period, to help the teaching be as effective as possible and to ensure that teaching time is used efficiently. The notes for each period contain a summary box at the start, clearly detailing the learning aims and the key language covered, as well as listing the materials required so that you can prepare lessons in advance. Timings for each activity are supplied as a guide. Instructions on how to model examples and give feedback on answers are also included.

The Teacher's Book also contains ideas for classroom games and using the flashcards and posters.

The Posters and Flashcards

The visual stimuli of the Posters and Flashcards provide a fun and effective means of introducing, consolidating and practising new language, as well as reviewing known language in a new context.

Each period begins with Poster activities. Flashcards are used for follow-up work, and later in simple games (matching, classifying, memory work, etc.) to give a range of opportunities for review and extending the children's knowledge. Suggestions for use of both posters and flashcards appear throughout the teacher's notes.

The Posters can be left on display in the classroom to encourage children to remember the language they have learned. There are 20 Posters:

- 14 Unit Posters
- a Number Poster
- a World Map Poster
- a Tense Poster (illustrating the concept of different tenses)
- 1 poster showing key activities (for you to use to show the children how to complete the activities in their book)
- 2 posters providing opportunity for review (toys and prepositions / animals and colour)

The Flashcards cover all the vocabulary topics of the book, as well as sounds/letters and numbers. There are 136 Flashcards: a complete list can be found on **p. 128**.

The Audio CDs


The Audio CDs contain native-speaker recordings of all the listening texts and dialogues in the Pupil's Book, to give a clear model for all language structures, key vocabulary and

letter sounds. The recordings are designed to encourage the children's input, giving them plenty of opportunity to develop their listening and speaking skills.

METHODOLOGY

English for Palestine Grade 4 takes a step-by-step approach. Children hear the words, then move on to saying them. They practise recognising letters, then move on to writing them.

The following icons are used to help children work out what is required in each activity right from the start.

Listen 

Read 

Speak 

Sing 

Look 

Play 

All writing 

Children have different learning styles. **Visual learners** learn best when they have lots of pictures, real items, people's faces and gestures as stimuli. **Auditory learners** learn most effectively from hearing new language and being given lots of opportunity to speak. **Kinesthetic learners** benefit from linking language to action (this can be a challenge in the classroom). *English for Palestine* has been designed to meet all these learner needs and to motivate learners of different abilities.

1 Developing listening and speaking skills

Children should be given every possible opportunity to hear English spoken and to speak it themselves, so that they can become fluent and accurate English speakers. Each period of *English for Palestine* provides opportunities for developing both fluency and accuracy.

Fluency activities: *Fluency* refers to the ability to get the message across: the message is not necessarily error-free, but it is communicated. Try to find opportunities for informal interaction in English with the children, so that they don't feel scared to speak English: making errors here isn't important. For example, when you come into the classroom, fan yourself with your hand and say, *Phew! Hot!* The children will understand what you say because of your gesture. Very soon they will be telling you, *Phew! Hot!* You can then answer by saying, *Yes, it's very hot today.* This will extend the children's repertoire of English in a subtle way and help develop fluency.

Give the children opportunities to display what they know. Before formally presenting vocabulary, ask the children if they know the words. At this stage, it does not matter if they don't pronounce the word accurately or they get it wrong. Praise their efforts: you will find that they want to speak English more and more. They will get used to speaking English and their confidence in their ability to use the language will grow.

Accuracy activities: *Accuracy* refers to the ability to produce error-free English. Each unit in the course contains accuracy activities, either grammar- or vocabulary-based. At the presentation stage of the period, it is important that you provide a good model of accurate English and that the children respond accurately. Use the recordings to help you. It is at this stage that you should correct children's errors, in language or pronunciation.

Oral interaction in the classroom

It is important to vary the pattern of interaction in the classroom. If you constantly address the whole class, you may find that the more confident children are doing all the talking in response, while the quieter children stay silent. Remember sometimes to address questions and comments to individual children or small groups. Also use pair work, a very effective way of encouraging the children to practise speaking English. Drilling is also used in the course: here the whole class repeats/says a word or phrase together or in groups. This allows less confident children to join in without feeling intimidated.

2 Developing reading skills

Grade 4 builds on the work done in Grades 1–3, with more opportunity to read sentences and simple texts.

Wordcards

As the children practise reading new words, you will find it useful to create wordcards, that you can use again and again.

- Make the cards about the size of picture flashcards.
- The writing needs to be big enough for the children at the back of the class to read.
- Use a thick black pen so that the words are clear.
- Use the same writing style as the children are learning (see **Teacher's Books Grades 1–3 pp. 120–1 for a wordcard handwriting model** – you can trace over the letters in order to master the style).

Independent learning

In Grade 4 the children continue to develop into more independent learners who can think and act for themselves. In the *My dictionary* section at the end of the Pupil's Book they write in the Arabic translation in the spaces supplied, creating their own bilingual resource for memorising and reviewing all the new vocabulary in the Pupil's Book, plus a range of related vocabulary items that they are already familiar with. Encourage them to keep this up to date and to use it regularly.

3 Developing writing skills

In Grade 4 there are more opportunities to write both words and simple sentences.

A photocopiable writing frame is supplied on **Teacher's Books Grades 1–3 p. 124**. Every so often ask the children to do a special piece of writing, using one of these. Explain that it will be displayed in the class and/or they will take it home for their family to see. Encourage them to do their

best writing, remembering to form letters correctly, to make them the correct size and to space them appropriately. The children will be motivated to write very carefully when they know the work is for display. It will also encourage them in their learning to produce something that they feel proud of.

CLASSROOM MANAGEMENT

To make the best use of the limited time available in each period, bear in mind the following. (See also **Teacher's Books Grades 1–3 p.125** for further **teaching tips**.)

1 Making periods enjoyable and effective

- **Activate existing knowledge:** this makes us more receptive to additional information. It is very easy to take advantage of this with young children. When you first start a new unit, don't let the children open their books. Tell them the topic of the unit, and ask a question related to it, e.g. for a unit called *Let's go shopping!*, ask where they think the family will go and what they will buy, etc. When the children open their books to start the unit, they will have a context in which to learn the new language.
- **Use visual material effectively:** There is a large amount of visual material in the Pupil's Book, which can be exploited in a number of ways. Use it to show the meaning of new vocabulary items. Pictures can also be used before an activity to orientate the children, to activate existing knowledge and to predict the language or outcome. Also teach children to look at pictures for clues in order to complete an activity.
- **Monitor and feed back:** Working with a large class can make checking work a challenge. However, it is essential to monitor and provide feedback to encourage the children and to identify areas of weakness that you need to review.

At the end of each activity, there should be a feedback stage, during which correct answers are confirmed (including alternative correct answers, if any) and incorrect answers are discussed. Errors offer good teaching opportunities: clarify any points on which the children are unclear and encourage them to produce the correct versions.

Remember to praise the children's efforts frequently. Positive feedback will encourage them to try harder.

- **Keep children motivated:** The course contains a wide variety of activities to keep the children engaged and motivated. In addition, we include ideas for games on **pp. 8–9**.

2 Revising

To ensure that teaching is effective, it is essential that new language items are revised on a regular basis. For this reason language is revised in activities both within the units and in the Revision units throughout the course. The Teacher's Book also includes suggestions for revision work at the start and end of periods.

3 Testing

As well as using the formal **test** at the end of Grade 4 (**pp. 120–8**), bear in mind that it is useful to test children informally on an ongoing basis: it will help you identify areas of weakness that you can revisit in subsequent lessons. Remember to give positive feedback as much as possible, as this will help develop children's confidence.

4 Using teacher's signs

It is generally a good idea for the teacher to speak English rather than Arabic during the English lessons, although at the beginning you may want to use some Arabic to reassure the children and help them engage with the topic. In order to avoid of a lot of organisational language in English or Arabic (e.g. *Now I want you to **look** at your books and **listen** and **say** each of the items that you hear ...*), we suggest that you teach a number of simple signs that can be used to give these instructions. Encourage the children to get into the habit of looking at you, as an orchestra looks at a conductor, for the next sign, which will tell them what they have to do.

Here are the signs used throughout the course:



Copy/Write



Count



Find



Listen



Look



Match



Read



Say



Think



Trace/Draw

5 Using language games

Language games are an enjoyable way of revising and reinforcing new language. They help to motivate children, especially when there is an element of competition involved. Games are used throughout the course. There is also a game introduced in the Pupil's Book at the end of each Period 6 as a fun way of concluding the unit.

Games to use throughout

1 Teacher Says

Ask the class to stand. Give a short instruction, e.g. *Teacher says touch your nose.* / *Teacher says point to something yellow.* (You can replace *Teacher* with your own name or a child's name.) The children listen and follow the instruction. However, if you miss out *Teacher says* at the beginning of the instruction (e.g. *Touch your nose.* / *Point to something yellow.*), they shouldn't follow the instruction. If they do, they sit down. The winner is the last child left standing. You can make it harder by saying the instructions very quickly one after the other.

2 I Spy

You can play this game using the classroom, the poster or flashcards. Say, e.g. *I spy something yellow.* / *I spy something beginning with w.* The children have to look round the room / on the Poster / on the Flashcards and guess what the thing is, e.g. *a yellow ball, a window,* etc. Once children are familiar with the game, they can play in pairs / small groups, taking turns to say *I spy ...* This is a good game for practising speaking and vocabulary.

3 Number sequences

Put the children in pairs or groups. Tell them to count to 50 in fives, with each person taking it in turn to say a number. Repeat, this time starting with a different child. *Alternatives:* count backwards; count in tens.

4 Time games

Time dictation: Say a range of times (e.g. *3:30, 4:15, 11:00,* etc.) for the children to write down. This game can also be played in pairs or groups.

I'm a clock: Use your body to show a time, e.g. *3.30:* left arm out straight (as though to the 3) and right arm straight down (as though to the 6). Ask *What's the time?* Elicit *It's 3.30.* The child who got the time correct shows the time with his/her body. Repeat with different children.

5 Memory game

Choose a set of pictures (vocabulary or sentences). Give the children 1 minute to look at the pictures in Activity 1. They then close their books. Challenge the class to remember all the pictures as quickly as possible: time them. They need to

get the whole sentence correct before you accept it. Repeat 1 to see if the children can recall the routines more quickly.

6 What's missing?

Display a set of flashcards. Ask the children to close their eyes. Remove a flashcard. The children open their eyes again. Ask *What's missing?* to elicit the missing card. Repeat several times. You can make the game more challenging by not replacing the missing card, so that each time the children have to remember more items. Continue until they can say all the words without any visual prompts.

7 The memory game

Put the class into teams. Display four cards from one vocabulary set and one from another. Give the children 20 seconds to memorise them, then take them down. The teams take it in turn to remember the items. If they get them all, award a bonus point. Repeat with different sequences of cards, with a different team answering first each time. The team with the most points is the winner. You can make the game more challenging by increasing the number of flashcards and/or choosing randomly from different sets.

8 Missing letters

Put the class into teams. Write up the words from a vocabulary set, each time replacing the a random letter with a line. The teams complete the words by working out the missing letters together.

9 Making words

Put the letter flashcards for a word (e.g. *b, a, g*) on the board in random order. The children work out the word, putting the letters in the correct order. At this stage make sure you choose simple words that are spelled phonetically – i.e. there is a simple and direct correlation between the sound and written form of the letters (so *cat, dog, etc.*, not *date* or *goat*). You can make the activity easier by supplying the picture flashcards for support.

10 Chinese whispers

Put the class into teams, each sitting in a row going from the back of the class to the front. Give board pens/chalk to the children at the front of the teams. Write a message on a paper for each team (it could be a time, an instruction, a phrase such as *a black sweater, etc.*). Hand out the papers to the first person in each team (at the back of the class). They look without showing anyone. The aim of the game is to get the information to the person at the front of the team: each team member whispers the message to the person next in line until it reaches the person at the front. He/She then whispers it to you or writes it on the board. The team which finishes first – and is correct – is the winner. Repeat several times.

Games used in Period 6

1 Who is it?

Put the children in groups of four. Each child takes in it turn to describe a person, using characters in picture cards/in the Pupil's Book or someone in the class, e.g. *He has brown eyes. He has red hair. He's from Jerusalem.*, pausing after each sentence. The other children compete to be the first to say who it is. You can also play the game by having children describe what a person is wearing, e.g. *She's wearing a red skirt. She's wearing black shoes.*, etc.

2 What's my job?

Put the class into groups. Give each group a set of cards, each with a job and a family member on it. The children take a card each without showing the others. They then take it in turn to act out the job for the others to work out. The children also guess whether the person on the card is male or female. This game can also be played with the children doing actions for different activities or any other vocabulary that can be mimed.

3 Shops

Put the children in groups of three. They roleplay shopping taking it in turn to be the shopkeeper/customers. They can use the list of food in the Pupil's Book or make up their own food and price list. This game can also be played using clothes or toys, or any other items you might buy in a shop.

4 Charades

Put the class into two teams. Each team takes it in turn to send a person to the front. That person mimes an animal and/or makes the animal noise. His/Her team has 10 seconds to name the animal. A correct guess wins a point. If they get it wrong, the other team has a go at answering. This game can also be played using playground items, jobs or activities, or any other vocabulary that can be mimed.

5 Bingo

Review a vocabulary set with the class, e.g. parts of the body. The children then choose six items and write or draw one in each box of a bingo grid. Place the body part wordcards face down. Choose different children to pick up one at a time and say the word on it. The children score out the words in their grids as they hear them read out. The first person to score out all his/her words shouts *Bingo!* This game can be played with any large vocabulary set (you need at least 10 available items so that all the children don't choose the same ones), including numbers, colours, clothing, etc.

6 The when game

Put the class into four groups. Give each group a name: *morning, afternoon, evening, night*. Agree and practise actions for daily routine activities. Make up sentences using

times of day and the activities, e.g. *I do homework in the morning*. The children in the morning group have to do the appropriate action. The sentences don't have to be logical. This game can also be played with any other activities.

7 The chain game

Put the class into teams of 5–8. The first team decides on a sentence together, e.g. *It's sunny at the beach*. The second team repeats the sentence and adds another, e.g. *It's sunny at the beach. It's windy at the zoo*. Play continues, with each team repeating and adding a sentence about the weather at a particular place. If a team makes a mistake or can't add a sentence, it's out. Play until all the weather words are used up (a maximum of six sentences), then start again. This game can be used to review a wide range of language structures.

8 Shark attack

Choose a word and say the topic (e.g. *It's a number*). Don't say the word. Write on the board a line for each letter. Explain that the aim of the game is to work out the word by guessing letters. For each wrong letter, you will draw a line of a shark. The children need to work out the word before the shark is complete. Elicit letters from the children. If the letter is in the word, write it in; if not, draw a line of the shark and write the letter at the side of the board. The child who works out the answer can write up the next prompt. This game can be used with any vocabulary set.

9 Mini-Open Day performance

Put the children into teams and give each teams some time to practise their activity – sing, dance, act, draw. Encourage the children to be imaginative. Then let them perform or show their work in front of the class. Encourage the class to applaud each performance.

10 Dominoes

Put the class into groups of three. Each child makes three dominoes: on each card they draw at the top a piece of equipment related to an activity (e.g. a football) and at the bottom they write the word for a different activity. They must make sure that the full set of nine dominoes contains nine pictures and all the words for those pictured items. Each group deals out the cards face down. The first player puts down a card, picture/text side up. The next player can only play a card if he/she has the word to match the picture or the picture to match the word on the first card. If he/she can't play, the next person has a go. Player play in turn (when they can), making a chain of dominoes. The winner is the first person to get rid of all of his/her cards. This game can be played with any vocabulary set that can be illustrated.

11 I like/I don't like ...

Make six cards (about the size of a flashcard). Draw a smiley face on three and a sad face on three. Put the class into six teams. Shuffle the cards and put them face down. Put the flashcards for the topic (e.g. sports) in a separate pile, face up. Teams take it in turn to pick a flashcard and a face. They then make a sentence together using the prompts and adding an appropriate reason, e.g. football card + smiley face: *I like football. It's great*. If the other teams identify a mistake, they can give the correct version. A correct answer wins 2 points. The team with the most points wins. This game can be played with other activities.

6 Other resources

Teacher's Book

On **Teacher's Books Grades 1–3 p. 126** of this book, you will find a list of **ten teaching tips**. Take time to read these carefully and try to use them frequently, until they become a part of your teaching routine.

Also use the **teaching notes grid on Teacher's Books Grades 1–3 pp. 127–8** to help monitor the progress of your class. This will help you focus your energies and teach to best effect.

Internet

You can find further teacher support, including ideas for extra activities and for developing teaching skills, on the website **onestopenglish.com**

Home support

Try to involve parents actively in their children's learning. Photocopy and send home a **letter to parents** as you start each Pupil's Book, to keep parents informed about what their children are doing and to encourage them to participate in their child's learning. You can find a model for these to adapt and/or translate into Arabic in *English for Palestine* Teacher's Book Grades 1–3 pp. 122–3.

Encourage the children to take home work they have done in class and to share what they have learned in English with their families. A positive response at home will really motivate the children to try hard and to learn successfully.

English for Palestine Grade 4 Language overview

Pupil's Book 4A

Unit and contexts	Language
<p>1 A new friend</p> <ul style="list-style-type: none"> Talking about yourself Finding out about other people 	<p><i>I'm (Hala). I'm from (Jerusalem). I'm (nine). I have a brother and two sisters. His/Her name's ... He's/She's an engineer. He's/She's from Haifa. welcome, new, pupil, hobby, engineer, housewife</i></p> <p>Review: jobs, hobbies</p>
<p>2 Our house</p> <ul style="list-style-type: none"> Talking about your house Saying what someone is doing/not doing 	<p><i>living room, kitchen, bathroom, bedroom, garden watch TV, cook, have a shower, sleep, play with toys, read a newspaper Where's dad? He's/He isn't in the kitchen. What's mum doing? She isn't watching TV.</i></p>
<p>3 Lost!</p> <ul style="list-style-type: none"> Talking about items in a house Saying who things belong to 	<p><i>cupboard, bin, drawer, shelf, lamp, table, chair, What a mess!; behind, in front of my, your, his, her, their; Fatima's I can't find my book.</i></p> <p>Review: prepositions</p>
<p>4 Shopping list</p> <ul style="list-style-type: none"> Talking about quantities Buying things in a shop 	<p><i>carton, packet, can, bag, bottle, kilo; we need; What would you like? Here you are. Anything else? Numbers: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 How much is it? How many bags of pasta?</i></p>
<p>5 Revision</p>	<p>Revision of the language in Units 1–4</p>
<p>6 On Sundays I ...</p> <ul style="list-style-type: none"> Talking about school subjects Talking about what you do/don't do on different days of the week 	<p><i>science, maths, English, Arabic, religion, PE, subject What subjects do we have today? We have English and Maths. In maths we learn about numbers. On Mondays I/we have English. We don't go to school on Sundays/at the weekend. It's a holiday. On Saturdays I go to the beach.</i></p> <p>Review: activities</p>
<p>7 At the restaurant</p> <ul style="list-style-type: none"> Asking for things in a restaurant Ordering food and drinks in a restaurant 	<p><i>glass, fork, spoon, knife, napkin, menu, bill; food, drink, dessert Excuse me. Could I have a spoon, please? What would you like to eat? / to drink? / for dessert? I'd like fish, please.</i></p> <p>Review: food</p>
<p>8 My favourite season</p> <ul style="list-style-type: none"> Talking about the seasons Saying what you like/don't like to do 	<p><i>in spring/summer/autumn/winter; snowy, wet, dry go on holiday, have a picnic, fly a kite, ride my bike, build a snowman, go outdoors, stay indoors, pick olives What do you like to do in spring? I like to play outdoors.</i></p> <p>Review: weather, favourite</p>
<p>9 Revision</p>	<p>Revision of the language in Units 6–8</p>

Pupil's Book 4B

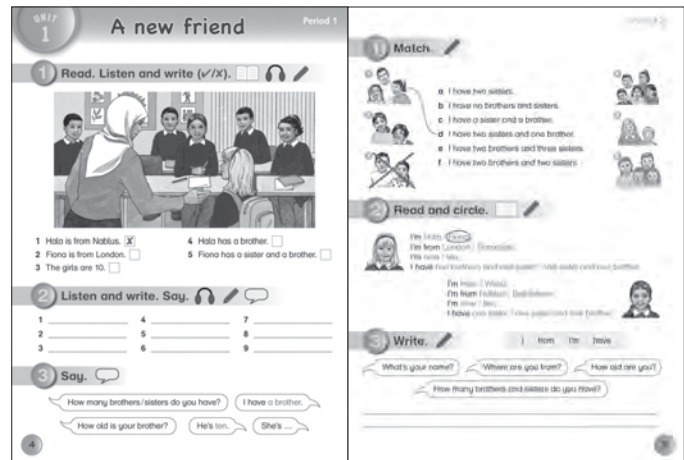
Unit and contexts	Language
<p>10 Visiting Palestine</p> <ul style="list-style-type: none"> – Talking about places in Palestine – Saying what you're going to do 	<p><i>Akka, Hebron, the market, the old city, Al-Jazaar Mosque, Al-Aqsa Mosque, the Dome of the Rock, the Church of the Nativity, Mount Carmel, Al-Ibrahimi Mosque, the Dead Sea, the Mount of Olives</i></p> <p><i>I'm/He's/She's/We're/They're going to visit Hebron/see Al-Jazaar Mosque/go to the market.</i></p> <p>Review: towns/cities in Palestine, days of the week</p>
<p>11 Let's make a cake</p> <ul style="list-style-type: none"> – Talking about items in the kitchen – Giving and understanding instructions 	<p><i>flour, butter, sugar, milk, eggs, cup, bowl, oven</i></p> <p><i>put, mix, add, bake</i></p> <p>Review: topic</p>
<p>12 It's 7.30</p> <ul style="list-style-type: none"> – Saying the time – Saying when something starts and finishes 	<p><i>It's five o'clock.</i></p> <p><i>It starts at five fifteen/five thirty.</i></p> <p><i>It finishes at five forty-five.</i></p> <p><i>Numbers: 5, 15, 25, 35, etc.</i></p> <p><i>match</i></p> <p>Review: time, school, party, etc.</p>
<p>13 Good habits</p> <ul style="list-style-type: none"> – Talking about your daily habits – Saying how often you do things 	<p><i>I wash my face. I brush my teeth. I clean my shoes. I go to bed. I get up. I do my homework.</i></p> <p><i>Do you always go to bed early/late? Yes, I do. No, I don't.</i></p> <p><i>good, bad</i></p> <p><i>always, sometimes, never</i></p> <p>Review: activities</p>
<p>14 Revision</p>	<p>Revision of the language in Units 10–13</p>
<p>15 I can do it!</p> <ul style="list-style-type: none"> – Talking about activities – Saying what you can and can't do 	<p><i>I/He/She/We/They can ...</i></p> <p><i>I/He/She/We/They can't ...</i></p> <p><i>play volleyball, ride a bike, play the piano, drive a car, swim, make a cake</i></p> <p>Review: other abilities</p>
<p>16 In my street</p> <ul style="list-style-type: none"> – Talking about shops – Saying what you did in the past 	<p><i>baker's, butcher's, grocer's, greengrocer's, clothes shop, book shop, music shop</i></p> <p><i>opposite, on the right, on the left, at</i></p> <p><i>I went to the butcher's. I bought meat.</i></p> <p>Review: prepositions, places in town</p>
<p>17 On the farm</p> <ul style="list-style-type: none"> – Talking about farm animals – Saying what you did in the past 	<p><i>horse, duck, cow, dog, sheep, hen, donkey</i></p> <p><i>collect, help, watch</i></p> <p><i>There's/There isn't ... There are/There aren't ...</i></p> <p><i>I went to the farm. I collected the eggs. I helped my uncle. I played with the hens. I watched the sheep. It was great!</i></p>
<p>18 Revision</p>	<p>Revision of the language in Units 15–17</p>

A new friend

Aims to talk about yourself and your family

Key language *welcome, new, pupil; I have a sister. He/She has a brother. Where are you from? How old are you? I'm/She's/He's from (London). I'm/He's/She's nine.*

Materials Pupil's Book, CD 1, Unit 1 Poster, Flashcards (Unit 1), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 2

- 1 Say *Good morning/Good afternoon, children.* as appropriate, and elicit response (*Good morning/Good afternoon, Mr/Mrs/Miss ...*).
- 2 Display Unit 1 Poster.
 - Ask *What can you see?* to elicit as much as possible in English (*girl, boy, clothes, colours, etc.*). Praise the children's efforts.
 - Explain that Fiona is a new character and that Hala is meeting Fiona's family. Elicit family words: *mum, dad, brother, sister.*
 - Introduce the words *man* and *woman*. Explain that these are like *boy* and *girl*, but are used for adults.
- 3 Say **Listen**. *Who is it?* Play recording. The children point to the correct flashcard when they hear each name.
- 4 Say **Listen**. Play recording. Point to each character.
- 5 Say **Listen and say**. Play recording, pausing for the children to repeat each line.

Audio

*I'm Fiona. | I'm Hala.
I have a brother and a sister. | I have a sister.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *I / have / a / brother / and / a / sister / two / three / brothers / sisters / .*

- 1 Say *I have a brother and a sister.* Distribute the wordcards to eight children and ask them to stand in line to make the sentence. The class confirm and read it aloud. Put the sentence on the board.
- 2 Display the other wordcards too. Ask children to change the sentence to say *I have a brother and three sisters.*
- 3 Repeat 1 & 2 with *I have two brothers and a sister.*

Ask the class to confirm and read aloud all questions/ sentences that are made.

Point out:

- *-s* on the end for more than one, e.g. *brothers*
- that here *a* means the same as *one*

ACTIVITY 1 5 minutes 3

- 1 Ask children to talk about the picture.
- 2 Say **Read**. Ask children to read the sentences aloud.
- 3 Say **Listen**. Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and write**. This time the children listen and decide whether the sentences are true (writing a tick) or false (writing a cross).
- 5 The children check each other's work in pairs.
- 6 Elicit answers, asking for the correct version of the sentences which are false. The children correct their work.

Remind the children that *I'm* is another way of saying *My name's ...* Also explain that *welcome* is a greeting used to a visitor to make them feel at home.

Audio

- Good morning, children. I'm your teacher, Miss Rana.
- Good morning, Miss Rana.
- How are you?
- Fine, thanks.
- We have a new girl in our class. Her name is Fiona. Please welcome her. Say hello to her.
- Hello, Fiona.
- Fiona, you can sit here.
- Hello, Fiona. I'm Hala. I'm from Bethlehem. Where are you from?
- I'm from London.
- I'm 9. How old are you?
- I'm 9 too!
- I have a sister. She's 7.
- I have a brother and a sister. My brother is 3 and my sister is 12.

Answers: 1 X – She's from Bethlehem. 2 ✓ 3 X – They're 9.
4 X – She has a sister. 5 ✓

ACTIVITY 2 10 minutes  **4**

- 1 Say **Listen**. Play recording for Activity 1 again. The children listen to remind themselves of the facts for each character.
- 2 Tell the children they are now going to be asked questions about Fiona and Hala. They will hear the recording for Activity 2 twice. On first listening, they should note down short answers to the questions. Say **Listen and write**. Play recording for Activity 2, pausing after each question so the children can write answers.
- 3 Play recording for Activity 2 again so the children can check their answers.
- 4 Say **Listen and say**. Play recording for Activity 2 again, pausing so the children answer orally in the gaps.

Audio

- 1 Where's Fiona from?
- 2 Where's Hala from?
- 3 How old are they?
- 4 How many brothers does Hala have?
- 5 How many sisters does Hala have?
- 6 How many brothers does Fiona have?
- 7 How many sisters does Fiona have?
- 8 How old is Fiona's brother?
- 9 How old is Fiona's sister?

Answers: 1 London 2 Bethlehem 3 nine 4 no brothers
5 one sister 6 one brother 7 one sister 8 three 9 twelve

ACTIVITY 3 10 minutes

- 1 Say **Read**. Ask children to read the questions aloud.
- 2 Ask individual children the questions to elicit answers about themselves.

- 3 Say **Say**. The children work in pairs, taking it in turn to ask and answer using the questions.
- 4 Ask pairs to perform their mini-dialogue for the class.
- 5 Everyone says *Goodbye*.

! It is important that the children learn the correct stress and intonation on questions and sentences. Encourage them to listen carefully to the recordings and copy them as closely as possible.

Period 2 – Practise**LANGUAGE PRESENTATION 8 minutes**  **2**

As Period 1.

LANGUAGE BUILDING 7 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Ask the children to read the sentences aloud.
- 2 Elicit the correct sentence for each picture.
- 3 Say **Match**. Monitor and help as necessary.
- 4 The children check their work in pairs.
- 5 Elicit answers. Ask a child to write them on the board. The children correct their answers.

Answers: 1d 2a 3b 4e 5c 6f

ACTIVITY 2 5 minutes

- 1 Ask the children to read the text aloud. Elicit the correct version from the two options each time.
- 2 Say **Read and circle**. Monitor and help as necessary.
- 3 Elicit answers. Write them on the board. The children correct their work.

Answers: Fiona, London, nine, one sister and one brother; Hala, Bethlehem, nine, one sister

ACTIVITY 3 10 minutes

- 1 Say **Read**. Ask children to read the questions aloud.
- 2 Elicit answers to the questions from some children.
- 3 Say **Write**. Monitor and help as necessary. Write town names on the board if children need them.

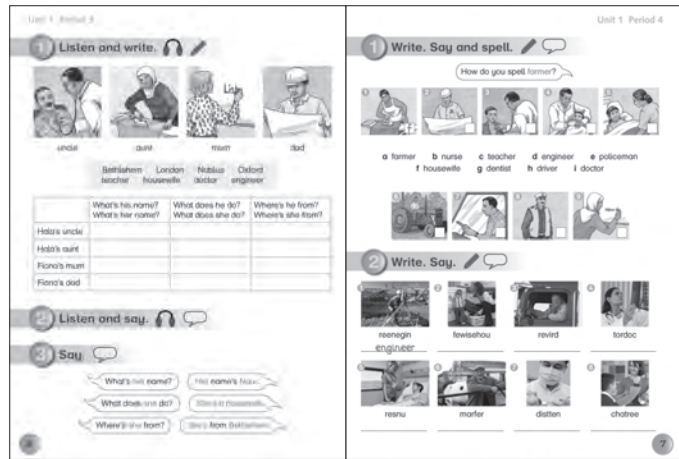
REVIEW 5 minutes

- 1 Say **Say**. Put the children in small groups to ask and answer questions about each other in a circle.
- 2 Everyone says *Goodbye*.

Aims to describe people (who they are, what job they do, where they're from)

Key language *engineer, housewife, doctor, nurse, policeman, teacher, dentist, farmer, driver; What does he/she do? He's/She's a ... Where's he/she from? He's/She's from ...*

Materials Pupil's Book, CD 1, Unit 1 Poster, Flashcards (Unit 1), Wordcards (see Language Building for details)



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 5

- 1 Say *Good morning/Good afternoon, children.* as appropriate and elicit response (*Good morning/Good afternoon, Mr/Mrs/Miss ...*).
- 2 Display Unit 1 Poster.
 - Elicit as much as possible in English: family words, character names, clothes, colours, etc.
 - Point to Fiona's mum and ask *What does she do?* Elicit (*She's a teacher.*)
- 3 Say **Listen**. Play the recording, pointing to the poster.
- 4 Write the words *Oxford* and *London* on the board. Explain that they are cities in the same country. Elicit the country (*Britain*).
- 5 Show the teacher flashcard and say *Doctor or teacher?* Elicit *Teacher*. Repeat with the other flashcards.

Audio

- | | |
|-------------------------------|-------------------------------|
| - <i>Who's this?</i> | - <i>Who's this?</i> |
| - <i>This is Fiona's mum.</i> | - <i>This is Fiona's dad.</i> |
| - <i>What does she do?</i> | - <i>What does he do?</i> |
| - <i>She's a teacher.</i> | - <i>He's an engineer.</i> |
| - <i>Where's she from?</i> | - <i>Where's he from?</i> |
| - <i>She's from Oxford.</i> | - <i>He's from London.</i> |

- 1 Say *What does he do?* Distribute the wordcards to five children and ask them to stand in line to make the question. The class confirm and read it aloud. Put it on the board.
- 2 Repeat 1 with *He's a teacher.*
- 3 Ask children to change the question to talk about a woman (*What does she do?*), then to make as many correct answers to that question as they can (*She's a teacher, etc.*).

! Remind the children that you need to use *an* before *a/e/i/o/u* – so *an engineer*.

ACTIVITY 1 10 minutes 6

- 1 Elicit the people pictured.
- 2 Ask the children to read the words in the wordbox aloud.
- 3 Say **Listen**. Play recording. The children listen and try to work out the answers, but don't write yet.
- 4 Say **Listen and write**. Play recording, pausing so the children can listen and write.
- 5 Elicit answers. Write them on the board. The children correct their work.

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What's / does / he / she / do / ?*
He's / She's / a / an / doctor / engineer / housewife / teacher / .

Audio

- | | |
|--------------------------|--------------------------|
| – Who's this, Hala? | – Who's this, Fiona? |
| – This is my uncle. | – This is my mum. |
| – What's his name? | – What's her name? |
| – Omar. | – Jane. |
| – How do you spell that? | – How do you spell that? |
| – O-m-a-r. | – J-a-n-e. |
| – What does he do? | – What does she do? |
| – He's a doctor. | – She's a teacher. |
| – Where's he from? | – Where's she from? |
| – Nablus. | – Oxford |
| – Who's this, Hala? | – Who's this, Fiona? |
| – This is my aunt. | – This is my dad. |
| – What's her name? | – What's his name? |
| – Nour. | – Ben. |
| – How do you spell that? | – How do you spell that? |
| – N-o-u-r. | – B-e-n. |
| – What does she do? | – What does he do? |
| – She's a housewife. | – He's an engineer |
| – Where's she from? | – Where's he from? |
| – Bethlehem. | – London. |

Answers: Hala's uncle: Omar, doctor, Nablus; Hala's aunt: Nour, housewife, Bethlehem; Fiona's mum: Jane, teacher, Oxford; Fiona's dad: Ben, engineer, London

ACTIVITY 2 10 minutes 

- 1 Say **Listen**. Play recording for Activity 1 again.
- 2 Tell the children they are going to answer questions about the people in Activity 1. Say **Listen and say**. Play recording for Activity 2, pausing after each question so the children can answer.
- 3 Elicit answers. The children correct their work.

Audio

- | | |
|---------------------------------|--------------------------------|
| Hala, what's your uncle's name? | Fiona, what's your mum's name? |
| What does he do? | What does she do? |
| Where's he from? | Where's she from? |
| Hala, what's your aunt's name? | Fiona, what's your dad's name? |
| What does she do? | What does he do? |
| Where's she from? | Where's he from? |

Answers: see Activity 1 Audio

ACTIVITY 3 5 minutes

- 1 Ask children to read the questions and answers aloud.

- 2 Say *Hala's uncle. What's his name?* Elicit *His name's Omar.* (The children use the information they wrote in the grid in Activity 1). Then ask about his job and where he's from, eliciting answers.
- 3 Say **Say**. The children work in pairs, taking it in turn to ask and answer questions about the people in Activity 1.
- 4 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 8 minutes** 

As Period 3.

LANGUAGE BUILDING 7 minutes

As Period 3.

ACTIVITY 1 15 minutes

- 1 Elicit the people pictured.
- 2 Ask children to read the words aloud.
- 3 Say *Picture one. What's her job?* Elicit *f – housewife*. Say **Write**.
- 4 Elicit answers. The children correct their work.
- 5 Say **Say and spell**. Model with a confident child. Say *How do you spell farmer?* Elicit *f – a – r – m – e – r*. Ask children to spell the other words in the activity.
- 6 Say **Say and spell**. Put the children in pairs. They take it in turn to ask *How do you spell ...?* and to spell the word.

Answers: 1f 2d 3i 4g 5b 6a 7h 8e 9c

ACTIVITY 2 10 minutes

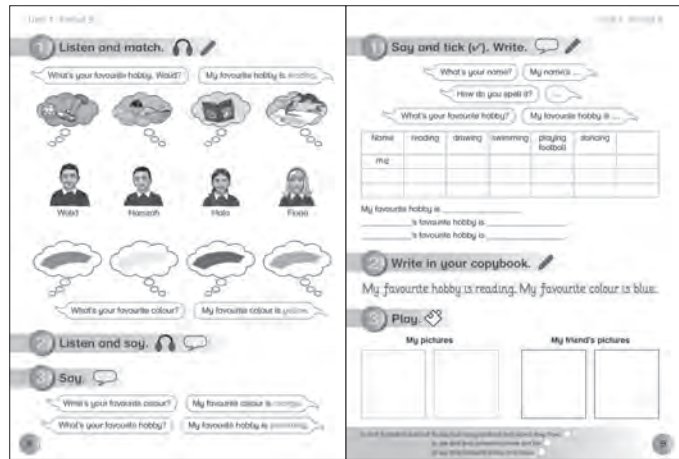
- 1 Elicit the jobs pictured.
- 2 Model how to deal with anagrams. Write on the board *reenegin*. Say **Think**. Elicit *engineer*.
- 3 Say **Write**. Tell the children they can use the words in Activity 1 for support.
- 4 Say **Say**. The children check their work in pairs, taking it in turns to say the correct word.
- 5 Elicit answers. Ask children to write them on the board. The children correct their work.
- 6 Everyone says *Goodbye*.

Answers: 1 engineer 2 housewife 3 driver 4 doctor
5 nurse 6 farmer 7 dentist 8 teacher

Aims to talk about your favourite hobby and colour

Key language *What's your favourite hobby? My favourite hobby is ... What's your favourite colour? My favourite colour is ... hobbies, colours*

Materials Pupil's Book, CD 1, Poster Unit 1, Wordcards (see Language Building for details)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 8

- 1 Say *Good morning/Good afternoon, children.* as appropriate. Elicit response.
- 2 Show Unit 1 Poster.
 - Elicit as much as possible in English: family words, character names, clothes, the jobs Fiona's mum and dad do, etc.
 - Elicit the colours.
- 3 Say **Listen**. Play recording. Ask the children what colour and hobby were mentioned on it.
- 4 Say *My favourite colour is purple. What's your favourite colour?* Elicit answers from several children.
- 5 Repeat 4 with *My favourite hobby is reading. What's your favourite hobby?*

Audio

*What's your favourite colour?
My favourite colour is yellow.*

*What's your favourite hobby?
My favourite hobby is swimming.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What's / your / his / her / favourite / hobby / colour / ?*

- 1 Say *What's your favourite hobby?* Distribute the wordcards to five children and ask them to stand in line to make the question. The class confirm and read it aloud. Put the sentence on the board.

- 2 Ask a child to change the question to read *What's his favourite hobby?*, then *What's her favourite hobby?*
- 3 Repeat 1 & 2 with *What's your/his/her favourite colour?*

ACTIVITY 1 10 minutes 9

- 1 Elicit the characters and the activities pictured.
- 2 Ask children to read the speech bubbles aloud.
- 3 Say **Listen and match**. Play recording. On the first listening, the children match each person to his/her favourite hobby.
- 4 Elicit the colours pictured.
- 5 Play recording again: this time they match each person to his/her favourite colour.
- 6 The children check their work in pairs.
- 7 Elicit answers. The children correct their work.

Audio

- *What's your favourite hobby, Walid?*
- *My favourite hobby is reading.*
- *And what's your favourite colour?*
- *Yellow.*
- *What about you, Fiona?*
- *My favourite hobby is swimming. My favourite colour is green.*
- *Hala, what's your favourite hobby?*
- *Drawing. And my favourite colour is orange.*
- *What about you, Hamzah?*
- *My favourite hobby is playing football and my favourite colour is blue.*

Answers: *Walid: reading, yellow; Fiona: swimming, green; Hala: drawing, orange; Hamzah: football, blue*

ACTIVITY 2 5 minutes 10

- 1 Say **Listen**. Play recording for Activity 1 again.

- Tell the children they are now going to be asked questions about the people in Activity 1. Say **Listen**. Play recording for Activity 2, pausing after each question so the children can answer (using the information in Activity 1).
- Say **Say**. Elicit answers. The children correct their work.

Audio

- Who says 'My favourite hobby is playing football.?'
- Who says 'My favourite colour is orange.?'
- What's Fiona's favourite colour?
- What's Walid's favourite hobby?
- Who says 'My favourite hobby is swimming.?'
- Who says 'My favourite colour is yellow.?'
- What's Hamzah's favourite colour?
- What's Hala's favourite hobby?

Answers: 1 Hamzah 2 Hala 3 green 4 reading
5 Fiona 6 Walid 7 blue 8 drawing

ACTIVITY 3 5 minutes

- Say **Say**. The children work in pairs, taking it in turn to ask and answer using the information in Activity 1.

REVIEW 5 minutes

- Ask the children to agree on actions for different hobbies.
- Say *What's my favourite hobby?* Mime an action, e.g. kicking a ball/reading a book, to elicit *playing football/reading*. Repeat with other hobbies.
- Say *Do and say*. Say *Swimming*. The children do an appropriate action and say the hobby.
- Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 8 minutes

As Period 5.


LANGUAGE BUILDING 7 minutes

As Period 5.

ACTIVITY 1 10 minutes

- Ask the children to read the questions aloud. Elicit answers from different children.
- Say **Write**. Ask the children to fill in the first row of the grid for themselves by ticking only one hobby.
- Say **Say**. Ask a child the questions. Elicit responses. Model writing his/her name in the book. Say **Tick** and tick his/her favourite hobby.

- Draw the grid from Activity 1 on the board and model how to complete the task, asking children to come to the board and write answers for a friend.
- Give the children five minutes to ask two friends and complete the grid using their responses. Explain that the last column heading is blank so that they can add a hobby if necessary (help them with spelling here if they need support).
- Say **Write**. Check that the children are completing the sentences with information from their grid.
- Ask children to read out their sentences.

 Point out the use of 's to show possession.

ACTIVITY 2 5 minutes

- Ask the children how capitals and punctuation (full stops, question marks) are used in sentences.
- Say **Write** in your copybook. Monitor and help as necessary. Make sure the children are using the lines to help them form the letters.

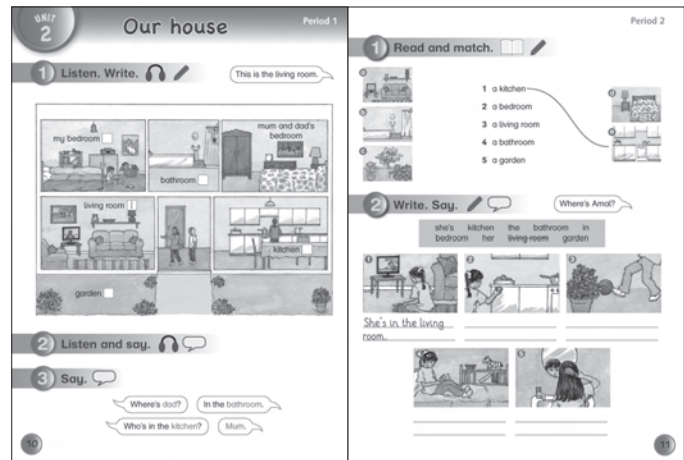
ACTIVITY 3 10 minutes

- Brainstorm ideas for pictures. Avoid simple items (e.g. *chocolate, bread*, etc.). Choose things like *a hand and a ball* (for *basketball*) or *a head in water* (for *pool*), etc. Encourage the children to make their partners work hard!
- Say *Let's play Picture dictation*.
 - Put the children in pairs. Ask the children to draw and colour two items in their book. (These can be any of the words you have just talked about or another idea of their own.) Their partner should not see what they are doing.
 - The children take it in turn to describe what they have drawn. Their partner listens carefully to the description, then draws and colours the picture.
- The children compare their drawings to check whether they have communicated effectively.
- Read aloud the targets at the bottom of the page. Ask the children if they can do these things and to give you some examples. They can then tick the boxes to show what they have achieved.
- Everyone says *Goodbye*.

Aims to learn rooms in a house; to say where people are; to say what people are doing

Key language *living room, kitchen, bathroom, bedroom, garden; Where's (Dad)? He's/She's in the kitchen.*

Materials Pupil's Book, CD 1, Unit 2 Poster, Flashcards (Unit 2), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 11

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What's the weather today?* Elicit response, prompting as necessary (*It's hot/cold and sunny/rainy/cloudy/windy.*).
- 3 Display Unit 2 Poster. Ask *What can you see?* Elicit as much as possible in English (family members, TV, doll, bed, etc.). Praise the children's efforts.
- 4 Display Unit 2 flashcards (rooms). Say **Listen**. Play recording, pointing to the rooms.
- 5 Point to the flashcards to elicit the names.

Audio

the living room, the kitchen, the bedroom, the garden, the bathroom

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *He's / She's / in / the / living room / kitchen / bathroom / bedroom / garden /.*

- 1 Ask the children to match the room wordcards to the flashcards.
- 2 Say *She's in the bedroom*. Distribute the wordcards to five children and ask them to stand in line to make the sentence. The class confirm and read it aloud. Put it on the board.

Remember to ask the class to confirm and read aloud all sentences/questions made in the Language Building sections.

- 3 Ask children to make as many sentences as they can with the wordcards (10, including the one they've already made).

ACTIVITY 1 10 minutes 12

- 1 Ask the children to read the room labels aloud.
- 2 Say **Listen**. Play recording. On first listening, the children find the rooms mentioned.
- 3 Say **Listen**. Play recording again. Pause after Hala talks about the first room. Ask *One. Where are they?* Elicit *The living room*. Say **Write**. Model writing 1 in the box by *living room*.
- 4 Play recording from the beginning, pausing after each description for the children to write the number by the appropriate room.
- 5 Elicit answers. The children correct their work.
- 6 Ask which room Hala doesn't show Fiona, eliciting *mum and dad's bedroom*. Ask *Who's in there?* Teach *No one*.

Audio

- Welcome to our house! Come and see all the rooms.
- One
- This is the living room. Oh, there's no one here.
- Two
- This is the kitchen. Mmmm; mum's cooking.
- Three
- This is the bathroom. Dad's in there. He's having a shower.
- Four
- And this is *my* bedroom.
- And my bedroom.
- Hi, Amal. What a lovely house, Hala!
- Five
- Look out the window. You can see the garden.
- Let's play in the garden!

Answers: 1 living room 2 kitchen 3 bathroom
4 my bedroom 5 garden

ACTIVITY 2 10 minutes  **13**

- 1 Say **Listen and say**. Play the first part of the recording, pausing after the sound effect for each room for the children to say which room it is.
- 2 Play recording for Activity 1 again. Ask children to listen carefully to find out which rooms the people are in. Encourage them to make notes.
- 3 Play the second part of the recording for Activity 2, pausing after each question so that the children can answer.

Audio

- 1 Where's this? [SFX TV]
- 2 Where's this? [SFX cooking noises]
- 3 Where's this? [SFX shower]
- 4 Where's this? [SFX pop music]
- 5 Where's this? [SFX birdsong]
- 6 Who's in the living room?
- 7 Where's Hala's mum?
- 8 Where's Hala's dad?
- 9 Where's Amal?
- 10 Where does Fiona want to play?

Answers: 1 the living room 2 the kitchen 3 the bathroom
4 Hala and Amal's bedroom 5 the garden 6 no one
7 in the kitchen 8 in the bathroom 9 in her bedroom
10 in the garden

ACTIVITY 3 5 minutes

- 1 Ask pairs of children to read the speech bubbles aloud.
- 2 Ask the questions in the second part of the Activity 2 recording, in random order.

- 3 Say **Say**. Put the children in pairs: they take it in turn to ask and answer the questions.
- 4 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 8 minutes**  **11**

As Period 1.

LANGUAGE BUILDING 7 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Elicit the rooms pictured.
- 2 Ask children to read the words aloud.
- 3 Say **Read and match**. Check that the children are matching the text and pictures correctly.
- 4 The children check their work in pairs.
- 5 Elicit answers. Ask a child to write answers on the board. The children correct their work.

Answers: 1e 2d 3a 4b 5c

ACTIVITY 2 10 minutes

- 1 Elicit the rooms pictured.
- 2 Ask children to read the words in the wordbox aloud.
- 3 Ask *Picture one. Where's Amal?* Elicit *She's in the living room*. Say **Write**. Model writing the sentence in the book.
- 4 Say **Write**. Monitor and help as necessary.
- 5 The children check their work in pairs.
- 6 Say **Say**. Elicit answers, using the same approach as in 3. Ask different children to prompt and respond each time. Write the sentences on the board. The children correct their work.

Answers: 1 *She's in the living room*. 2 *She's in the kitchen*.
3 *She's in the garden*. 4 *She's in the bedroom*.
5 *She's in the bathroom*.

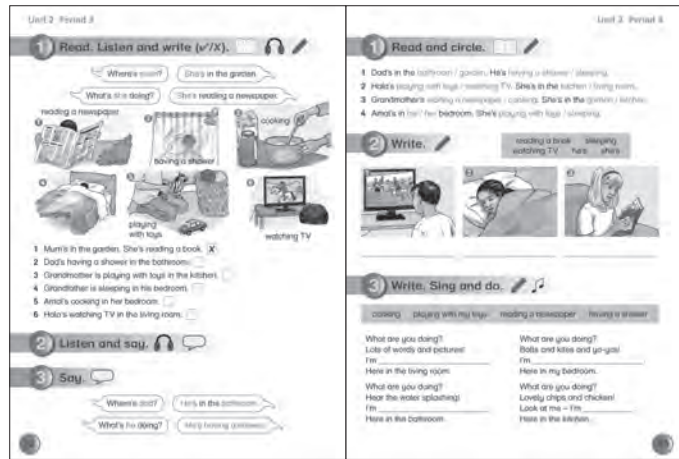
REVIEW 10 minutes

- 1 Ask a child to choose a room (without telling anyone) and to do a mime of something you do in the room. The rest of the class try to say where he/she is (e.g.) *He's in the living room*. The first child to work it out does the next mime. Repeat until lots of children have had a go.
- 2 Everyone says *Goodbye*.

Aims to talk about where people are and what they're doing

Key language *reading a newspaper, having a shower, watching TV, cooking, sleeping, playing with toys; Where's dad/mum? He's/She's in the kitchen. What's he/she doing? He's/She's cooking.*

Materials Pupil's Book, CD 1, Unit 2 Poster, Flashcards (Unit 2 – activities), Wordcards (see Language Building for details)



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 14

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What's the weather today?* Elicit response, prompting as necessary (*It's hot/cold and sunny/rainy/cloudy/windy.*).
- 3 Display Unit 2 Poster. Ask *What can you see?* Elicit as much as possible in English (family members, TV, doll, bed, etc.). Ask *Where are the boys?* to elicit *In the kitchen.* Repeat with the other family members/rooms.
- 4 Say **Listen**. Play recording, pointing to the activity on the poster. Repeat.
- 5 Display Unit 2 flashcards (activities). Elicit the activities.

Audio

*What are you doing?
Reading a newspaper.
Having a shower.
Watching TV.*

*Cooking.
Sleeping.
Playing with toys.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *He's / She's / reading a newspaper / having a shower / watching TV / cooking / sleeping / playing with toys / .*

- 1 Distribute the wordcards for *He's watching TV.* to four children and ask them to stand in line to make the sentence. The class confirm and read it aloud. Put the sentence on the board.
- 2 Ask children to make as many sentences as they can with the wordcards (12, including the one they've already made).

ACTIVITY 1 10 minutes 15

- 1 Say **Read**. Ask pairs of children to read the speech bubbles. Then ask other children to read the picture labels.
- 2 Ask a child to read sentence 1 aloud. Say **Listen**. Play recording, pausing at the end of the first section. Read sentence 1 aloud again. Ask *Is Mum in the garden?* Elicit *Yes*. Ask *Is she reading a book?* Elicit *No*. Model writing a cross in the book.
- 3 Say **Listen and write**. Continue playing recording, pausing at the end of each section so that the children can write a tick (if the information is correct) or a cross (if it's wrong).
- 4 The children check their work in pairs.
- 5 Elicit answers, asking children for the correct version of the sentences which are wrong. The children correct their work.

Audio

- 1 – *Where's mum?*
– *She's in the garden.*
– *What's she doing?*
– *She's reading a newspaper.*
- 2 – *Dad's in the bathroom. He's having a shower.*
- 3 – *Grandmother's in the kitchen. She's cooking.*
- 4 – *Grandfather's in the bedroom. He's sleeping.*
- 5 – *Amal's in her bedroom. She's playing with toys.*
- 6 – *Where are you Hala?*
– *I'm in the living room.*
– *What are you doing?*
– *I'm watching TV.*

Answers: 1 X – *reading a newspaper* 2 ✓ 3 X – *cooking*
4 ✓ 5 X – *playing with toys* 6 ✓

ACTIVITY 2 10 minutes 16

- 1 Say **Listen**. Play recording for Activity 1 again. The children listen to remind themselves of the facts for each character.
- 2 Tell the children they are now going to be asked questions about the people in Activity 1. They will hear the recording for Activity 2 twice. On first listening, they should note down short answers to the questions. Say **Listen**. Play recording for Activity 2, pausing after each question so the children can note answers.
- 3 Play recording for Activity 2 again so the children can check their answers.
- 4 Say **Listen and say**. Play recording for Activity 2 again, pausing so the children answer orally in the gaps.

Audio

- | | |
|------------------------|------------------------|
| – Where's mum? | – Where's grandfather? |
| – What's she doing? | – What's he doing? |
| – Where's dad? | – Where's Amal? |
| – What's he doing? | – What's she doing? |
| – Where's grandmother? | – Where's Hala? |
| – What's she doing? | – What's she doing? |

Answers: in the garden; reading a newspaper
in the bathroom; having a shower
in the kitchen; cooking
in the bedroom; sleeping
in her bedroom; playing with toys
in the living room; watching TV

ACTIVITY 3 5 minutes

- 1 Ask pairs of children to read the speech bubbles aloud.
- 2 Ask the questions in the Activity 2 recording again, in random order.
- 3 Get the children to work in pairs, taking it in turns to ask and answer questions about the people in Activity 1.
- 4 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 8 minutes 14

As Period 3.

LANGUAGE BUILDING 7 minutes

As Period 3.

ACTIVITY 1 5 minutes

- 1 Ask the children to look at page 12. Elicit the activities pictured.
- 2 Say **Read**. Ask children to read the sentences aloud. Elicit the correct versions from the options given.
- 3 Say **Read and circle**. Check that the children are circling the correct words.
- 4 Elicit answers. Write them on the board or use the wordcards. The children correct their work.

Answers: 1 bathroom; having a shower
2 watching TV; living room 3 cooking; kitchen
4 her; playing with toys

ACTIVITY 2 10 minutes

- 1 Elicit what the people pictured are doing. Ask children to read aloud the words in the wordbox.
- 2 Say **Write**. Ask the children to label the pictures, using the words in the wordbox.
- 3 The children check their work in pairs.
- 4 Elicit answers. The children correct their work.

Answers: 1 He's watching TV. 2 She's sleeping
3 She's reading a book.

ACTIVITY 3 10 minutes 17

- 1 Ask children to read the text aloud. Elicit the missing phrases.
- 2 Say **Write**. Check that the children are completing the text of the song.
- 3 Say **Listen**. Play recording, so that the children can check their work.
- 4 Work out actions together for the activities.
- 5 Say **Sing and do**. Ask the children to sing along and do the actions. Repeat.
- 6 Everyone says *Goodbye*.

Audio

What are you doing?
Lots of words and pictures!
I'm reading a newspaper.
Here in the living room.

What are you doing?
Balls and kites and yo-yos!
I'm playing with my toys.
Here in my bedroom.

What are you doing?
Hear the water splashing.
I'm having a shower.
Here in the bathroom.

What are you doing?
Lovely chips and chicken!
Look at me – I'm cooking.
Here in the kitchen.

Answers: reading a newspaper, having a shower, playing with my toys, cooking

Aims to talk about where people are/aren't and what they're doing/not doing

Key language *living room, kitchen, bathroom, bedroom, garden; Where's ...? He/She isn't in the ... He's/She's in the ... Where are they? They aren't in the ... They're in the ... He's/She's/They're sleeping.*

Materials Pupil's Book, CD 1, Poster 2, Flashcards (Unit 2 – rooms), Wordcards (see Language Building for details)

Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 18

- Greet the class. Encourage the children to respond.
- Ask *What day is it?* Elicit *It's Sunday/Monday/Tuesday/Wednesday/Thursday.*
- Show Unit 2 Poster. Ask *What can you see?*
 - Elicit as much as possible in English (family members, TV, doll, bed, etc.).
 - Ask *Where are the boys?* to elicit *In the kitchen.* Repeat with the other family members/rooms.
 - Ask *What's the girl doing?* to elicit *She's playing with her toys.*
- Show the bathroom, bedroom, garden and living room flashcards. Draw a cross by bathroom and garden.
- Say **Listen**. Play recording, pointing to the flashcards. Shake your head to emphasise the meaning of the negative *isn't*. Repeat.
- Display all the room flashcards. Write a cross by three of them. Ask *Where's Ali?* Elicit positive and negative sentences (*He's in/He isn't in ...*).
- Repeat 6 with *Rania*.

Audio

- Where's dad? He isn't in the bathroom.*
- He's in the bedroom.*
- Where are mum and grandmother? They aren't in the garden.*
- They're in the living room.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *isn't / they / aren't*
Plus wordcards from Unit 2 Period 1.

- Hand out the room flashcards to five children. Point to each one in turn. As you point, they shake their head. Elicit *He/She isn't in + room of the flashcard they are holding.*
- Distribute the wordcards for *He isn't in the garden.* to six children and ask them to stand in line to make a sentence. The class confirm and read it aloud. Put the sentence on the board.
- Display the other wordcards too. Ask children to change the sentence to say *They aren't in the kitchen.*
- Repeat 3, using *he/she/they* in random order and different rooms.

ACTIVITY 1 10 minutes 19

- Ask pairs of children to read the speech bubbles aloud.
- Elicit the people and places pictured.
- Say **Listen and match**. Play recording, pausing at the end of the first section. Ask *Is Mum in the kitchen?* Elicit *No*. Confirm: *No, she isn't in the kitchen.* Ask *Is she in the bathroom?* Elicit *Yes, she's in the bathroom.*
- Continue playing recording, pausing so that the children can match the people and places.
- Say **Say**. The children check their work in pairs, taking it in turn to ask *Where's ...?* and say where the people are.
- Play recording again, pausing so the children can check and correct their work.

Explain that *isn't* is used when something is not the case.

Audio

- Where's mum? She isn't in the kitchen.
- She's in the bathroom.
- Where are Hala and Amal? They aren't in the living room.
- They're in the kitchen.
- Where's grandmother? She isn't in her bedroom.
- She's in the garden.
- Where's grandfather? He isn't in the bathroom.
- He's in his bedroom.
- Where are aunt and uncle? They aren't in the garden.
- They're in the living room.

Answers: mum – bathroom Hala and Amal – kitchen
grandmother – garden grandfather – bedroom
aunt and uncle – living room

ACTIVITY 2 5 minutes  **20**

- 1 Elicit the places (1–3) and the activities (4–6).
- 2 Say **Listen**. Play recording, pausing at the end of the first section. Ask *Is grandfather in the living room?* Elicit *No*. Confirm: *No, he isn't in the living room.* Ask *Is he in the bathroom?* Elicit *Yes, he's in the bathroom.* Say **Circle**. Model circling the bathroom picture in the book.
- 3 Continue playing recording, pausing at the end of each section so that the children can circle the correct picture.
- 4 The children check their work in pairs.
- 5 Play recording again, pausing so the children can correct their work.

Audio

- 1 – Where's grandfather? He isn't in the living room.
– He's in the **bathroom**. He's having a shower.
- 2 – Mum isn't in the kitchen. She's in the **bedroom**. She's sleeping.
- 3 – Where's dad? He isn't in the garden.
– He's cooking. He's in the **kitchen**.
- 4 – What are Hala and Amal doing? They aren't playing with their toys.
– They're **cooking** with dad.
- 5 – What are aunt and uncle doing? They aren't sleeping.
– They're **watching TV** in the living room.
- 6 – Grandmother, what are you doing? Oh! She isn't reading a newspaper – she's **sleeping!**

Answers: In bold in Audio

ACTIVITY 3 10 minutes

- 1 Point to the pictures in Activity 1. Ask *Where are Hala and Amal?* Elicit *They're in the kitchen.* Repeat with the other characters. You could ask different children to ask and answer the questions.
- 2 Ask what the characters are doing, using the details in the Activity 2 recording. Elicit answers.
- 3 Say **Say**. The children work in pairs, taking it in turn to ask a question and to make a negative statement, and to respond.
- 4 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 8 minutes**  **18**

As Period 5.

LANGUAGE BUILDING 7 minutes

As Period 5.

ACTIVITY 1 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

ACTIVITY 2 10 minutes

- 1 Say **Play**. *Where are they?*
 - The children need two pens or pencils (e.g. red and blue).
 - They choose a place for each character, ticking the relevant box with the red pen, without showing their partner (so if they want Fiona to be in the kitchen, they go along the Fiona row until they get to the kitchen column, and write a tick in the box there).
 - Explain that the aim of the game is to work out your partner's choices by asking and answering questions, e.g. *Is Walid in the bathroom? No, he isn't (in the bathroom).* They use the blue pen to note the information, writing a cross in the box if the answer is negative and a tick if the answer is Yes. The winner is the first one to correctly identify the places for all of the characters.

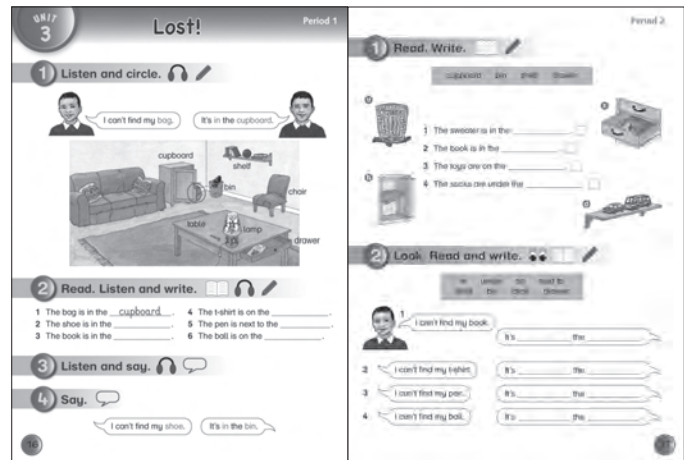
ACTIVITY 3 10 minutes

- 1 Say **Play** again. *What are they doing?*
 - Explain that this is the same game, but this time they need to find out what their partners' people are doing.
 - Play in the same way as in Activity 2.
- 2 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 3 Everyone says *Goodbye*.

Aim to talk about where things are

Key language *cupboard, bin, drawer, shelf, lamp; next to, on, in, under; I can't find my pen. It's next to the lamp.*

Materials Pupil's Book, CD 1, Poster 3, Flashcards (Unit 3 – house items), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 21

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What day is it?* Elicit response, prompting as necessary (*It's Sunday.*)
- 3 Show Unit 3 Poster.
 - Ask *What can you see?* Elicit as much as possible in English – most of the items are review.
 - Ask questions to review *in/on/next to/under*, e.g. *Where's the yellow t-shirt? (It's next to the bin.)*
- 4 Show Unit 3 flashcards (house items). Say **Listen**. Play recording, pointing to the flashcards. Repeat.
- 5 Point to Unit 3 flashcards to elicit the words.

Audio

cupboard, bin, drawer, lamp, shelf

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *It's / on / in / next to / the / cupboard / shelf / bin / drawer / lamp / .*

- 1 Display flashcards and wordcards for *cupboard, shelf, bin, drawer, lamp*. Ask children to match them.
- 2 Revise *on, in, next to* using actions.
- 3 Distribute the wordcards for *It's on the shelf*. to five children and ask them to stand in line to make a sentence. The class confirm and read it aloud. Put the sentence on the board.
- 4 Ask children to change the sentence to say *It's in the bin*.

- 5 Repeat 4, using the prepositions and places in random combinations.

ACTIVITY 1 10 minutes 22

- 1 Ask a pair of children to read the speech bubbles aloud. Then ask different children to read the labels.
- 2 Say **Listen**. Play recording, pausing after the first answer. Ask *Where's Hamzah's bag?* Elicit *It's in the cupboard*. Say **Circle**. Model finding the bag in the cupboard and circling it.
- 3 Continue playing recording, pausing after each answer to elicit where the lost item is and to give the children time to find and circle it.

Audio

- *I can't find my bag.*
- *It's in the cupboard.*
- *Where's my shoe?*
- *It's in the bin – and your book's in the drawer!*
- *Now I can't find my t-shirt!*
- *It's on your chair.*
- *Where's my pen? I can't find it!*
- *It's next to the lamp.*
- *Great. Oh, no! I can't find my ball.*
- *It's on the shelf.*
- *Thank you, Walid!*

Answers: *bag in cupboard, shoe in bin, book in drawer (on the shelf also correct – not in the recording, but shown in the picture), t-shirt on chair, pen next to lamp, ball on shelf*

ACTIVITY 2 5 minutes 23

- 1 Say **Read**. Ask children to read the sentences aloud. Elicit the missing word each time.
- 2 Say **Listen and write**. Play recording, pausing so that the children can write in the word each time.
- 3 Say **Listen**. Play recording again so the children can check their work.
- 4 Display the wordcards for the answers. Ask different children to identify the correct wordcard for each answer. The children correct their work.

Audio

As Activity 1.

Answers: 1 cupboard 2 drawer 3 bin
4 chair 5 lamp 6 shelf

ACTIVITY 3 5 minutes 24

- 1 Ask the children to look at the picture in Activity 1. Say **Listen**. Play recording, pausing after each question so the children can find the item.
- 2 Say **Listen and say**. Play recording again, pausing after each question so the children can respond. Short answers are acceptable.

Audio

- | | |
|-------------------------|------------------------|
| 1 Where's Hamzah's bag? | 4 Where's his t-shirt? |
| 2 Where's his shoe? | 5 Where's his pen? |
| 3 Where's his book? | 6 Where's his ball? |

Answers: 1 in the cupboard 2 in the bin 3 in the drawer
4 on the chair 5 next to the lamp 6 on the shelf

ACTIVITY 4 5 minutes

- 1 Ask a pair of children to read the speech bubbles aloud.
- 2 Ask questions about the location of items in the picture in Activity 1.
- 3 Say **Say**. The children work in pairs, taking it in turn to ask and answer questions about the items in the picture in Activity 1.
- 4 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 21

As Period 1.

LANGUAGE BUILDING 7 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Say **Read**. Ask children to read aloud the words in the wordbox. Ask different children to read aloud the sentences. Elicit the missing word each time.
- 2 Say **One**. *The sweater is in the ... ?* Elicit *Cupboard*. Ask *Which picture?* Elicit *b*.
- 3 Say **Write**. Check that the children are matching the sentences and pictures and are completing the sentences correctly.
- 4 Elicit answers. The children correct their work.

Answers: 1 b cupboard 2 c drawer 3 d shelf 4 a bin

ACTIVITY 2 10 minutes

- 1 Say **Look**. Give the children 1 minute to look at the picture in Activity 1 on p. 16. Tell them to try and memorise where all the items are.
- 2 Say **Read**. Ask children to read aloud the words in the wordbox, then the sentences in the speech bubbles.
- 3 Ask the children to fold their books so that they can't see the picture on p. 16. Say **Write**. They then do Activity 2 on p. 17, writing the details from memory. (If they need support, do the activity orally before they begin writing.)
- 4 The children check their work by looking at page 16.
- 5 Elicit answers. The children correct their work.

Answers: 1 *It's in the drawer.* 2 *It's on the chair.* 3 *It's next to the lamp.* 4 *It's on the shelf.*

REVIEW 5 minutes

- 1 To review prepositions, put a pencil in your bag. Elicit *It's in the bag*. Repeat with other items/places (e.g. *The crayon/boy (etc.) on the desk, next to the door, (etc.)*). Ask children to give some of the prompts for the rest of the class to guess.
- 2 Everyone says *Goodbye*.

Aims to talk about where things are using more prepositions

Key language *cupboard, bin, drawer, shelf, lamp; in, on, next to, under, in front of, behind*

Materials Pupil's Book, CD 1, Unit 3 Poster, Flashcards (Unit 3 – house items, prepositions), Wordcards (see Language Building for details)

Unit 3 Period 3

1 Listen and write. in front of under behind

2 Read. Listen and write (✓/✗).

3 Listen and say.

4 Say.

Unit 3 Period 4

1 Read. Write and circle.

2 Draw. Say.

Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 25

- Greet the class. Encourage the children to respond.
- Ask *What day is it?* Elicit *It's Monday.*
- Show Unit 3 Poster.
 - Ask *What can you see?* Elicit as much as possible in English.
 - Ask questions to review *in/on/next to/under*, e.g. *Where's the yellow t-shirt? (It's next to the bin.)*
- Say **Listen**. Play recording, pointing to the items on the poster and clearly indicating the meaning of the prepositions *behind, in front of*.
- Show Unit 3 flashcards (prepositions). Elicit the words.

Audio

*The doll is behind the bag.
The bin is in front of the door.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *behind / in front of / under*
Plus wordcards from Unit 3 Period 1

- Display wordcards. Ask children to make six sentences, each with a different preposition and place.

ACTIVITY 1 5 minutes 26

- Ask children to read the prepositions aloud.
- Elicit items in the pictures.

- Say **Listen and write**. Play recording, pausing after each description so that the children can write the number of the correct picture for each one.
- Elicit answers. Ask a child to use the wordcards to show the answer. The children correct their work.

Audio

- in front of Fiona*
- under the desk*
- behind the bed*

Answers: *in front of 2, under 3, behind 1*

ACTIVITY 2 10 minutes 27

- Read the speech bubble aloud. Ask the children to look at the picture and tell you in Arabic what *What a mess!* means.
- Ask the children to say *What a mess!* with expression. Ask them in Arabic if their bedroom looks like the one in the picture. Ask *Why?*
- Say **Read**. Ask children to read aloud the sentences.
- Say **Listen**. Play recording. On first listening, the children just focus on understanding.
- Say **Listen and write**. Play recording again, pausing so that the children can write for each sentence a tick (if it's correct) and a cross (if it's wrong).
- Elicit answers, asking for the correct version of the sentences which are false. The children correct their work.

Audio

- I can't find my shoes!
- They're behind the door, Fiona.
- Where's my t-shirt?
- It's in the bin.
- The bin! ... Where is the bin?
- It's in front of the desk.
- Thanks, mum!
- Oh, no! I can't find my books. They aren't on the desk.
- They aren't under the bed. Oh, what's this?
- It's a banana!
- What a mess!
- Sorry, mum.
- Let's tidy up.

Answers: 1 X behind the door 2 X in the bin 3 X in front of
4 ✓ 5 ✓

ACTIVITY 3 5 minutes  **28**

- 1 Say **Listen**. Play recording for Activity 2 again. Ask the children to focus on where the items are.
- 2 Say **Listen and say**. Play recording for Activity 3, pausing so that the children can answer the questions. For the last question, tell children to find the answers in the picture in Activity 2.

Audio

- | | |
|------------------------|------------------------------|
| 1 Where are the shoes? | 4 Are the books on the desk? |
| 2 Where's the t-shirt? | 5 Where's the banana? |
| 3 Where's the bin? | |

Answers: 1 behind the door 2 in the bin 3 in front of the desk
4 no 5 under the bed

ACTIVITY 4 5 minutes

- 1 Say **Say**. The children work in pairs, taking it in turn to ask and answer questions about the picture in Activity 2.
- 2 Encourage the children to try and make up questions about items that have not already been talked about in Activity 2 and Activity 3. They will need to look at the picture carefully.
- 3 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 8 minutes**  **25**

As Period 3.

LANGUAGE BUILDING 7 minutes

As Period 3.

ACTIVITY 1 10 minutes

- 1 Elicit the items/people in the pictures.
- 2 Say **Read**. Ask a child to read the first sentence aloud. Ask *Which picture?* Elicit *d*. Say **Write**. Model writing *d* in the book as an example. Repeat the question for the other sentences.
- 3 Say **Write**. Check that the children are matching the sentences and the pictures correctly.
- 4 Elicit answers.
- 5 Ask a child to read the first sentence aloud. Elicit the correct version from the two options given. Say **Circle**. Model circling *in front of* in the book. Elicit the correct versions for the other sentences.
- 6 Say **Circle**. Check that the children are circling the correct versions. The children check their work in pairs.
- 7 Ask a child to call out correct answers. Ask a child to use wordcards on the board. The children correct their work.

Answers: 1 *d* in front of 2 *f* in 3 *a* under
4 *c* behind 5 *b* in 6 *e* under

ACTIVITY 2 10 minutes

- 1 Model the activity. Sketch a table on the board and draw a cat under it. Elicit *The cat is under the table*.
- 2 Say **Draw**. Ask the children to draw four pictures showing any items they know in English *under/in front of/behind/on* the items shown.
- 3 Say **Say**. The children work in pairs: they take it in turn to tell each other about their drawings.
- 4 Ask some pairs to tell the class about their drawings.

REVIEW 5 minutes

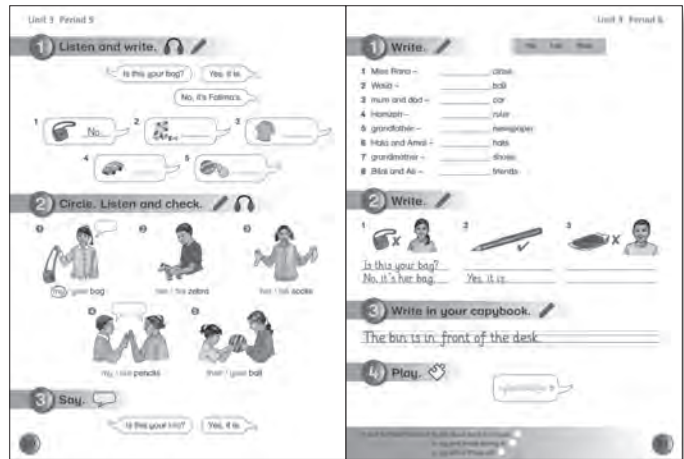
- 1 Play *Teacher says* (p. 8) to review prepositions. You could use the actions for *in, on, under, next to, in front of, behind* or more specific instructions, e.g.
Sit under your desk.
Put your hands in front of your face.
Put your hands behind your head.
Put your hands on your book., etc.
- 2 Everyone says *Goodbye*.

Aims to talk about people's possessions

Key language *Is this your bag? Yes, it is. No, it's Fatima's.*

Materials Pupil's Book, CD 1, Unit 3 Poster, Flashcards (Unit 3), Wordcards (see Language Building for details), pencil, bag, book, pen (for Language Presentation)

Plus (for Period 6): six toy animals or other toys, sheets of paper (for Activity 4 game)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 29

- Greet the class. Encourage the children to respond.
- Ask *What day is it?* Elicit *It's ...*
- Show Unit 3 Poster.
 - Ask *What can you see?* Elicit as much as possible in English.
 - Ask questions to review *in/on/next to/under/in front of/behind*, e.g. *Where's the keyboard? (It's in front of the computer.)*
- Say **Listen**. Play recording. Hold up or point to the items as they are mentioned. When the answer is yes, nod; when it's no, shake your head.
- Say **Listen and say**. Play recording, pausing after the question each time. Nod or shake your head to elicit the response.

Audio

<i>Is this your pencil? Yes, it is.</i>	<i>Is this your bag? No, it isn't.</i>
<i>Is this your desk? Yes, it is.</i>	<i>Is this your book? No, it isn't.</i>
<i>Is this your chair? Yes, it is.</i>	<i>Is this your pen? No, it isn't.</i>

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *Is this your book / pen / bag / ?*
Yes / it is. / No / it isn't.

- Distribute the wordcards for *Is this your book?* to five children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.
- Display the other wordcards too. Ask children to make two answers to the question (*Yes, it is.* & *No, it isn't.*).
- Ask children to make two more questions.

ACTIVITY 1 10 minutes 30

- Ask children to read the speech bubbles aloud.
- Elicit the items pictured.
- Say **Listen**. Play recording. Ask the children to put their hands on their head if they hear *Yes* and to put their hands on their shoulders if they hear *No*.
- Say **Listen and write**. Play recording again, pausing after each exchange so that the children can write *yes* or *no* as appropriate by each picture.
- Elicit answers. The children correct their work.

Audio

1 – <i>Is this your bag?</i> – <i>No, it's Fatima's.</i>	4 – <i>Is this your car?</i> – <i>Yes, it is.</i>
2 – <i>Is this your kite?</i> – <i>Yes, it is.</i>	5 – <i>Is this your ball?</i> – <i>No, it's Sami's.</i>
3 – <i>Is this your t-shirt?</i> – <i>No, it's Bilal's.</i>	

Answers: 1 No 2 Yes 3 No 4 Yes 5 No

ACTIVITY 2 10 minutes 31

- Review possessive adjectives:
 - Hold up your book. Say *My book*.

- Ask a girl to hold up her book. Say *Her* book. Repeat with a boy and *His* book.
 - Ask a boy and girl to hold up their books. Say *Their* books.
 - Ask everyone to hold up their books at the same time. Say *Our* books.
- 2 Ask children to read the picture labels aloud. Elicit the correct word each time.
 - 3 Say **Circle**. Check that the children are circling the correct words.
 - 4 Say **Listen and check**. Play recording, pausing so the children can check and correct their work.

Audio

- | | |
|-----------------------------|-------------------------------|
| 1 <i>It's my bag.</i> | 4 <i>They're our pencils.</i> |
| 2 <i>It's his zebra.</i> | 5 <i>It's their ball.</i> |
| 3 <i>They're her socks.</i> | |

Answers: 1 my 2 his 3 her 4 our 5 their

ACTIVITY 3 5 minutes

- 1 Ask a child *Is this your ball?*, nodding your head. Elicit *Yes, it is*. Ask a different child *Is this your train?*, this time shaking your head. Elicit *No, it's Ali's*. (The children can use the name of any other person in the class.)
- 2 Say **Say**. The children work in pairs, taking it in turn to prompt with a question and a *yes/no* gesture and to respond.
- 3 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 8 minutes**  29

As Period 5.

LANGUAGE BUILDING 7 minutes

As Period 5.

ACTIVITY 1 5 minutes

- 1 Ask four children to stand at the front of the class – a boy, a girl, a boy and girl together – and hold a pencil in the air.
- 2 Point to the boy and say *Her pencil?* Elicit *His pencil*. Repeat with the girl, then the boy and girl, eliciting *Her pencil*. and *Their pencils*.
- 3 Ask children to read the words in the wordbox aloud.
- 4 Elicit the correct word for each person/pair of people.
- 5 Say **Write**. Help as necessary.
- 6 The children check in pairs.
- 7 Elicit answers, asking a child to come and write the word on the board each time. The children correct their work.

Answers: 1 *her class* 2 *his ball* 3 *their car* 4 *his ruler*
5 *his newspaper* 6 *their hats* 7 *her shoes* 8 *their friends*

ACTIVITY 2 5 minutes

- 1 Elicit the items/people pictured and what the tick/cross symbols mean.
- 2 Review the use of question and answers by asking (e.g.) *Is this your pencil? Yes, it is. No, it isn't./No, it's her/his pencil.*
- 3 Ask the children what *her/his* replaces in answers like that. Elicit *Ali's/Hala's*, etc. (i.e. name + 's to show possession).
- 4 Elicit the questions for all the pictures.
- 5 For each prompt, elicit the question again, then the answer.
- 6 Say **Write**. Monitor and help as necessary as the children write the sentences.
- 7 Elicit answers. Write them on the board. The children correct their work.

Answers: 1 *Is this your bag? No, it's her bag.* 2 *Is this your pencil? Yes, it is.* 3 *Is this your chocolate? No, it's his chocolate.*

ACTIVITY 3 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

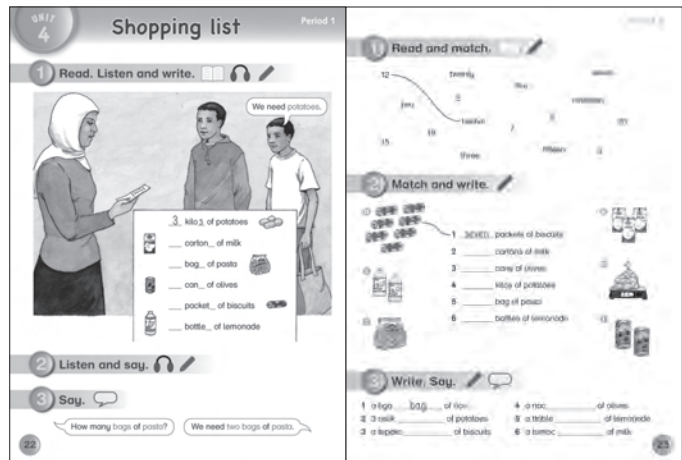
ACTIVITY 4 10 minutes

- 1 Bring in six toy animals or other toys. Hide them around the classroom before the class comes in. Place them in positions which will elicit the prepositions, *in front of, next to, under, behind, between*.
- 2 Review the key vocabulary *cupboard, shelf, bin, drawer, lamp* using Unit 3 flashcards.
- 3 Say **Play**. *Find the toys*.
 - Put the class into teams. Give each team a sheet of paper.
 - Explain that each team needs to find the six toys you have hidden in the classroom and write a sentence about each one. Each team is allowed to send one person out at a time to find a toy. He/She comes back and tells the team where the toy is. The team writes a sentence to describe it, e.g. *The lion is behind the bin.*, then sends out another person to find the next toy. Give the teams 5 minutes to find as many toys as they can.
- 4 The teams swap and check each other's answers. Ask a child to show where each toy is, eliciting the sentence from the class.
- 5 Each team gets 2 points for each correct sentence. The winning team is the one with the most correct points.
- 6 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 7 Everyone says *Goodbye*.

Aim to talk about food and drink, using containers

Key language *carton, packet, can, bag, bottle, kilo, pasta; How many...? We need...*

Materials Pupil's Book, CD 1, Unit 4 Poster, Flashcards (Unit 4), Wordcards (see Language Building for details)
Plus (for Period 2): number flashcards 1–20 and Wordcards 1–20



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 32

- Greet the class. Encourage the children to respond.
- Ask *What's the time?* Elicit response, prompting as necessary (*It's one/two (etc.) o'clock.*)
- Show Unit 4 Poster. Ask *What can you see?* Elicit as many items of food/drink as possible in English.
- Show the Unit 4 flashcards. Say **Listen**. Play recording, pointing to the flashcards.
- Say **Listen and say**. Play recording, pausing for the children to repeat each item.
- Point to the flashcards to elicit the food with the container (e.g. *a carton of milk*).

Audio

<i>What do we need?</i>	<i>a can of tomatoes</i>
<i>We need ...</i>	<i>a bag of potatoes</i>
<i>a carton of milk</i>	<i>a bottle of lemonade</i>
<i>a packet of pasta</i>	<i>a kilo of carrots</i>

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *a carton of / a packet of / a can of / a bag of / a bottle of / a kilo of*
milk / biscuits / olives / rice / lemonade / potatoes

- Display the flashcards and the wordcards. Ask children to make phrases with the wordcards for each of the flashcards. When you have finished, remove the cards.

ACTIVITY 1 10 minutes 33

- Say **Read**. Ask the children to read aloud the shopping list.
- Remind the children that most words in English form their plural by adding 's' to the end.
- Say **Listen**. Play recording. On first listening, the children look at the pictures and listen to the amounts.
- Say **Listen and write**. Play recording, pausing after *Yes, three kilos of potatoes*. Ask *What do they need?* to elicit *Three kilos of potatoes*. Model writing the answer in the book. Continue playing recording, pausing so that the children can write the amounts next to the food and make the items plural as necessary.
- Elicit answers. Ask a child to write the numbers on the board. The children correct their work.

Audio

- Let's go shopping. What do we need?*
- We need potatoes.*
- Yes, 3 kilos of potatoes. And we need milk. How many cartons?*
- We need 2 cartons of milk.*
- What else do we need?*
- Pasta?*
- Yes – two bags of pasta.*
- What about olives, mum?*
- And a can of olives.*
- Mum, can we buy some biscuits, too?*
- Yes. ... 3 packets of biscuits.*
- And lemonade!*
- ... And 4 bottles of lemonade. Let's go!*

Answers: 3 kilos of potatoes, 2 cartons of milk, 2 bags of pasta, 1 can of olives, 3 packets of biscuits, 4 bottles of lemonade

ACTIVITY 2 5 minutes 34

- 1 Say **Listen**. Play recording for Activity 1 again.
- 2 Tell the children they are now going to be asked questions about the items on the shopping list. Say **Listen and say**. Play recording for Activity 2, pausing so the children answer orally in the gaps.

Audio

- 1 How many kilos of potatoes?
- 2 How many cartons of milk?
- 3 How many bags of pasta?
- 4 How many cans of olives?
- 5 How many packets of biscuits?
- 6 How many bottles of lemonade?

Answers: 1 three kilos of potatoes 2 two cartons of milk
3 two bags of pasta 4 one can of olives
5 three packets of biscuits 6 four bottles of lemonade

ACTIVITY 3 5 minutes

- 1 Ask children to read the speech bubbles aloud.
- 2 Say **Say**. The children work in pairs, taking it in turn to ask and answer questions.
- 3 Everyone says *Goodbye*.

REVIEW 5 minutes

- 1 Put the children into teams. Give them time to memorise the items and quantities on the shopping list in Activity 1. They close their books and see how many items they can recall.
- 2 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 32

As Period 1.

LANGUAGE BUILDING 7 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Display the number flashcards 1–20 in random order. Ask children to order them 1–20, saying the word for each.

- 2 Show the wordcards for the numbers 1–20 in random order. Ask children to read them aloud and identify the correct number card each time.
- 3 Elicit the words in the book. Ask children to identify the correct number flashcard each time.
- 4 Say **Read and match**. Check that the children are matching the numbers and words correctly.
- 5 Elicit answers using the number flashcards and the number wordcards.

Answers: 12 twelve 3 three 15 fifteen 7 seven
20 twenty 2 two 5 five 19 nineteen

ACTIVITY 2 5 minutes

- 1 Ask children to read the phrases aloud.
- 2 Elicit phrases for the items, including containers.
- 3 Say **Match**. Check that the children are matching the phrases and pictures correctly.
- 4 The children check their work in pairs.
- 5 Elicit answers. The children correct their work.
- 6 Ask *How many packets of biscuits?* Elicit *Seven packets of biscuits*. Model writing seven as an example in the book.
- 7 Say **Write**. Check that the children are writing the numbers correctly.
- 8 The children check their work in pairs.
- 9 Elicit answers. Ask a child to write each number word on the board. The children correct their work.

! You could set up an extension activity by asking children to make up and dictate a shopping list to a partner who writes it down. They take it in turn to dictate and write. They then check each other's work.

Answers: 1 a 2 d 3 f 4 e 5 c 6 b
1 seven 2 three 3 two 4 four 5 one 6 two

ACTIVITY 3 10 minutes

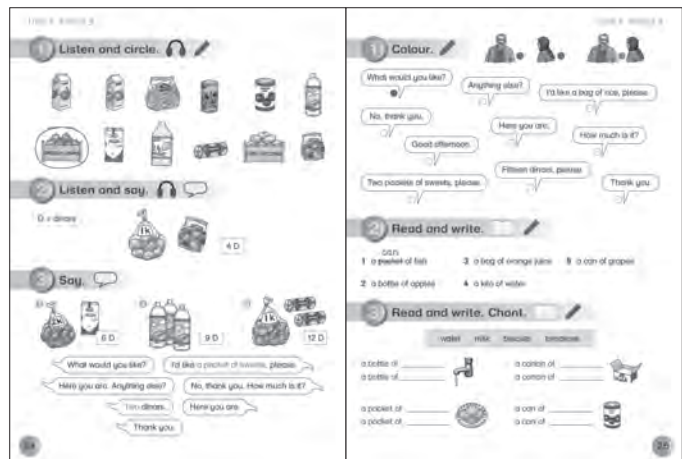
- 1 Write *bga of pasta* on the board. Look puzzled. Ask *What is it?* Elicit *A bag of rice*. Say **Write**. Check that the children are unscrambling and writing the words correctly.
- 2 Say **Say**. The children read their answers aloud in pairs.
- 3 Elicit answers. The children correct their work.
- 4 Everyone says *Goodbye*.

Answers: 1 bag 2 kilos 3 packet 4 can
5 bottle 6 carton

Aims to buy food/drinks in a shop; to talk about the cost of items

Key language *What would you like? I'd like ... please. Anything else? How much is it? Here you are. Thank you.*

Materials Pupil's Book, CD 1, Unit 4 Poster, Flashcards (Unit 4), Wordcards (see Language Building for details)
Plus (for Period 4): red, blue and green pencils/pens for each child



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 35

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 4 Poster.
 - Elicit the food and drink with containers.
 - Use the poster to introduce *sweets*. Ask *Do you like sweets?* Elicit answers. Say *A bottle of sweets*. Elicit the correct version: *a packet of sweets*.
- 3 Use Unit 4 flashcards to elicit, e.g. *a carton of milk*.
- 4 Say **Listen**. Play recording. The children listen and read the text in Activity 3 in their books. Repeat: the children read aloud along with the recording.

Audio

- *What would you like?*
- *I'd like a packet of sweets, please.*
- *Here you are. Anything else?*
- *No, thank you. How much is it?*
- *Two dinars.*
- *Here you are.*
- *Thank you.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What / would / you / like / ? I'd / like / .*
Plus a selection of wordcards from Unit 4 Period 1

- 1 Distribute the wordcards for *What would you like?* to five children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.

- 2 Display the other wordcards too. Ask children to make up answers to the question.

ACTIVITY 1 10 minutes 36

- 1 Elicit the items pictured, e.g. *A carton of orange juice*.
- 2 Say **Listen and circle**. Continue playing recording, pausing so the children can circle the food item each time.
- 3 Display Unit 4 flashcards. Play recording again, pausing after each item and asking a child to identify the correct flashcard. The children correct their work.

Audio

- *Good morning, Mr Nader.*
- *Good morning, Mrs Reem. What would you like?*
- *I'd like a kilo of apples, please. And two bottles of water.*
- *Here you are. Anything else?*
- *Two cartons of juice, please.*
- *Apple juice or orange juice?*
- *Orange juice. And I'd like a packet of biscuits.*
- *What about some oranges? They're very nice.*
- *No, I don't need oranges today. Can I have three cans of tomatoes, please?*
- *Of course. Anything else?*
- *No, thank you. How much is it?*
- *Twenty dinars.*
- *Here you are.*
- *Thank you.*

Answers: circles around: *apples; water; orange juice; biscuits; cans of tomatoes*

ACTIVITY 2 5 minutes 37

- 1 Elicit the items pictured and what 4D means.

- Say **Listen and point**. On first listening, the children point to the items as they are mentioned.
- Say **Listen and say**. Play recording again, pausing at the end of each line so that the children can repeat it. Repeat.

Audio

- Good morning. What would you like?
- Good morning. I'd like a kilo of potatoes, please.
- Here you are.
- And I'd like a packet of sweets, please.
- Anything else?
- No, thank you. How much is it?
- Four dinars.
- Here you are.
- Thank you.

ACTIVITY 3 10 minutes

- Elicit the items pictured, including containers and prices.
- Model the dialogue with a confident child: you play the part of the shopkeeper; the child plays the part of the customer. Read the speech bubbles aloud.
- Elicit dialogues using sets 2 and 3 of picture prompts.
- Say **Say**. Put the children in groups of four: two play the role of shopkeeper and customer; the other two assess their performance, giving constructive feedback. They then swap roles.
- Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 8 minutes 35

As Period 3.

LANGUAGE BUILDING 7 minutes

As Period 3.

ACTIVITY 1 10 minutes

- Elicit the people pictured: shopkeeper, customer, shopkeeper + customer.
- Point and say *What would you like? Who says 'What would you like?'* Point to the customer: *She says it?* Elicit *No*. Point to the grocer: *He says it?* Elicit *Yes*. Say *He – blue*.
- Say **Colour**. Model colouring the circle by *What would you like?* blue as an example.
- Repeat **2** with the other speech bubbles using red and green.
- Say **Colour**. Check that the children are colouring the circles correctly.

- Elicit answers. Ask the children to hold up the correct colour of pencil for each sentence. The children correct their work.

Answers: *Blue (grocer): What would you like? Anything else? Fifteen dinars, please. Here you are.*

Red (customer): Two packets of sweets, please. I'd like a bag of rice, please. No, thank you.

Green (either): Good afternoon, Here you are. Thank you.

ACTIVITY 2 5 minutes

- Ask a child to read the first phrase. Look puzzled. Say *A packet of fish?*, stressing the container. Elicit *A can of fish*.
- Repeat **1** with the other prompts. Accept all plausible alternatives.
- Say **Read and write**. Check that the children are correcting the container each time.
- The children check their work in pairs.
- Elicit answers. Write them on the board.

Answers: *1 can 2 bag/kilo 3 carton 4 bottle 5 kilo*

ACTIVITY 3 10 minutes

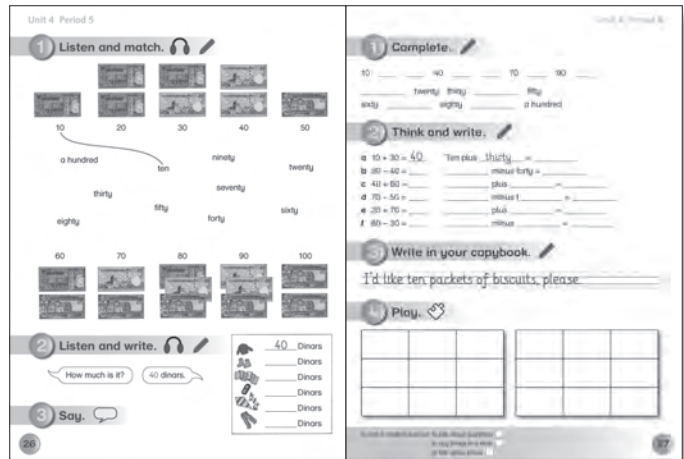
- Elicit the items pictured.
- Ask a child to read the words in the wordbox aloud. Ask different children to read the phrases aloud, completing them with the correct item.
- Say **Read and write**. Help as necessary.
- Elicit answers. Write answers on the board: on the left – *a bottle of water, a packet of biscuits*; on the right – *a carton of milk, a can of tomatoes*. The children correct their work.
- Put the class in two groups. Say **Chant**. Group 1 starts the chant (using text on the left); Group 2 responds (using text on the right). So:
Group 1: *A bottle of water – A bottle of water.*
Group 2: *A carton of tomatoes – A carton of tomatoes.*
Group 1: *A packet of biscuits ... etc.*
Encourage them to get a good rhythm going. Repeat, then swap roles and repeat again.
- Ask the children for ideas for new verses. Write these on the left and right side of the board.
- Everyone says *Goodbye*.

Answers: *a bottle of water; a carton of milk; a packet of biscuits; a can of tomatoes*

Aims to learn numbers (tens); to talk about the cost of items

Key language *ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred, dinars*

Materials Pupil's Book, CD 1, Unit 4 Poster, Flashcards (Unit 4, numbers (tens: 10–100), Wordcards (see Language Building for details)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes **38**

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What's the time?* Elicit response, prompting as necessary (*It's one/two (etc.) o'clock.*)
- 3 Show Unit 4 Poster. Ask *What can you see?* Elicit the food and drink with containers.
- 4 Show the number flashcards in sequence. Say **Listen**. Play recording, pointing to the numbers.
- 5 Say **Listen and say**. Play recording again. This time the children join in the counting. Repeat several times.

Audio

ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred*

- 1 Display number flashcards on the left hand side of the board and the wordcards on the right, both in random order. Say a number and ask a child to match the flashcard and wordcard, putting them together on the board. Repeat.
- 2 Ask the children to put the flashcards in number sequence (10, 20, 30 ...). Repeat with the wordcards.

Help the children identify patterns, e.g. they all end in /ty/, some start the same way, e.g. *six – sixty, seven – seventy*, etc. This will help them remember the words.

ACTIVITY 1 10 minutes **39**

- 1 Point to the notes and ask *What's this?* Elicit *Dinars*.
- 2 Elicit the number by each group of notes.
- 3 Say **Listen and match**. Model what you want the children to do with an example. Play recording, pausing so the children can listen and match the number with the correct number word.
- 4 The children check their work in pairs.
- 5 Elicit answers. Ask a child to find the word and flashcard pair and display on the board. The children correct their work.

Audio

ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred

Answers: 10 ten 20 twenty 30 thirty 40 forty 50 fifty 60 sixty 70 seventy 80 eighty 90 ninety 100 a hundred

ACTIVITY 2 5 minutes **40**

- 1 Display the number flashcards (tens). Call out numbers in random order and ask the children to find the correct flashcard.
- 2 Say **Listen**. Play recording, pausing after the first exchange. Ask *How much is the sweater?* Elicit *Forty dinars*. Say **Write**. Model writing 40 as an example in the book.
- 3 Say **Listen and write**. Continue playing recording, pausing so that the children can write in the price each time.
- 4 Elicit answers. Ask a child to identify the correct number flashcard each time. The children correct their work.

Audio

- I like the sweater. How much is it?
- Forty dinars.
- How much are the green boots?
- They're eighty dinars.
- How much is it?
- Six books ... That's 10, 20, 30, 40, 50, 60 – sixty dinars.
- I'd like the black phone, please. How much is it?
- It's a hundred dinars.
- Can I have a kite, mum?
- Yes. How much is it?
- It's ten dinars.
- I need new jeans.
- How much are they?
- Fifty dinars.

Answers: 40, 80, 60, 100, 10, 50

ACTIVITY 3 10 minutes

- 1 Ask children to read aloud the speech bubbles in Activity 2.
- 2 Remind the children of the different forms used for singular and plural: *How much is the sweater?* and *How much are the boots?* Hold up items in random order (e.g. three pencils, one book, two rulers, etc.) to elicit *is/are* as appropriate.
- 3 Point to the boots and say *How much ...?* Elicit the complete question: *How much are the boots?*, then elicit the response: *Eighty dinars.*
- 4 Repeat 2 with the other items on the list.
- 5 Say **Say**. Put the children in pairs: they take it in turn to ask and answer questions about the items on the shopping list in Activity 2.
- 6 Everyone says *Goodbye*.

! You could extend this activity by having the children make up their own shopping list (with different items and prices) to discuss.

Period 6 – Practise**LANGUAGE PRESENTATION 8 minutes**  **38**

As Period 5.

LANGUAGE BUILDING 7 minutes

As Period 5.

ACTIVITY 1 5 minutes

- 1 Count in tens as a class (10–100: *Ten, twenty, thirty, ...* etc.).
- 2 Say **Complete**. Check that the children are writing the numbers correctly.

- 3 Hand out the number flashcards (tens). Elicit answers. The child with the appropriate card holds the card up. By the end, all the numbers should be displayed in sequence.
- 4 Read the number word sequence aloud, eliciting the missing words.
- 5 Display the number wordcards (tens) in random order. Say **Complete**. Check that the children are completing the sequence correctly.
- 6 Elicit answers, asking a child to identify the correct wordcard each time. The children correct their work.

ACTIVITY 2 5 minutes

- 1 Introduce *plus* and *minus* as words commonly used in sums.
- 2 Model how to do the sums on the left. Use the number flashcards to make a sum on the board: $10 + 30 =$ Elicit *40*. and ask a child to write the number to complete the sum.
- 3 Repeat 1 with $50 - 40 = 10$. (If the children need more support, do all the sums in the book orally.)
- 4 Say **Think and write**. Monitor and help as necessary. The children work on the number sums, not the word versions.
- 5 Elicit answers, using the same approach as in 2. The children correct their work.
- 6 Model how to do the word sums on the right, using flashcards and wordcards: $10 + 30 = 40$ *Ten plus thirty = forty*.
- 7 Say **Think and write**. Monitor and help as necessary.
- 8 Elicit answers, using the same approach as in 5.
- 9 Read each sum aloud together.

Answers: a 40 *Ten plus thirty is forty.* b 10 *Fifty minus forty is ten.* c 100 *Forty plus sixty is a hundred.* d 20 *Seventy minus fifty is twenty.* e 90 *Twenty plus seventy is ninety.* f 50 *Eighty minus thirty is fifty.*

ACTIVITY 3 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

ACTIVITY 4 10 minutes

- 1 Draw a bingo grid on the board and model what you want the children to do with an example. Write up the numbers 0–20, 30, 40, 50, 60, 70, 80, 90. Ask them to choose nine numbers and write them in the first grid.
- 2 Say *Play*. Call out numbers randomly (keeping a note of the ones you say). When they hear a number they have, the children score it through in the grid. The first child to have correctly scored through all his/her numbers is the winner. He/She calls out *Bingo!*
- 3 Repeat using the second grid. If you want to play again, ask the children to draw new grids.
- 4 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 5 Everyone says *Goodbye*.

Aims to revise vocabulary from Units 1–4
Key language language from Units 1–4 (see pp. 10–11 for summary)
Materials Pupil's Book, CD 1, Unit 2 Poster, Flashcards (Unit 2 – rooms)

Period 1

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 2 flashcards (rooms) to elicit rooms.
- 3 Show Unit 2 Poster. Ask *What can you see?* to elicit the activities.
- 4 Draw a cross and a tick on separate pieces of paper. Hold the cross by the first picture on the poster to elicit *He's not reading a newspaper*. Repeat for the other activities on the poster, using the tick or cross to prompt in random order.

ACTIVITY 1 5 minutes 41

- 1 Elicit what's happening in picture one, then ask a child to read the sentence. Ask *Yes or no?* Elicit *Yes*. Write a tick on the board. Repeat with the other pictures, eliciting *Yes./No* and tick/cross, as appropriate.
- 2 Say **Write**. Elicit answers, using the approach in 1. Ask for the correct version of the sentences that are false. The children correct their work.
- 3 Say **Listen and check**. Play recording, pausing so the children can check their work.

! *brush* is new. Encourage the children to work out what *brush her teeth* means, using what they do know and the picture to help them. Explain that this is a very useful strategy for working out new words.

Audio

- 1 *Nour's in the living room. She's watching TV.*
- 2 *Hamzah's in his bedroom. He isn't sleeping. He's playing with his toys.*
- 3 *Fiona and her mother are cooking in the kitchen.*
- 4 *Fiona's dad's in the garden. He isn't reading a book. He's reading a newspaper.*
- 5 *Walid and Hala are at school. They're drawing.*
- 6 *Amal's brushing her teeth in the bathroom.*

Answers: 1 ✓ 2 ✓ 3 ✗ – *They aren't playing with toys. / They're cooking.* 4 ✓ 5 ✗ – *They're drawing.* 6 ✓

ACTIVITY 2 5 minutes 42

- 1 Say **Listen**. Play recording, pausing so the children can identify which fact is wrong each time, the room or the activity (the first 3 are activity and the last 3 are room).
- 2 Say **Listen and say**. Play recording, pausing so the children can say the correct versions.

Audio

- 1 *Nour's having a shower in the living room.*
- 2 *Hamzah's in his bedroom. He's cooking.*
- 3 *Fiona and her mother are in the kitchen. They're sleeping.*
- 4 *Fiona's dad is reading a newspaper. He's in his bedroom.*
- 5 *Walid and Hala are in the kitchen. They're drawing.*
- 6 *Amal's brushing her teeth. She's in the kitchen.*

- Answers:** 1 Nour isn't having a shower. She's watching television.
 2 Hamzah isn't cooking. He's playing with his toys.
 3 Fiona and her mother aren't sleeping. They're cooking.
 4 Fiona's dad isn't in his bedroom. He's in the garden.
 5 Walid and Hala aren't in the kitchen. They're at school.
 6 Amal isn't in the kitchen. She's in the bathroom.

ACTIVITY 3 5 minutes

- 1 Ask pairs of children to read the speech bubbles aloud.
- 2 Say *Picture one. She isn't in the kitchen.* Elicit *She's in the living room.* Repeat with the other pictures in random order, each time choosing a different (but still incorrect) room.
- 3 Repeat **2**, this time making negative statements about the activities the people are doing, e.g. *Picture three. They're not drawing.* to elicit *They're cooking.*
- 4 Say **Say**. The children work in pairs, taking it in turn to say a negative sentence about a picture and to respond with a positive one.

ACTIVITY 4 10 minutes

- 1 Ask children to read aloud the questions. For each one, elicit the answer. Help the children work out the answer by getting them to identify that the key words in the questions, e.g. *How old are you?*, will need an answer with a number.
- 2 Say **Read and match**. Monitor and help as necessary.
- 3 The children check their work in pairs.
- 4 Elicit answers. Ask a child to write answers on the board. The children correct their work.

Answers: 1e 2a 3c 4d 5f 6b

ACTIVITY 5 10 minutes

- 1 Elicit sentences for the prompts. Make sure children understand that the cross through the pictures means a negative (they need to use *isn't*).
- 2 Say **Write**. Monitor and help as necessary.
- 3 The children check their work in pairs.
- 4 Elicit answers. Write them on the board. The children correct their work.
- 5 Everyone says *Goodbye*.

Answers: 1 He isn't in the kitchen. He's in the living room.
 2 She isn't in the bathroom. She's in the bedroom.
 3 He isn't having a shower. He's playing with toys.
 4 She isn't watching TV. She's sleeping.

Aims to revise vocabulary from Units 1–4
Key language language from Units 1–4 (see pp. 10–11 for summary)
Materials Pupil's Book, CD 1, Unit 3 Poster

Unit 5 Period 2

1 Circle, Listen and check.

1 The apples are on the table. On the shelf.
 2 The bottle of water is in / next to the cupboard.
 3 The green t-shirt is on the table / in the drawer.
 4 The bag is on / under the chair.
 5 The shoes are in front of / under the bin.
 6 The socks are under / in the bag.
 7 The ball is in front of / behind the bin.
 8 The pen is in / on the drawer.

2 Listen and say.

3 Say and do.

Where's the ball? It's behind the bin.

Unit 5 Period 2

4 Match and write.

1 cupboard 4 _____ 7 _____
 2 _____ 5 _____ 8 _____
 3 _____ 6 _____ 9 _____

5 Write.

behind in on under next to on front of

1 _____ 2 _____ 3 _____
 4 _____ 5 _____ 6 _____
 7 _____ 8 _____ 9 _____

Period 2

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 3 Poster. Use it to review vocabulary and prepositions.

ACTIVITY 1 5 minutes **43**

- 1 Ask a child to read aloud each sentence. Give the class time to look at the picture and elicit the correct version from the two options given each time.
- 2 Say **Circle**. Monitor and help as necessary.
- 3 The children check their work in pairs, explaining why if they have different answers from each other.
- 4 Say **Listen and check**. Play recording, pausing so the children can check their work and make corrections. Repeat if necessary.

Audio

- Mum, I can't find the apples!
- They're on the shelf – and your bottle of water is next to the cupboard.
- Mum, where's my green t-shirt?
- It's on the table in the kitchen.
- Is my bag in the kitchen, too?
- Yes. It's on the chair. Mum, can you see my shoes?
- They're in front of the bin.
- Mum, where are my red socks?
- There – under your bag.
- Thanks. Oh, Tom can't find his ball.
- It's behind the bin. Now, where's my pen?
- It's in the drawer!

Answers: 1 on the shelf 2 next to 3 on the table 4 on 5 in front of 6 under 7 behind 8 in

ACTIVITY 2 10 minutes **44**

- 1 Say **Listen**. Play recording. On first listening, the children listen to the questions and find the items in the picture in Activity 1.
- 2 Say **Listen and say**. Play recording, pausing so that the children can respond to the questions.

Audio

- | | |
|--------------------------------|----------------------------|
| 1 Where are the apples? | 4 Where's the bag? |
| 2 Where's the bottle of water? | 5 Where are the shoes? |
| 3 Where's the green t-shirt? | 6 Where are the red socks? |
| | 7 Where's the ball? |
| | 8 Where's the pen? |

Answers: 1 on the shelf 2 next to the cupboard 3 on the table 4 on the chair 5 in front of the bin 6 under the bag 7 behind the bin 8 in the drawer

ACTIVITY 3 5 minutes

- 1 Review the actions for the prepositions.
- 2 Ask the question in Activity 2 recording again, in random order. As children respond, encourage the whole class to repeat the phrase and do the appropriate action.
- 3 Say **Say and do**. The children work in pairs, taking it in turn to ask and answer questions about where the items are in the picture in Activity 1. Each time they answer, they do the appropriate action for the preposition.

ACTIVITY 4 7 minutes

- 1 Write on the board: (on the left) *cup*; (on the right, in a column) *g, in* and *board*. Say *Cup...?* and look puzzled. Elicit *Cupboard*. Say **Match**. and draw a line between *cup* and *board*. Say **Write**. Write *cupboard*.
- 2 Say **Match** and **write**. Monitor and help as necessary.
- 3 The children check their work in pairs.
- 4 Elicit answers. Ask children to write the whole words on the board. The children correct their work.

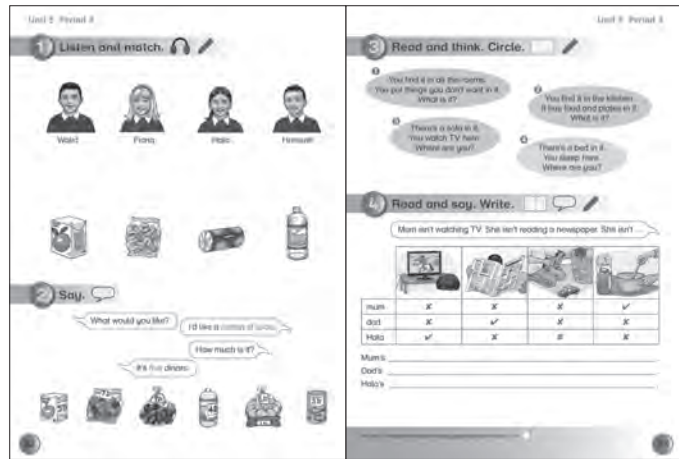
Answers: 1 *cupboard* 2 *drawer* 3 *shelf* 4 *bin* 5 *carton*
6 *bottle* 7 *bag* 8 *packet* 9 *can*

ACTIVITY 5 8 minutes

- 1 Ask a child to read the words in the wordbox aloud.
- 2 Elicit where the ball is in each picture.
- 3 Say **Write**. Monitor and help as necessary.
- 4 The children check their work in pairs.
- 5 Elicit answers. Write them on the board. The children correct their work.
- 6 Everyone says *Goodbye*.

Answers: 1 *on* 2 *under* 3 *behind* 4 *next to* 5 *in front of*
6 *in*

Aims to revise vocabulary from Units 1–4
Key language language from Units 1–4 (see pp. 10–11 for summary)
Materials Pupil's Book, CD 1, Unit 4 Poster



Period 3

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 4 Poster to elicit items of food and drink with containers.

ACTIVITY 1 10 minutes **45**

- 1 Elicit the people and food items (including containers) pictured.
- 2 Say **Listen**. Play recording. On first listening, the children focus on finding out who each item belongs to.
- 3 Say **Listen and match**. Play recording, pausing at the end of section 1. Ask *Is this Walid's packet of biscuits?* Elicit *No*. Ask *Is it Fiona's packet of biscuits?* Elicit *Yes*. Say **Match**. Model drawing a line between Fiona and the biscuits in the book.
- 4 Elicit answers. The children correct their work.

Audio

- | | |
|---|---------------------------------------|
| - One | - Three |
| - Is this your packet of biscuits, Walid? | - Is this your bottle of water, Hala? |
| - No, it's Fiona's. | - No, it's Walid's. |
| - Two | - Four |
| - Hamzah, is this your carton of juice? | - Is this your bag of nuts, Hala? |
| - Yes, it is. | - Yes, it is. |

Answers: lines matching: 1 Fiona – biscuits 2 Hamzah – juice
 3 Walid – water 4 Hala – nuts

ACTIVITY 2 5 minutes

- 1 Ask pairs of children to read the speech bubbles aloud.
- 2 Point to the sweets and ask *What would you like?* Elicit *I'd like a packet of sweets*. Write ?D on the board to elicit *How much is it?* Write 7D on the board and say *It's seven dinars*.
- 3 Repeat 2 using the other picture prompts in the book.
- 4 Say **Say**. The children work in pairs, taking it in turn to play the shopkeeper and customer.

ACTIVITY 3 10 minutes

- 1 Say **Read and think**. Ask the children to read each description aloud. Elicit what is being described each time. Display the wordcards for the answers for support.
- 2 Say **Circle**. Model what you want the children to do with an example. Read a description and say *What is it?* Elicit *A bin*. Ask the children how they worked it out.
- 3 The children check their work in pairs. If they have a different answer from their partner, they explain it.
- 4 Elicit answers. Write them on the board. Accept all plausible answers. The children correct their work.

Answers: 1 a bin 2 a cupboard 3 the living room
 4 your bedroom

ACTIVITY 4 10 minutes

- 1 Ask a child to read aloud the speech bubble. Elicit sentences along the same lines, using the information in the grid.
- 2 Say **Read and say**. The children work in pairs, taking it in turn to tell each other about what each character is/isn't doing.
- 3 Say **Write**. Ask *What's mum doing?* Elicit *Mum's cooking*. Model writing this in the book as an example.
- 4 Say **Write**. Check that the children are writing what each character is doing.

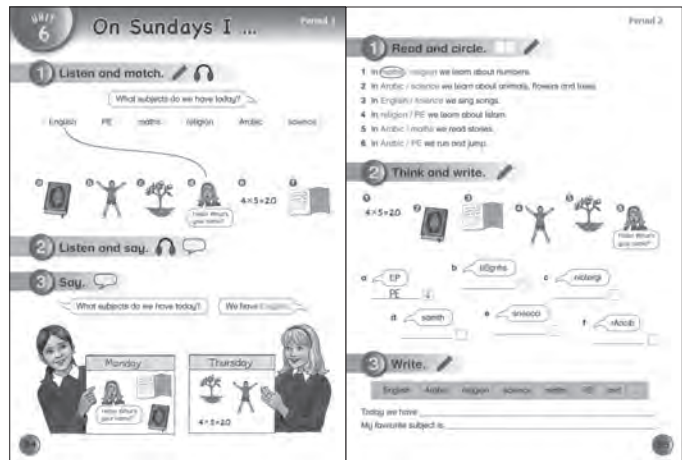
- 5 The children check their work in pairs.
- 6 Elicit answers. Write them on the board. The children correct their work.
- 7 Everyone says *Goodbye*.

Answers: *Mum's cooking.; Dad's reading a newspaper.; Hala's watching TV.*

Aim to talk about school subjects

Key language *science, maths, English, Arabic, religion, PE*

Materials Pupil's Book, CD 1, Unit 6 Poster, Flashcards (Unit 6 – school subjects), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 46

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What's the weather?* Elicit response, prompting as necessary (*It's hot/cold and sunny/rainy/cloudy/windy.*).
- 3 Show Unit 6 Poster.
 - Ask *What can you see?* Elicit as much as possible in English (e.g. *teacher, girl, boy, school, book, lion, tiger, etc.*)
 - Ask children to read the days of the week aloud.
- 4 Show Unit 6 flashcards (school subjects). Say **Listen**. Play recording, pointing to the flashcards.
- 5 Point to the flashcards in random order to elicit the subject.

Audio

maths, PE, Arabic, science, religion, English

*What subjects do we have today?
We have English and maths.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *English / Arabic / PE / religion / science / maths*

What / subjects / do / we / have / today / ? / We / have / .

- 1 Display the subject flashcards and wordcards. Ask the children to match them.

- 2 Distribute the wordcards for *What subjects do we have today?* to seven children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.
- 3 Ask the children to make this answer to the question: *We have Arabic.*
- 4 Ask the children to make as many other answers as possible (six, including this one).

ACTIVITY 1 10 minutes 47

- 1 Ask children to read the speech bubble and words aloud.
- 2 Elicit the school subjects pictured.
- 3 Say **Listen and match**. Play recording, pausing so the children can match the subject to the correct picture each time.
- 4 Elicit answers. Write them on the board. The children correct their work.

Audio

- *What subjects do we have today?*
- *We have English.*
- *Great! I like speaking English and I like singing songs!*
- *And we have maths. I like numbers.*
- *Anything else?*
- *Ummm ... PE. We can jump and run.*
- *Yes, PE's fun. Do we have Arabic?*
- *Yes.*
- *Good. I like reading stories.*
- *And we have science.*
- *I like learning about trees, flowers and animals.*
- *Me too. And we have religion. I like reading the Qu'ran.*

Answers: *English d; maths e; PE b; Arabic f; science c; religion a*

ACTIVITY 2 5 minutes 48

- 1 Say **Listen**. Play recording for Activity 1 again.
- 2 Tell the children they are now going to be asked questions about school subjects. Say **Listen and say**. Play recording for Activity 2, pausing for the children to say the subject each time.
- 3 Repeat 2, without pausing this time.

Audio

- 1 You speak and sing songs in ...
- 2 You learn about numbers in ...
- 3 You run and jump in ...
- 4 You read stories in ...
- 5 You learn about animals, flowers and trees in ...
- 6 You read the Qu'ran in ...

Answers: 1 English 2 maths 3 PE 4 Arabic
5 science 6 religion

ACTIVITY 3 5 minutes

- 1 Ask a pair of children to read the speech bubbles aloud.
- 2 Say **Say**. Put the class in two groups. One group asks the question, the other answers. Use the Unit 6 flashcards (school subjects) as prompts.
- 3 Say **Say**. The children work in pairs, taking it in turn to ask and answer using one of the timetables.

REVIEW 5 minutes

- 1 Show the subject flashcards, each time saying the wrong subject. The children correct you.
- 2 Display the subject flashcards and elicit the words. Tell the children to close their eyes. Remove a card. The children look and tell you which card is missing. Repeat several times.
- 3 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 46

As Period 1.

LANGUAGE BUILDING 7 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Ask children to read the sentences aloud. For each one elicit the correct version from the two options given.
- 2 Say **Read and circle**. Monitor and help as necessary.
- 3 Display the subject wordcards. Elicit answers, asking a child to identify the correct wordcard each time. The children correct their work.

Answers: 1 maths 2 science 3 English 4 religion
5 Arabic 6 PE

ACTIVITY 2 10 minutes

- 1 Remove the subject flashcards and wordcards.
- 2 Elicit the subjects pictured.
- 3 Say **Think**. Write *EP* on the board and look puzzled. Elicit *PE*.
- 4 Say **Think and write**. Check that the children are unscrambling and writing the words correctly.
- 5 Ask the children to match the words to the pictures.
- 6 The children check their work in pairs.
- 7 Display the subject flashcards and wordcards in random order. Elicit answers, asking a child to find the correct pair of cards each time. The children correct their work.

Answers: a PE 4 b English 6 c religion 2 d maths 1
e science 5 f Arabic 3

ACTIVITY 3 5 minutes

- 1 Ask children to read the words in the wordbox aloud, then the sentence openings.
- 2 Write on the board:
English and science
English, science and maths
- 3 Ask the children what is different. Help them notice that when you have more than two things in a list, you only use *and* for the last two items; you separate all the other items using a comma.
- 4 Say **Write**. Monitor and help as necessary. Check that the children are using the comma correctly.
- 5 The children check each other's work in pairs.

REVIEW 5 minutes

- 1 Elicit children's favourite subjects.
- 2 Take a class vote (by a show of hands) to find out the three most popular subjects.
- 3 Everyone says *Goodbye*.

Aims to say what subjects you do on different days

Key language *science, maths, English, Arabic, religion, PE; Sunday, Monday, Tuesday, Wednesday, Thursday; On Sundays I have PE.*

Materials Pupil's Book, CD 1, Unit 6 Poster, Flashcards (Unit 6 – subjects), Wordcards (see Language Building for details)

Unit 6 Period 3

1 **Read. Listen and write.**

Sunday	Monday	Tuesday	Wednesday	Thursday
Arabic	religion	English	Arabic	religion
religion	science	science	maths	maths
PE	PE	Arabic	PE	English

1 Monday 2 _____ 3 _____ 4 _____ 5 _____

2 **Listen and tick (✓). Write.**

On Sundays I have PE.

	maths	science	PE	Arabic	religion	English
Sunday			✓	✓	✓	
Monday						
Tuesday						
Wednesday						
Thursday						

Fiona's favourite subject is _____

3 **Listen and say.**

4 **Say.**

What subjects do you have on Monday? I have science and English.

What's your favourite subject? My favourite subject is maths.

Unit 6 Period 4

1 **Say and tick (✓). Write.**

What's your name? _____

What's your favourite subject? _____

Name	maths	science	PE	Arabic	English	religion
Mus.						

favourite subject is _____

Fiona's favourite subject is _____

2 **Write. Listen and check.**

On Sundays we have _____ English.

We say "Hi. How are you?"

On Mondays it's _____

And we look _____

On Tuesdays we have _____

We learn to write and speak.

On Wednesdays we have _____

On Thursdays we have _____

On Fridays it's our favourite

The teacher says to me: _____

Please sit on the jump and skip and hop.

The subject is _____

3 **Sing.**

Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 49

- Greet the class. Encourage the children to respond.
- Show Unit 6 Poster.
 - Elicit the school subjects and any other items.
 - Ask children to read the days of the week aloud.
 - Introduce the new structure *On Sundays*. Explain to children that you use this when you are talking about things which happen every week. To say something is happening on one Sunday, you say *On Sunday*.
- Say **Listen and say**. Play recording, pausing after the first sentence. Ask *When do I have PE?* Elicit *On Sundays*. Continue playing recording, repeating this sequence.

Audio

On Sundays I have PE.
On Mondays I have religion.
On Tuesdays I have Arabic.
On Wednesdays I have science.
On Thursdays I have maths and English.

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *On /Sundays / Mondays / Tuesdays / Wednesdays / Thursdays / I / have*
 Plus subject wordcards from Unit 6 Period 1

- Display the wordcards and flashcards of the subjects.
- Say *On Mondays I have English*. Ask a child to find the words and make a sentence. The class confirm and read it aloud. Put the sentence on the board.
- Repeat 2, using different days and different subjects.

ACTIVITY 1 5 minutes 50

- Say **Read**. Ask the children to read the timetable aloud.
- Say **Listen**. Play recording. The children identify the day described each time, using the timetable.
- Say **Listen and write**. Play recording again, pausing so the children can write the day, using the timetable.
- Display the wordcards for days of the week. Elicit answers, asking a child to identify the correct wordcard each time. The children correct their work.

Audio

- Today we have religion, science and PE. What day is it?*
- We have religion, maths and English. It's my favourite day.*
- It's my favourite day. We have Arabic, religion and PE.*
- We have Arabic, maths and PE. I don't like this day.*
- I don't like this day. We have English, science and Arabic.*

Answers: 1 Monday 2 Thursday 3 Sunday
 4 Wednesday 5 Tuesday

ACTIVITY 2 10 minutes 51

- Introduce the new structure *On Mondays*. Make it clear that this is used only to talk about regular events.
- Say **Read**. Ask the children to read aloud the speech bubble, the subjects and the days of the week.
- Say **Listen and point**. Play recording. On first listening, the children point to the days and subjects as they hear them.
- Say **Listen and tick**. Play recording, pausing so that the children can tick the correct boxes in the grid.
- Play recording again, so the children can check answers.
- Say **Write**. Ask *What's Fiona's favourite subject?* Elicit *PE*. Give the children time to write it.

Audio

- What subjects do you have, Fiona?
- On Sundays I have English, Arabic and PE. I love PE – it's my favourite subject. On Mondays I have science, English and religion.
- What do you have on Tuesdays?
- Arabic and PE. I have maths too.
- And on Wednesdays?
- I have science, maths and religion on Wednesdays. And on Thursdays I have religion, English and PE.

Answers: Sunday: English, Arabic and PE
Monday: science, English and religion
Tuesday: Arabic, PE and maths
Wednesday: science, maths and religion
Thursday: religion, English and PE
favourite subject: PE

ACTIVITY 3 5 minutes  **52**

- 1 Say **Listen**. Play recording. On first listening, the children identify the day being described each time.
- 2 Say **Listen and say**. Play recording, pausing after each question so the children can answer, using the information in the grid in Activity 2.

Audio

- 1 When does Fiona have Arabic, PE and maths?
- 2 When does she have English, Arabic and PE?
- 3 When does she have religion, English and PE?
- 4 What subjects does she have on Wednesdays?
- 5 What subjects does she have on Mondays?
- 6 What's Fiona's favourite subject?

Answers: 1 On Tuesdays 2 on Sundays 3 on Thursdays
4 science, maths and religion 5 science, religion and English
6 PE

ACTIVITY 4 5 minutes

- 1 Ask pairs of children to read the speech bubbles aloud.
- 2 Ask *What subjects do you have on Tuesdays?* Elicit answers, with the children using details from their own school timetable. If you do not have a timetable, ask the children to use Fiona's in Activity 2.
- 3 Say **Say**. Ask several children *What's your favourite subject?* Elicit responses.
- 4 Put the children in pairs to ask and answer the questions, using their own details (or Fiona's timetable if necessary).
- 5 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 8 minutes**  **49**

As Period 3.

LANGUAGE BUILDING 7 minutes

As Period 3.

ACTIVITY 1 10 minutes

- 1 Ask children to read the speech bubbles aloud, then the words in the grid.
- 2 Say **Tick**. Ask the children to complete the first row by ticking their own favourite subject.
- 3 Say **Say and tick**. Model the activity with a confident child. The children then ask two friends the questions and complete the grid with the details.
- 4 Say **Write**. The children complete the sentences using the information in the grid. They check their work in pairs.

ACTIVITY 2 10 minutes  **53**

- 1 Ask children to read aloud and complete the song, using the picture + day prompts.
- 2 Say **Write**. Help as necessary.
- 3 Say **Listen and check**. Play recording, pausing so the children can check their work.
- 4 Elicit answers. Ask a child to match the wordcards of the days with the subjects. The children correct their work.

Audio

*On Sundays we have English.
We say 'Hi. How are you?'
On Mondays it's religion.
And we have science too.
On Tuesdays we have Arabic
We learn to write and speak.
On Wednesdays we have maths
Oh, what a busy week!
On Thursdays it's our favourite
The teacher says to me,
'Please run and jump and skip and hop.'
The subject is PE!*

Answers: English; religion; science; Arabic; maths; PE

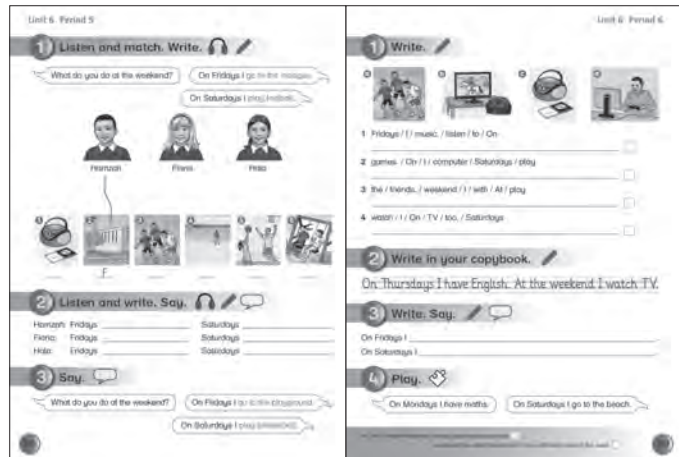
ACTIVITY 3 5 minutes  **54**

- 1 Say **Sing**. Play recording for the children to sing along. Repeat several times.
- 2 Everyone says *Goodbye*.

Aim to talk about what you do at the weekend

Key language *go to the mosque, play football, go to the playground, play basketball, go to the beach, listen to music; What do you do at the weekend? On Fridays/Saturdays I play football.*

Materials Pupil's Book, CD 1, Unit 6 Poster, Flashcards (Unit 6 – activities), Wordcards (see Language Building for details)
Plus (for Period 6): white and coloured paper cut up as cards (see Activity 4 game)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 55

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What's the time?* Elicit response, prompting as necessary (*It's one/two (etc.) o'clock.*).
- 3 Display Unit 6 flashcards (activities) in the order of the recording. Say **Listen**. Play recording, pointing to the activities.
- 4 Show Unit 6 Poster. Point to Tuesday and hold up the flashcard for playing football. Elicit *On Tuesdays I play football*. Repeat with other days and activities.

Audio

*go to the beach
 visit the mosque
 play basketball
 listen to music
 play football
 go to the playground.*

*What do you do on Fridays?
 On Fridays I visit the mosque.*

*What do you do on Saturdays?
 On Saturdays I play football.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What / do /you /do /on /Fridays / Saturdays / ?
 On / Fridays / Saturdays / I / go to the / beach / mosque / playground / play / football / basketball / listen to music /.*

- 1 Distribute the wordcards for *What do you do on Fridays?* to seven children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.

- 2 Display the other wordcards too. Ask children to make the answer *On Fridays I go to the mosque*. Ask them to change it to *On Fridays I go to the playground*.
- 3 Repeat **1** & **2** with *What do you do on Saturdays?* and *I play basketball./I listen to music*.

ACTIVITY 1 10 minutes 56

- 1 Elicit the characters and the activities pictured.
- 2 Say **Listen and match**. Play recording, pausing after each response. On first listening, the children identify the activities the children do, drawing a line to match the person and the activity. Each character does two activities.
- 3 Say **Write**. Play recording again, pausing after each response. This time the children write the first letter of the correct day under each activity, e.g. F = Friday, S = Saturday).
- 4 Display Unit 6 flashcards (activities). Elicit answers, asking a child to identify the correct flashcard and write the correct letter for each one. The children correct their work.

Audio

- *What do you do at the weekend, Hamzah?*
- *On Fridays I go to the mosque with dad.*
- *What about Saturdays?*
- *On Saturdays I play football. What about you, Fiona?*
- *I go to the playground with my friends on Fridays and I play basketball on Saturdays.*
- *What do you do, Hala?*
- *On Fridays I go to the beach with my family. And on Saturdays I listen to music.*

Answers: Hamzah: 2 mosque F, 3 football S;
 Fiona: 6 playground F, 5 basketball S; Hala: 4 beach F, 1 music S

ACTIVITY 2 10 minutes 57

- 1 Say **Listen**. Play recording for Activity 1 again.
- 2 Tell the children they are now going to be asked questions about what Fiona, Hamzah and Hala do at the weekend. On first listening, they should note down short answers to the questions. Say **Listen and write**. Play recording for Activity 2, pausing after each question so the children can note answers, using the information in Activity 1.
- 3 Play recording for Activity 2 again so the children can check their answers.
- 4 Say **Say**. Play recording for Activity 2 again, pausing so the children answer orally in the gaps.

Audio

Hamzah, what do you do at the weekend?
On Fridays ...
On Saturdays ...

Fiona, what do you do at the weekend?
On Fridays ...
On Saturdays ...

Hala, what do you do at the weekend?
On Fridays ...
On Saturdays ...

Answers: Hamzah: I go to the mosque, I play football; Fiona: I go to the playground, I play basketball; Hala: I go to the beach, I listen to music

ACTIVITY 3 5 minutes

- 1 Ask a pair of children to read the speech bubbles aloud.
- 2 Ask Fiona, what do you do at the weekend? Elicit *On Fridays I go to the playground. On Saturdays I play basketball*. Repeat for Hala and Hamzah, using the information in Activity 1.
- 3 Say **Say**. Put the children in pairs: they take it in turn to ask and answer questions as though they were Hala, Hamzah and Fiona, using the information in Activity 1.

Period 6 – Practise

LANGUAGE PRESENTATION 8 minutes 55

As Period 5.

LANGUAGE BUILDING 7 minutes

As Period 5.

ACTIVITY 1 5 minutes

- 1 Elicit the activities pictured (*I play football, etc.*).

- 2 Elicit the first sentence in the correct order. Repeat with the other sentences.
- 3 Say **Write**. Monitor and help as necessary.
- 4 Elicit answers.

Answers: 1 *On Fridays I listen to music.* c 2 *On Saturdays I play computer games.* d 3 *At the weekend I play with friends.* a 4 *On Saturdays I watch TV too.* b

ACTIVITY 2 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

ACTIVITY 3 5 minutes

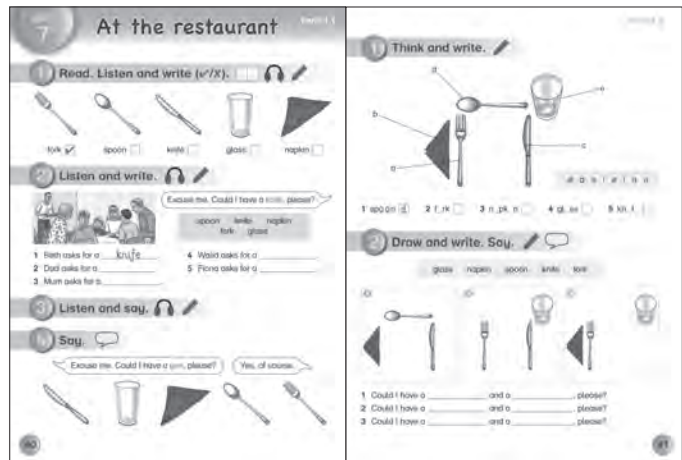
- 1 Say **Write**. Model what you want the children to do with an example. Ask the children to look back through the unit and choose 2–3 things they do on each day at the weekend. They write about themselves. Give help with spelling of activities.
- 2 Ask *What do you do at the weekend?* to elicit answers the children have written.
- 3 Say **Say**. Put the children in small groups. Each group gets into a circle: the children go round the circle asking *What do you do at the weekend?* and answering *On Fridays/On Saturdays I ...*

ACTIVITY 4 10 minutes

- 1 Before the lesson, prepare 7 small white cards and 8 small cards in a different colour for each group.
- 2 Say *Let's play What do you do?*
 - Brainstorm activities.
 - Put the class into groups. Give each group a set of 7 white cards and 8 cards in a different colour. The group writes the days of the week on the white cards and chooses eight activities to write on the coloured cards. They should check spelling as necessary in their books.
 - Model the game. Shuffle each set of cards and put it face down. Ask a child to turn over one white card and one coloured card. He/She uses the prompts to make a sentence, e.g. *On Thursdays I go to the beach*. The rest of the group confirms whether it is correct.
 - The people in each group take it in turn to answer using the prompts in this way. The groups keep count of how many correct sentences they manage to make.
- 3 The children give examples showing that they have achieved the targets at the bottom of the page, and then tick the boxes.
- 4 Everyone says *Goodbye*.

At the restaurant

Aim to ask politely for items in a restaurant
Key language *glass, fork, spoon, knife, napkin; Excuse me. Could I have a knife, please?*
Materials Pupil's Book, CD 1, Unit 7 Poster, Flashcards (Unit 7), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 58

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What's the weather?* Elicit *It's ...*
- 3 Show Unit 7 Poster. Ask *What can you see?* Elicit as many items of food and drink as possible in English. Praise the children's efforts.
- 4 Display the flashcards. Say **Listen**. Play recording, pointing to the flashcards.
- 5 Point to the flashcards to elicit the words.

Audio

a fork, a knife, a spoon, a glass, a napkin

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *a / fork / knife / spoon / glass / napkin / Could / I / have / please / ?*

- 1 Display flashcards and wordcards for restaurant items. Ask the children to match them.
- 2 Distribute the wordcards for *Could I have a spoon, please?* to seven children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.
- 3 Display the other wordcards too. Ask children to change the question to make four other questions.

Help the children understand that this is a polite way of asking for something. Tell the children you should always say *Thank you* when you have received the item.

ACTIVITY 1 5 minutes 59

- 1 Elicit the items pictured.
- 2 Say **Read**. Ask the children to read the labels aloud.
- 3 Say **Listen and write**. Play recording. The children tick the items Tom has and write a cross for the one he doesn't have.
- 4 Play recording again, so that the children can check their answers.
- 5 Elicit answers. Display the Unit 7 flashcards and ask children to come and write a tick or a cross next to each one. The children correct their work.

Audio

- *I have a fork and a spoon.*
- *I have a glass, too.*
- *Where's my napkin?*
- *Here it is.*
- *Thank you. Oh – where's my knife? I don't have a knife.*
- *Excuse me. Could I have a knife, please?*
- *Yes, of course.*

Answers: Tick: *fork, spoon, glass, napkin* Cross: *knife*

ACTIVITY 2 5 minutes 60

- 1 Elicit the people pictured. Ask where they are.
- 2 Ask children to read aloud the speech bubble, the words in the wordbox and the sentence openings. Make sure that the children understand the meaning of *asks*.

- 3 Say **Listen**. Play recording. On first listening, the children identify the missing words.
- 4 Say **Listen and write**. Play recording, pausing so the children can write the missing word each time.
- 5 Elicit answers, writing the words on the board. The children correct their work.

Audio

- 1 Excuse me. Could I have a knife, please?
- 2 Excuse me. Could I have a glass, please?
- 3 Excuse me. Could I have a fork, please?
- 4 Excuse me. Could I have a napkin, please?
- 5 Excuse me. Could I have a spoon, please?

Answers: 1 knife 2 glass 3 fork 4 napkin 5 spoon

ACTIVITY 3 10 minutes 61

- 1 Say *Beth asks for a ... ?* to elicit *knife*. The children use the information in their answers to Activity 2. Repeat with the other people in Activity 2.
- 2 Before playing recording, present *Who doesn't have ... ?* Say *Who doesn't have a knife? Beth doesn't have a knife*. Repeat for the other characters.
- 3 Say **Listen**. Play recording. On first listening the children work out the answers to the questions.
- 4 Say **Listen and say**. Play recording again, pausing so the children can answer.

Audio

- 1 What does mum ask for?
- 2 What does Walid ask for?
- 3 What does Fiona ask for?
- 4 Who doesn't have a knife?
- 5 Who doesn't have a glass?

Answers: 1 fork 2 napkin 3 spoon 4 Beth 5 dad

ACTIVITY 4 5 minutes

- 1 Ask children to read the speech bubbles aloud. Explain that *Excuse me* is a polite way of getting someone's attention.
- 2 Elicit questions for the other items pictured.
- 3 Put the class into two groups: one group asks the question each time, the other responds *Yes, of course*. Use Unit 7 flashcards as prompts.
- 4 Say **Say**. Put the children in pairs: they take it in turn to ask the question and to respond.
- 5 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 58

As Period 1.

LANGUAGE BUILDING 7 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Elicit the items pictured.
- 2 Write up *s p _ _ n*. Say **Think**. Elicit the missing letters and write them in to complete *spoon*. If the class needs more support, repeat with the other words. Then delete the text on the board.
- 3 Say **Think and write**. Check that the children are completing the words correctly.
- 4 Say *Spoon – which picture?* Elicit *d*. Say **Write**. Check that the children are writing the correct letter for each word.
- 5 Elicit answers, using the same approach as in 2. Each time ask which picture the word corresponds to.

Answers: 1 spoon d 2 fork a 3 napkin b 4 glass e 5 knife c

ACTIVITY 2 10 minutes

- 1 Ask children to read the words in the wordbox aloud.
- 2 Say *Picture 1. What's missing?* Elicit *Fork and spoon*. Repeat for the other pictures.
- 3 Model drawing in the missing items in Picture 1. Say **Draw**.
- 4 Ask children to read the sentence for Picture 1, eliciting the missing words. Repeat for the other sentences.
- 5 Say **Write**. Check that the children are completing the questions correctly.
- 6 Elicit answers asking children to write the words on the board.
- 7 Say **Say**. Ask the children to practise asking each other for the items in each picture.

Answers: 1 fork, glass 2 spoon, napkin 3 spoon, knife

REVIEW 10 minutes

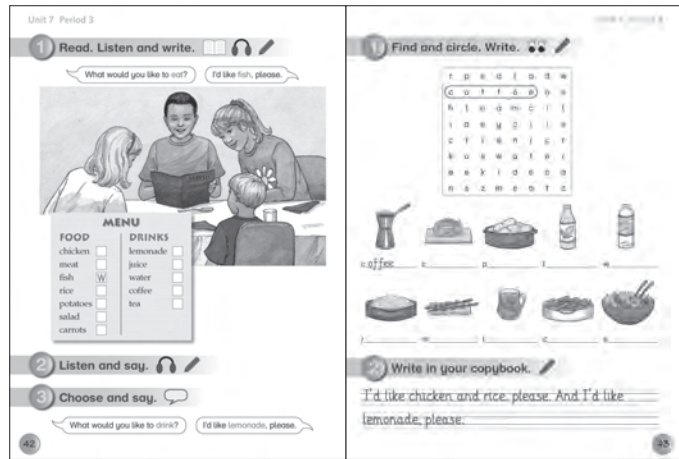
- 1 Display the glass flashcard. Write the letter *g* on the board. Ask different children to complete the word, writing a letter at a time. The rest of the class confirms if it is correct.
- 2 Repeat 1 with the other Unit 7 flashcards.
- 3 Everyone says *Goodbye*.

Aims to practise ordering food and drink in a restaurant; to read a menu

Key language *menu, What would you like to eat / drink? I'd like fish / lemonade, please.* + review of food items

Materials Pupil's Book, CD 1, Unit 7 Poster, Flashcards (Unit 7), Wordcards (see Language Presentation and Language Building for details)

Plus (for Period 4): Activity Poster 1



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 62

Before the lesson:

Prepare wordcards: *coffee, chicken, lemonade, meat, rice, salad, carrots, apple juice, fish, water, tea, potatoes*

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What day is it?* Elicit *It's ...*
- 3 Display Unit 7 Poster. Elicit the food and drink pictured.
- 4 Display the wordcards, using the same order as the recording.
- 5 Say **Listen**. Play recording, pointing to wordcards.
- 6 Ask a child to choose a wordcard and put it beside the correct item on the poster. The rest of the class confirms whether it is correct. Repeat with different cards/children.

Audio

coffee, chicken, lemonade, meat, rice, salad, carrots, apple juice, fish, water, tea, potatoes

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What / would / you / like / to eat / to drink / ? / I'd like / please / chicken / fish / lemonade / water*

- 1 Distribute the wordcards for *What would you like to eat?* to seven children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the sentence on the board.

- 2 Display the other wordcards too. Ask children to make the answer *I'd like fish, please*. Ask what other wordcard they could use to change the answer and still make it a correct response to the question.
- 3 Repeat 1 & 2 with *What would you like to drink?* and *lemonade/water*.

ACTIVITY 1 10 minutes 63

- 1 Say **Read**. Ask children to read the menus aloud.
- 2 Say *What would you like to eat?* Pretend to consider the menus, then say *I'd like rice, please*. Ask children the question, eliciting answers.
- 3 Say *Who's looking at the menu?* Elicit *Walid, Fiona and Beth*. Write their names on the board. Underline the first letter of their name.
- 4 Say **Listen**. Play recording. On first listening, the children concentrate on identifying what each person orders.
- 5 Say **Listen**. Play recording, pausing after Walid says *I'd like fish and potatoes, please*. Ask *What would Walid like?* Elicit *Fish and potatoes*. Say *Find fish on the menu*. Say *W for Walid*. Say **Write**. Model writing *W* as an example by *fish* in the book.
- 6 Continue playing recording, pausing after each person has given their order, so that the children can write the initials by the correct food and drinks.
- 7 Display the wordcards for the items on the menu. Elicit answers, writing the initials next to the appropriate wordcards. The children correct their work.

Audio

- Here's the menu. What would you like to eat, Walid?
- I'd like fish and potatoes, please.
- And to drink?
- Lemonade, please.
- What about you, Fiona?
- Meat and salad, please.
- What would you like to drink?
- I'd like juice, please.
- Beth, what would you like?
- I'd like chicken and rice, please, dad. And water.

Answers: Walid: fish, potatoes, lemonade; Fiona: meat, salad, juice; Beth: chicken, rice, water

ACTIVITY 2 5 minutes  **64**

- 1 Say **Listen**. Play recording for Activity 1 again.
- 2 Tell the children they are now going to be asked questions about what Fiona, Beth and Walid want to eat and drink. Say **Say**. Play recording for Activity 2, pausing after each question so the children can answer. Repeat, this time pausing for a shorter time.

Audio

- 1 What does Walid want to eat?
- 2 What does Fiona want to eat?
- 3 What does Beth want to eat?
- 4 What does Walid want to drink?
- 5 What does Fiona want to drink?
- 6 What does Beth want to drink?

Answers: 1 fish and potatoes 2 meat and salad
3 chicken and rice 4 lemonade 5 juice 6 water

ACTIVITY 3 10 minutes

- 1 Display the Unit 7 Poster. Elicit the food items on it.
- 2 Ask a pair of children to read the speech bubbles aloud.
- 3 Put the class into two groups: one group asks *What would you like to eat?*; the other responds using *I'd like ..., please*. Use the poster to prompt. Repeat with *What would you like to drink?*, swapping roles.
- 4 Say **Choose and say**. The children work in pairs, playing waiter and customer. They take it in turn to ask and say what they would like to eat and drink from the menu in Activity 1.
- 5 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 8 minutes**  **62**

As Period 3.

LANGUAGE BUILDING 7 minutes

As Period 3.

ACTIVITY 1 15 minutes

- 1 Play *I spy* (see p. 8) using the food wordcards, e.g. *I see something starting with the sound ch*. to elicit chicken.
- 2 Elicit the items pictured.
- 3 Display Activity 1 Poster (second part). Use it to demonstrate how to do a wordsearch. Run your finger along the second line of the wordsearch, sounding out the letters. Elicit *coffee* as a word and model circling it on the poster. If the children need more support, do the whole activity as a class, inviting different children to find the words. Point out that the words can be horizontal or vertical, forwards or backwards.
- 4 Remove the poster. Say **Find and circle. Write**. Monitor and help as necessary as the children find the words in the wordsearch in the book. As they find each word, they write it below the correct picture. Point out that they can use the starting letters of the words to help them locate the words in the wordsearch. If they need further support, you could get them to work in pairs.
- 5 Display Activity 1 Poster again. Elicit answers, asking different children to find the word on the poster each time.

Answers: horizontal: salad, coffee, water, meat
vertical: chicken, potatoes, lemonade, tea, rice, carrots

ACTIVITY 2 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

REVIEW 5 minutes

- 1 Write *What do you want to eat?* on the left of board and *What do you want to drink?* on the right.
- 2 Shuffle the food and drink wordcards and put them in a pile. A child chooses the top card and sticks it under the correct question – food on the left and drinks on the right. The rest of the class confirms if it is correct. Repeat with different children until all the cards are in the correct category.
- 3 Everyone says *Goodbye*.

Aims to order dessert in a restaurant; to understand a bill

Key language *chocolate/banana/melon/lemon ice-cream, oranges, apples, grapes, cake, kunafeh; What would you like for dessert? I'd like banana ice cream, please. Could I have the bill, please?*

Materials Pupil's Book, CD 1, Unit 7 Poster, Flashcards (Unit 7), Wordcards (see Language Building for details)
Plus (for Period 6): Flashcards and Wordcards from Unit 4 (tens)

The worksheet is divided into several sections:

- 1 Read. Listen and write.** Includes a menu with items like chocolate ice cream, banana ice cream, melon ice cream, lemon ice cream, oranges, apples, grapes, cake, and kunafeh. There are also checkboxes for listening exercises.
- 2 Complete. Say.** A number line from 10 to 100 for practicing tens.
- 3 Write.** A section for writing numbers in words (twenty, ten, a hundred, eighty, forty, ten).
- 4 Listen and write. Say.** A section for listening and writing practice.
- 5 Say.** A section for speaking practice.
- 6 Write.** A section for writing practice.
- 7 Play.** A section for a role-play activity.

Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes **65**

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What day is it?* Elicit *It's Sunday/Monday/Tuesday/Wednesday/Thursday.*
- 3 Display Unit 7 Poster. Ask children to order from the menu, choosing a main course, a drink and a dessert.
- 4 Say **Listen and find**. Play recording. The children point to each item in the book when they hear it mentioned.
- 5 Ask as many children as possible *What would you like?* to elicit *I'd like + dessert, please.*

Audio

chocolate ice cream, banana ice cream, melon ice cream, lemon ice cream, oranges, apples, grapes, cake, kunafeh

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What / would / you / like / for / dessert / ? I'd / like / chocolate ice cream / kunafeh / grapes / please / .*

- 1 Distribute the wordcards for *What would you like for dessert?* to seven children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.
- 2 Display the other wordcards too. Ask children to make three different answers to the questions.

ACTIVITY 1 10 minutes **66**

- 1 Ask children to read the picture labels aloud. Explain in Arabic that *dessert* is a sweet dish at the end of the meal.

- 2 Say **Read**. Ask the children to read the sentences aloud. Ask them in Arabic what *bill* could mean. Elicit that it is a paper showing how much you have to pay.
- 3 Say **Listen and point**. Play recording. The children point to the desserts as they hear them mentioned.
- 4 Say **Listen and write**. Play recording again. The children decide whether each sentence is true (by writing a tick) or false (by writing a cross).
- 5 Play recording again so that the children can check their answers.
- 6 Elicit answers, asking for the correct version of the sentences that are false. The children correct their work.

Audio

- *What would you like for dessert, Walid?*
- *I'd like chocolate ice cream, please.*
- *Fiona, what about you?*
- *Banana ice cream, please mum.*
- *Beth?*
- *I'd like an orange, please. What about you, mum?*
- *I don't want anything, thanks. Dad would like kunafeh.*
- *What would you like, Tom?*
- *Ice cream, please. Chocolate ice cream!*
- *What a lovely meal!*
- *Yes! Thank you!*
- *You're welcome. ... Excuse me. Could I have the bill, please?*
- *Yes, of course.*

Answers: 1 ✓ 2 X *banana ice cream* 3 ✓
4 X *Dad* 5 X *Mum doesn't have a dessert.* 6 ✓

ACTIVITY 2 10 minutes **67**

- 1 Say **Listen**. Play recording for Activity 1 again. The children listen to remind themselves of the choices for the characters.

- 2 Tell the children they are now going to be asked questions about what the people order. They will hear the recording for Activity 2 twice. On first listening, they should note down short answers to the questions. Say **Listen and write**. Play recording for Activity 2, pausing after each question so the children can note answers.
- 3 Play recording for Activity 2 again so the children can check their answers.
- 4 Say **Say**. Play recording for Activity 2 again, pausing so the children answer orally in the gaps.

Audio

- 1 How many people have ice cream?
- 2 Who has an orange?
- 3 Who doesn't want a dessert?
- 4 What does dad want for dessert?
- 5 How much is the bill?

Answers: 1 2 Beth 3 mum 4 kunafeh 5 90 dinars

ACTIVITY 3 5 minutes

- 1 Ask *What would you like for dessert?* Give the children time to choose one of the desserts pictured, then answer using *I'd like ..., please.*
- 2 Say **Say**. Put the children in groups of four. One of the children is the waiter; the others are the customers. They take it in turn to be the waiter and the customers, ordering dessert.
- 3 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 8 minutes 65

As Period 5.

LANGUAGE BUILDING 7 minutes

As Period 5.

ACTIVITY 1 5 minutes

- 1 Use your fingers and ask the class to count with you from 1 to 10.
- 2 Repeat from 1 to 10.
- 3 Show the number flashcards (tens) to elicit counting in tens, from 10 to 100.
- 4 Elicit the missing numbers in the book.
- 5 Say **Complete**. Check that the children are writing in the correct numbers.

- 6 Say **Say**. The children check their work in pairs by taking it in turn to count in tens (10 to 100). Then ask them to count backwards in tens (100 to 10).
- 7 Elicit answers. The children correct their work.

Answers: 10 20 30 40 50 60 70 80 90 100

ACTIVITY 2 5 minutes

- 1 Ask children to read the words in the wordbox aloud.
- 2 Elicit the tens in order (10 to 100).
- 3 Elicit the next word after *ten* (*twenty*). Show the wordcard for twenty. If the children need more support, complete the sequence orally in this way.
- 4 Say **Write**. Monitor and help the children as necessary.
- 5 Say **Say**. The children check their work in pairs by reading out alternate words (so first child says *Ten.*, the second *Twenty.*, and so on).
- 6 Elicit answers. Show the wordcard each time. The children correct their work.

Answers: *ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred*

ACTIVITY 3 7 minutes

- 1 Say **Write**. The children look back over the unit and design their own menu with their favourite food, drinks and desserts.
- 2 Say **Write**. Ask the children to write a bill: tell them to use the numbers 10–100, with the total no more than 100.

ACTIVITY 4 8 minutes

- 1 Ask what the children in the picture are doing.
- 2 Say *Play Restaurants*.
 - Use Unit 7 poster to review *What would you like?* and *I'd like ..., please.*
 - Put the class into groups of four: they take it in turn to be the waiter and customers.
 - The children in each group make up a dialogue in a restaurant, using the information in the menus and bills they made in Activity 3.
- 3 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 4 Everyone says *Goodbye*.

My favourite season

Aims to talk about the seasons; to talk about weather

Key language *spring, summer, autumn, winter; dry, wet, hot, cold; windy, sunny, snowy, rainy; What season is it? It's spring.*

Materials Pupil's Book, CD 1, Unit 8 Poster, Flashcards (Unit 8 – seasons), Wordcards (see Language Building for details)

Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 68

- Greet the class. Encourage the children to respond.
- Ask *What's the weather?* Elicit response, prompting as necessary (*It's hot/cold and sunny/rainy/cloudy/windy.*).
- Show Unit 8 Poster.
 - Ask *What can you see?* Elicit as much as possible in English, including the weather in each picture using *It's (sunny)*. Praise the children's efforts.
 - Use the poster to review *hot/cold* and to introduce *wet/dry*.
 - Say **Listen**. Play first part of the recording, pointing to the poster.
- Show Unit 8 flashcards (seasons) in the order of the recording. Say **Listen**. Play second part of the recording, pointing to the flashcards.
- Point to the poster to elicit *hot/cold/wet/dry* in random order.
- Point to the flashcards to elicit the seasons in random order.

Audio

*It's hot.
It's cold.
It's wet.*

*It's dry.
spring, summer, autumn,
winter*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What / season / is / it / ?
It's / spring / summer / autumn / winter / .*

- Distribute wordcards and say *What season is it?* (to five children). Ask the children to construct the question. Transfer to the left hand side of the board.
- Distribute the wordcards *What season is it?* to five children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.
- Display the other wordcards too. Say *It's summer*. Ask a child to make the sentence. Repeat for the other seasons.

ACTIVITY 1 5 minutes 69

- Show the flashcard for *wet*. Say *What season is it?* Elicit anything reasonable. Explain that the weather shown here is typical for the seasons, but that each season has a variety of weather types – e.g. it can be sunny in winter, windy in summer, etc.
- Say **Listen and write**. Play recording, pausing so that the children can write the number for each description beside the correct picture.
- The children check their work in pairs.
- Display the season flashcards. Elicit answers. Write the numbers next to the flashcards. The children correct their work.

Audio

1 *It's autumn.
In autumn it's dry and windy.*

2 *It's summer.
In summer it's hot and sunny.*

3 *It's winter.
In winter it's cold and snowy.*

4 *It's spring.
In spring it's wet and rainy.*

Answers: 4 spring 2 summer 1 autumn 3 winter

ACTIVITY 2 10 minutes 70

- 1 Ask children to read the words aloud.
- 2 Point to the pictures in Activity 1 again and ask *What's the weather?* to elicit *It's ...*
- 3 Say **Listen and match**. Play recording, pausing so the children can match the text and picture.
- 4 Display the season flashcards and the weather wordcards. Elicit answers, asking children to match the flashcards with the correct weather words.

Audio

As Activity 1

Answers: autumn – windy – dry; spring – rainy – wet; summer – sunny – hot; winter – snowy – cold

ACTIVITY 3 5 minutes 71

- 1 Say **Listen**. Play recording. On first listening, the children look at their answers to Activity 2 and identify the season for each sound effect.
- 2 Say **Listen and say**. Play recording, pausing after each sound effect so the children can answer, e.g. *It's autumn*.

Audio

- 1 *What season is it? [SFX autumn]*
- 2 *What season is it? [SFX spring]*
- 3 *What season is it? [SFX winter]*
- 4 *What season is it? [SFX summer]*

Answers: 1 *It's autumn.* 2 *It's spring.* 3 *It's winter.* 4 *It's summer.*

ACTIVITY 4 5 minutes

- 1 Show the autumn flashcard to elicit *In autumn it's windy*. Repeat with the other season flashcards.
- 2 Say **Say**. Put the children in pairs: they take it in turn to prompt with a season and to say what the weather is in that season.
- 3 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 68

As Period 1.

LANGUAGE BUILDING 7 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Elicit the seasons pictured.
- 2 Say **Write**. Ask the children to complete the words for the seasons. You can give them support by writing up the missing letters in random order.
- 3 The children check their work in pairs.
- 4 Say **Match**. The children match the pictures to the words.
- 5 Elicit answers by asking the children to match the season flashcards and wordcards. The children correct their work.

Answers: 1 *autumn d* 2 *spring c* 3 *winter a* 4 *summer b*

ACTIVITY 2 10 minutes

- 1 Ask children to read the words in the wordbox aloud.
- 2 Elicit a description for each picture, using the words in the wordbox.
- 3 Say **Write**. Monitor and help as necessary.
- 4 Elicit answers by getting the children to call out the sentences. Write or use wordcards to make sentences on the board. The children correct their work.

Answers: 1 *In autumn it's dry and windy.* 2 *In winter it's cold and snowy.* 3 *In spring it's wet and rainy.* 4 *In summer it's hot and sunny.*

REVIEW 10 minutes

- 1 Say *What's the weather?* Mime flying a kite to elicit *It's windy*.
- 2 Repeat with other weather words, asking different children to do the mime each time. The whole class asks *What's the weather?* each time.
- 3 Everyone says *Goodbye*.

Aims to say what you like/don't like to do
Key language *spring, summer, autumn, winter; go on holiday, stay indoors, go outdoors, pick olives, fly a kite, ride my bike, have a picnic, build a snowman; What do you like to do in spring? I like/I don't like to ride my bike.*
Materials Pupil's Book, CD 1, Unit 8 Poster, Flashcards (Unit 8 – activities), Wordcards (see Language Building for details)

1 Listen and draw (☺/☹).
 I like to ride my bike. I don't like to have a picnic.
 1 go on holiday 2 stay indoors 3 go outdoors 4 pick olives
 5 fly a kite 6 ride my bike 7 have a picnic 8 build a snowman

2 Read, listen and write (✓/✗).
 1 In spring Hannah likes to play computer games. ✗
 2 In summer he likes to ride his bike. ✓
 3 In autumn he doesn't like to stay indoors. ✗
 4 In winter he likes to pick olives. ✗
 5 In winter he likes to stay indoors. ✓

3 Say.
 What do you like to do in spring? In winter I like to go outdoors.

1 Match and write.
 1 go on olives 1 go on holiday
 2 stay outdoors 2 _____
 3 go a snowman 3 _____
 4 build bike 4 _____
 5 fly a kite 5 _____
 6 have a picnic 6 _____
 7 ride my indoors 7 _____
 8 pick holiday 8 _____

2 Write.
 I like to ride my bike. I like to fly my kite.
 I like it a lot. I like to go outdoors and play. High up in the sky.
 I like to go outdoors and play. I like to pick olives with my friends.
 It's sunny. It's hot. It's windy. It's dry.
 The season is _____ The season is _____

Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes **72**

- Greet the class. Encourage the children to respond.
- Ask *What day is it?* Elicit response, prompting as necessary (*It's Sunday/Monday/Tuesday/Wednesday/Thursday.*)
- Show Unit 8 Poster. Elicit the seasons, the weather and *hot/cold/wet/dry.*
- Show Unit 8 flashcards (activities) in the order of the recording. Say **Listen**. Play recording, pointing to the flashcards.
- Remind the children of the meaning of *I like/I don't like*. Say **Listen and do**. Play recording again. This time the children listen and do a thumbs up sign when they hear *I like* and a thumbs down sign for *I don't like*.

Audio

*I like to ride my bike. I like to build a snowman.
 I don't like to stay indoors. I like to go outdoors.
 I don't like to have a picnic. I don't like to fly a kite.
 I like to pick olives. I like to go on holiday.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *I / like / to / don't / .
 go on holiday / have a picnic / fly a kite / ride my bike / build a snowman / go outdoors / stay indoors / pick olives /*

- Display the activity flashcards and wordcards. Ask children to match them.

- Distribute the wordcards for *I like to ride my bike*. to seven children and ask them to stand in line to make a sentence. The class confirm and read it aloud. Put the sentence on the board.
- Display the other wordcards too. Ask children to change the sentence to say *I don't like to ride my bike*.
- Repeat **1 & 2** with the other activities.

ACTIVITY 1 10 minutes **73**

- Ask children to read the speech bubbles aloud.
- Draw a smiley face and a sad face on the board. Point to them in random order to elicit *I like/I don't like*.
- Ask children to read the speech bubbles aloud.
- Explain that Fiona is going to talk about her likes and dislikes. Say **Listen and do**. Play recording. The children do a big exaggerated smile when they hear *I like* and a big exaggerated frown when they hear *I don't like*.
- Say **Listen and draw**. Play recording again, pausing after Fiona's first sentence. Ask *Does Fiona like to ride her bike?* Elicit *Yes*. Ask *Which picture?* Elicit *Six*. Say *I like* and model drawing a smiley face in the box for picture 6.
- Play recording again from the beginning, pausing after each sentence so that the children can draw a smiley face/sad face by the appropriate activity.
- Elicit answers, asking children to draw a happy/sad face on the board each time. The children correct their work.

Audio

*In spring I like to ride my bike. I don't like to have a picnic.
 In summer I don't like to stay indoors. I like to go on holiday.
 In autumn I don't like to fly a kite. I like to pick olives.
 In winter I like to go outdoors! I like to build a snowman.*

Answers: 1 ☺ 2 ☹ 3 ☺ 4 ☺ 5 ☹
 6 ☺ 7 ☹ 8 ☺

ACTIVITY 2 10 minutes 74

- 1 Say **Read**. Ask children to read the sentences aloud.
- 2 Explain that Hamzah is now going to talk about his likes and dislikes. Say **Listen and write**. Play recording, pausing so the children can decide if the sentence is true (writing a tick) or false (writing a cross). Explain that for question 3 and 5, they need to think carefully – not just listen for specific phrases.
- 3 Elicit answers, asking for the correct version of the sentences which are false. The children correct their work.

Audio

- *In spring I like to go outdoors. I don't like to play computer games.*
- *In summer I like to go swimming. I like to go on holiday too.*
- *In autumn I like to go outdoors. I like to ride my bike and I like to pick olives.*
- *In winter I don't like to go outdoors. I like to read and watch television.*

Answers: 1 X – *He doesn't like to play computer games.*
 2 X – *He likes to go swimming/on holiday.* 3 ✓
 4 X – *He doesn't like to go outdoors./He likes to stay indoors./He likes to read and watch television.* 5 ✓

ACTIVITY 3 5 minutes

- 1 Put the class in two groups: one group asks *What do you like to do in spring?*; the other responds *I like to play outdoors*. Use the flashcards as prompts for the season and the pictures in Activity 1 as prompts for the activities. After all the seasons have been done, swap roles.
- 2 Say **Say**. Put the children in groups of four or five. They take it in turn to ask and answer about what they like to do in different seasons, using the activities in Activity 1. Also encourage them to think up other activities. Write these on the board if they are new words.
- 3 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 8 minutes 72

As Period 3.

LANGUAGE BUILDING 7 minutes

As Period 3.

ACTIVITY 1 10 minutes

- 1 Say **Match**. Elicit the complete phrases.

- 2 Say **Write**. Monitor and help as necessary.
- 3 Display the wordcards. Elicit answers, asking a child to find the correct wordcard each time. The children correct their work.

Answers: 1 *go on holiday* 2 *stay indoors* 3 *go outdoors*
 4 *build a snowman* 5 *fly a kite* 6 *have a picnic*
 7 *ride my bike* 8 *pick olives*

ACTIVITY 2 5 minutes

- 1 Ask the children to read aloud the phrases they wrote in Activity 1. Elicit the correct picture in Activity 2 for each one.
- 2 Say **Write**. Monitor and help as necessary.
- 3 The children check their work in pairs.
- 4 Elicit answers. Ask a child to write the numbers on the board. The children correct their work.

Answers: a 8 b 5 c 2 d 4 e 7 f 1 g 6 h 3

ACTIVITY 3 10 minutes 75

- 1 Ask children to read the song aloud.
- 2 Say **Write**. Ask the children to write the name of the season described.
- 3 Ask *What season is it?* Elicit *summer, autumn*.
- 4 The children correct their work.
- 5 Say **Listen**. The children listen to the song and read the words.
- 6 Say **Sing**. Ask the children to listen and sing the song.

- ! The children could make up their own verses for spring and winter.

- 7 Everyone says *Goodbye*.

Audio

*I like to ride my bike.
 I like it a lot.
 I like to go outdoors and play
 It's sunny. It's hot.*

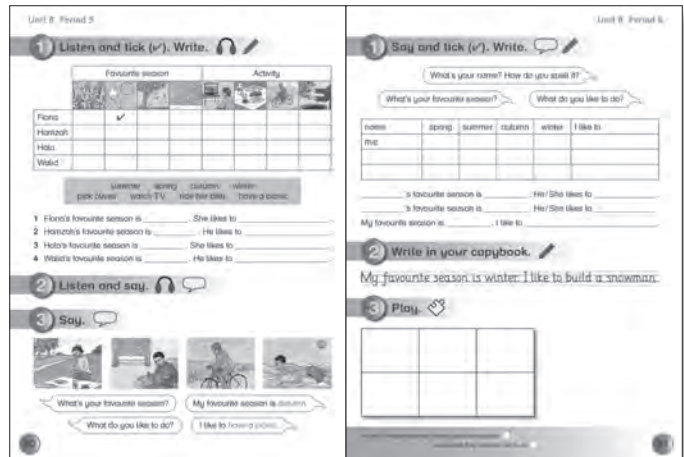
*I like to fly my kite
 High up in the sky.
 I like to pick olives with my friends.
 It's windy. It's dry.*

Answers: *summer, autumn*

Aims to talk about their favourite season, giving reasons

Key language *spring, summer, autumn, winter; go on holiday, stay indoors, go outdoors, pick olives, fly a kite, ride my bike, have a picnic, build a snowman; What's your favourite season? My favourite season is autumn. I like to have a picnic.*

Materials Pupil's Book, CD 1, Unit 8 Poster, Flashcards (Unit 8 – seasons, activities), Wordcards (see Language Building for details)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 76

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What's the time?* Elicit response, prompting as necessary (*It's one/two (etc.) o'clock.*).
- 3 Show Unit 8 Poster. Elicit the seasons, the weather and *hot/cold/wet/dry*.
- 4 Say **Listen and say**. Play recording, pausing after each section to elicit the season and activity mentioned.
- 5 Ask several children *What's your favourite season?* Elicit *My favourite season is ...*

Audio

*What your favourite season?
My favourite season is summer. I like to swim.
My favourite season is winter. I like to build a snowman.
My favourite season is spring. I like to ride a bike.
My favourite season is autumn. I like to fly a kite.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What's / your / favourite / season / ? / My / favourite / season / is / .*
Plus seasons from Unit 8 Period 1

- 1 Distribute the wordcards for *What's your favourite season?* to five children and ask them to stand in line to make a sentence. The class confirm and read it aloud. Put the sentence on the board.
- 2 Say *My favourite season is autumn.* Ask two children to make the sentence together.

- 3 Ask different children to answer the question, replacing the season where it is different from the one on the board.

ACTIVITY 1 10 minutes 77

- 1 Ask the children what the grid is for. Elicit (in Arabic if necessary) that they will use it to note what Fiona, Hamzah, Hala and Walid like to do in their favourite season.
- 2 Ask the children to read the words in the wordbox aloud.
- 3 Say **Listen and tick**. Play recording. On first listening, the children listen out for each person's favourite season, ticking the correct box in the grid.
- 4 Say **Listen and tick**. Play recording again. This time the children listen out for what each person likes to do, ticking the correct box in the grid.
- 5 Elicit answers. The children correct their work.
- 6 Say **Write**. Check that the children are completing the sentences using the information they noted in the grid.
- 7 Elicit answers. The children correct their work.

Audio

- *What's your favourite season, Fiona?*
- *My favourite season is summer. I like to ride my bike. What about you, Hamzah?*
- *My favourite season is spring. I like to go outdoors. I like to have a picnic.*
- *What's your favourite season, Hala?*
- *My favourite season is autumn. I love to go outdoors and pick olives. What about you, Walid?*
- *Winter. It's very cold. I like to stay indoors and watch TV.*

Answers: 1 Fiona's favourite season is **summer**. She likes to **ride her bike**. 2 Hamzah's favourite season is **spring**. He likes to **have a picnic**. 3 Hala's favourite season is **autumn**. She likes to **pick olives**. 4 Walid's favourite season is **winter**. He likes to **watch TV**.

ACTIVITY 2 5 minutes 78

- 1 Ask the children to look at their answers in Activity 1.
- 2 Say **Listen**. Play recording so the children can hear the questions and find the answers.
- 3 Say **Listen and say**. Play recording, pausing so the children can find the answer and respond. The children then answer the questions about their own favourite season and what they like to do.

Audio

- 1 What's Fiona's favourite season?
- 2 What does she like to do?
- 3 What's Hamzah's favourite season?
- 4 What does he like to do?
- 5 What's Hala's favourite season?
- 6 What does she like to do?
- 7 What's Walid's favourite season?
- 8 What does he like to do?
- 9 What's your favourite season?
- 10 What do you like to do?

Answers: 1 summer 2 ride her bike 3 spring 4 have a picnic
5 autumn 6 go outdoors/pick olives 7 winter
8 stay indoors/watch TV 9–10 Children's own answers

ACTIVITY 3 5 minutes

- 1 Elicit the seasons and activities pictured.
- 2 Ask *What's your favourite season?* Elicit several answers. Repeat with *What do you like to do?*
- 3 Say **Say**. Put the children in pairs: they take it in turn to ask and answer the questions. If they want to talk about activities they don't know the English for, write the new words on the board.

REVIEW 5 minutes

- 1 Sing the season song from Unit 8 Period 4 together.
- 2 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 8 minutes 76


As Period 5.

LANGUAGE BUILDING 7 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Ask children to read the questions aloud. Elicit answers from different children.
- 2 Say **Write**. Ask the children to fill in the first row of the grid for themselves by ticking only one season and writing in one activity. If they need help with spelling, they can look back through the unit.
- 3 Say **Say**. Ask a child the questions. Elicit responses. Model writing his/her name in the book. Say **Tick** and ask the children to tick his/her favourite season.
- 4 Give the children five minutes to ask two friends the questions and complete the grid using their responses.
- 5 Say **Write**. Check that the children are completing the sentences with information from their grid.
- 6 Ask children to read out their sentences.

 Remind the children of the use of 's to show possession.

ACTIVITY 2 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

ACTIVITY 3 10 minutes

- 1 Say *Play Bingo*.
 - Display the activities wordcards. Point to the cards to elicit the words. Ask the children to brainstorm different activities. Write them on the board.
 - The children choose and write six activities in their grids.
 - Call out the activities in random order (keeping a note of the ones you say). When they hear an activity they have, the children score it through in the grid. The first child to have correctly scored through all his/her numbers is the winner. He/She calls out *Bingo!*
- 2 If you want to play again, ask the children to draw new grids.
- 3 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 4 Everyone says *Goodbye*.

Aims to revise vocabulary from Units 6–8
Key language language from Units 6–8 (see pp. 10–11 for summary)
Materials Pupil's Book, CD 1, Unit 7 Poster, Activity 2 Poster (crossword)

Period 1

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 7 Poster. Elicit the food and drink pictured.

ACTIVITY 1 5 minutes 79

- 1 Elicit the people pictured and where they are.
- 2 Say **Read**. Ask the children to read the sentences aloud.
- 3 Say **Listen**. Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and write**. This time the children listen and decide whether the sentences are true (writing a tick) or false (writing a cross). Repeat if necessary.
- 5 The children check their work in pairs.
- 6 Elicit answers, asking for the correct version of the sentences which are false. The children correct their work.

Audio

- What would you like to eat and drink, Sara?
- I'd like cake and coffee, please.
- What about you, girls?
- Chocolate ice cream and apple juice, please.
- I'd like chocolate ice cream and water, please.
- Excuse me. Could I have one coffee, one tea, one bottle of water and one apple juice, please?
- Of course. Anything else.
- One cake, two chocolate ice creams and one kunafeh, please.

Answers: 1 X cake and coffee 2 ✓ 3 ✓
4 X tea 5 X kunafeh

ACTIVITY 2 5 minutes 80

- 1 Say **Listen**. Play recording for Activity 1 again.
- 2 Tell the children they are now going to be asked questions about what Sara, Fiona, Hala and Jane want to eat and drink.
- 3 Say **Listen**. Play recording for Activity 2 so the children can work out the answers.
- 4 Say **Listen and say**. Play recording for Activity 2 again, pausing so the children answer in the gaps.

Audio

- 1 What does Sara want to drink?
- 2 What does Fiona want to eat?
- 3 What does Hala want to drink?
- 4 What does Fiona's mum want to eat and drink?

Answers: 1 coffee 2 (chocolate) ice cream 3 water
4 tea and kunafeh

ACTIVITY 3 5 minutes

- 1 Say **Read**. Ask children to read the speech bubbles aloud.
- 2 Ask the children to look at the menu. Ask *What would you like?* to elicit *I'd like ..., please*.
- 3 Say **Say**. Put the children in groups of four. One of the children is the waiter; the others are the customers. They take it in turn to be the waiter and the customers, ordering from the menu.

ACTIVITY 4 10 minutes

- 1 Elicit the items pictured.
- 2 Use Activity 2 Poster to show how to complete a crossword.
- 3 Say **Write**. Ask the children to write in the words.
- 4 The children check their work in pairs.
- 5 Elicit answers by calling out number and getting the children to say the word. Write the answer on the board. The children correct their work.

Answers: 1 glass 2 spoon 3 fork 4 knife
5 bill 6 napkin 7 menu

ACTIVITY 5 5 minutes

- 1 Ask *What's your favourite food?* to elicit different types of food. Write any new words on the board.
- 2 Repeat 1 with *What's your favourite drink?*, then *What's your favourite dessert?*
- 3 Say **Write**. The children write about their own favourite things, looking back through the book to find the words they need.
- 4 Ask several children to read out their sentences.

ACTIVITY 6 5 minutes

- 1 Elicit the missing numbers in each sequence.
- 2 Say **Complete**. Check that the children are completing the sequences correctly.
- 3 Say **Say**. The children check their work by taking it in turn to say the numbers.
- 4 Elicit answers. Write the sequences (with lines for the missing numbers) on the board and ask children to write in the numbers.
- 5 Everyone says *Goodbye*.

Answers: a 1 2 3 4 5 6 7 8 9 10
b 10 9 8 7 6 5 4 3 2 1
c 10 20 30 40 50 60 70 80 90 100
d 100 90 80 70 60 50 40 30 20 10

Aims to revise vocabulary from Units 6–8
Key language language from Units 6–8 (see pp. 10–11 for summary)
Materials Pupil's Book, CD 1, Unit 6 Poster

Unit 9 Period 2

1 Listen and write.

1 Hamzah has PE and maths on Mondays. 2 His favourite subject is religion.
 3 He doesn't like maths. 4 On Saturdays he plays computer games.

2 Listen and say.

3 Say.

Tuesday: *read what's your name?*
 4 × 5 = 20

Thursday: *On Tuesdays I have English. I like English.*

Sunday: *On Tuesdays I have English. I like English.*

Unit 9 Period 2

4 Read and write.

Hi, Nour
 On Mondays I have English and science. My favourite subject is PE. I like to play football. It's easy.
 What do you do at the weekend?
 On Fridays I go to the playground. On Saturdays I ride my bike.
 Please write back.
 Kalle

Hi, Kalle
 On _____ I have _____. I like to _____. My favourite subject is _____. I like to _____.
 It's _____.
 What do you do at the weekend? On _____ I go to the _____. On _____ I _____.
 Please write back.
 Nour

Period 2

LANGUAGE PRESENTATION 5 minutes

- Greet the class. Encourage the children to respond.
- Show Unit 6 Poster.
 - Elicit the school subjects.
 - Elicit as many other items in English as possible.
 - Ask children to read the days of the week aloud.
- Ask *What's the day?* Elicit *It's (Monday)*.
- Ask several children *What's your favourite day? It's (Monday)*. Ask *Why?* to elicit *We have + subject / I like to + activity*.

ACTIVITY 1 5 minutes 81

- Ask children to read the sentences aloud.
- Say **Listen**. Play recording. On first listening, the children focus on identifying the error in each sentence.
- Say **Listen and write**. Play recording, pausing so the children can identify the error and write the correct words.
- Elicit answers. Write them on the board. The children correct their work.

Audio

- What do you do on Mondays, Hamzah?*
- On Mondays we have science and religion.*
- What's your favourite subject?*
- English. I like maths, too.*
- What do you do at the weekend?*
- On Fridays I go to the mosque with my dad. On Saturdays I play with my friends and do my homework.*
- Good boy!*

Answers: 1 Hamzah has **science and religion**
 2 His favourite subject is **English** 3 He **likes** maths.
 4 He **plays with his friends and does his homework**.

ACTIVITY 2 5 minutes 82

- Say **Listen**. Play recording for Activity 1 again.
- Tell the children they are now going to be asked questions about Hamzah's week. Say **Listen**. Play recording for Activity 2, pausing after each question so the children can work out answers.
- Say **Listen and say**. Play recording for Activity 2 again, pausing so the children answer.

Audio

- What subjects does Hamzah have on Mondays?*
- What's his favourite subject?*
- Does he like maths?*
- What does he do at the weekend?*

Answers: 1 science and religion 2 English 3 Yes
 4 On Fridays he goes to the mosque. On Saturdays he plays with his friends and does his homework.

ACTIVITY 3 5 minutes

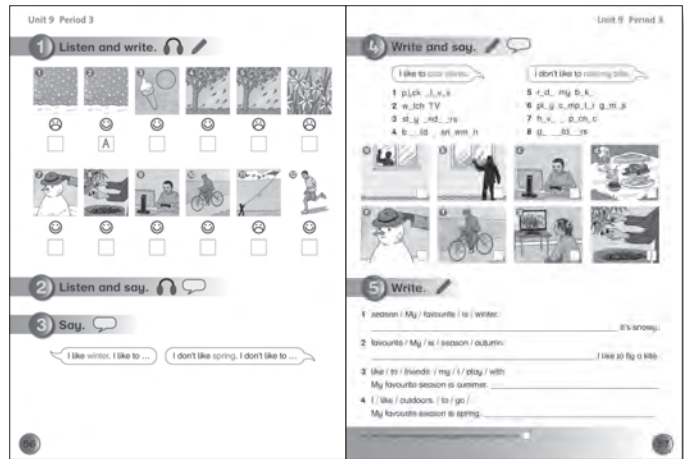
- Ask *What subjects do you like?*, eliciting answers. Repeat with *What subjects don't you like?*
- Elicit a sentence for each set of picture prompts.
- Say **Say**. The children work in pairs: they take it in turn to say when they do certain subjects and their opinion of them.

! You could remind the children of the language from Grade 3 used to give opinions – *fun, boring, easy, difficult* – and extend the activity by getting them to say why they like/don't like each subject.

ACTIVITY 4 20 minutes

- 1 Ask what kind of text this is and where you would find it, eliciting an *e-mail*, on a *computer*. Elicit who wrote it (*Katie*) and who it is to (*Nour*).
- 2 Say **Read**. Ask children to read the e-mail aloud, a sentence each.
- 3 Ask questions about the e-mail to test comprehension, e.g. *What is Katie's favourite subject? (Football.), What does she do on Fridays? (She goes to the playground.),* etc.
- 4 Explain to the children that they are going to write Nour's reply to Katie. The structures are supplied to help them – they can fill in the gaps with any appropriate details they like. Elicit suggestions orally first, then say **Write**. Monitor and help as necessary.
- 5 The children swap books with a partner and check each other's work. Tell them to underline but not correct any errors they find.
- 6 The children correct their own work, asking you for help as necessary.
- 7 Ask children to read parts of their e-mail aloud to the class.
- 8 Everyone says *Goodbye*.

Aims to revise vocabulary from Units 6–8
Key language language from Units 6–8 (see pp. 10–11 for summary)
Materials Pupil's Book, CD 1, Unit 8 Poster, Flashcards (Unit 8 – seasons, activities)



Period 3

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 8 Poster. Elicit the seasons, the weather and *hot/cold/wet/dry*.
- 3 Show the flashcards in pairs – one season + one activity – to elicit (e.g.) *My favourite season is spring. I like to ride my bike.*

ACTIVITY 1 10 minutes 83

- 1 Elicit the seasons and activities pictured. Elicit the meaning of the smiley face (*I like*) and the sad face (*I don't like*).
- 2 Write on the board *Amal, Beth, Walid*. Ask a child to underline the capital letter in each name.
- 3 Say **Listen and point**. Play recording. On first listening, the children point to the correct picture.
- 4 Say **Listen**. Play recording again, pausing after the first sentence. Ask *Which season does Amal like?* Elicit *Winter*. Ask *Which picture?* Elicit *Two*. (Both the season and the face need to match the details on the recording.) Say **Write**. Model writing *A* for Amal in the box by the picture 2.
- 5 Play recording from the beginning, pausing after each sentence so that the children can write in the initial of the person speaking by the correct picture (A, B or W).
- 6 Elicit answers by eliciting the correct letter for each picture. The children correct their work.

Audio

- Amal
I like winter. I like to build a snowman. I don't like autumn. I don't like to fly a kite.
- Beth
I don't like spring. It's rainy. I like to ride my bike. And I don't like winter. It's very cold. I like to play computer games indoors.
- Walid
I like autumn. I like to pick olives. I like summer. I like to go outdoors and run.

Answers: 1 B 2 A 3 W 4 W 5 A 6 B 7 A 8 W 9 B
 10 B 11 A 12 W

ACTIVITY 2 5 minutes 84

- 1 Say **Listen**. Play recording for Activity 1 again.
- 2 Tell the children they are now going to be asked questions about what Amal, Beth and Walid like and don't like. Say **Listen and say**. Play recording for Activity 2 again, pausing so the children answer.

Audio

- | | |
|---------------------------|---------------------------|
| 1 What does Amal like? | 4 What doesn't Beth like? |
| 2 What doesn't Amal like? | 5 What does Walid like? |
| 3 What does Beth like? | |

Answers: 1 winter/to build a snowman 2 autumn/to fly a kite
 3 to ride her bike/to play computer games 4 spring/winter
 5 summer/to go outdoors; autumn/to pick olives

ACTIVITY 3 5 minutes

- 1 Pretend to be Amal. Point to Picture 2 in Activity 1 and say *I like winter. I like to build a snowman*. Repeat with other Amal pictures, eliciting the answers from the children.
- 2 Say **Say**. Ask the children to choose a character to be – Amal, Beth or Walid. They work in pairs: they take it in turn to say what they like, using the information in Activity 1.

ACTIVITY 4 8 minutes

- 1 Elicit the activities pictured. Elicit which text (from 1–8) matches each one.
- 2 Say **Write**. Check that the children are completing the phrases correctly. If they need support, write up the letters for each phrase in random order or suggest that they look in Unit 8 to find the full form of the activities.
- 3 Say **Write**. Check that the children are matching the pictures and completed phrases correctly. If they need support, tell them to focus on the starting letters of the words.
- 4 Elicit answers by asking the children to write activities on the board or find the wordcards. The children correct their work.
- 5 Say **Say**. The children work in pairs, taking it in turn to point to a picture and say the activity.

Answers: 1 pick olives 2 watch TV 3 stay indoors
 4 build a snowman 5 ride my bike 6 play computer games
 7 have a picnic 8 go outdoors
 a3 b8 c6 d7 e4 f5 g2 h1

ACTIVITY 5 7 minutes

- 1 Elicit the correct version of the jumbled sentences.
- 2 Say **Write**. Ask the children to write out the sentences correctly. Remind them about capitals and punctuation.
- 3 The children check their writing in pairs. Ask their partners to use a pencil to underline anything they think might be incorrect.
- 4 Elicit answers. Ask the children to come to the board and write their answers. The rest of the class confirms whether it is correct. The children correct their work.
- 5 Everyone says *Goodbye*.

Answers: 1 My favourite season is winter. 2 My favourite season is autumn. 3 I like to play with my friends. 4 I like to go outdoors.

Aim to talk about your future plans (towns you are going to visit and places you are going to see)

Key language *Akka, Hebron, Haifa, Bethlehem, Al-Ibrahimi Mosque, Mount Carmel, Church of the Nativity, Al-Jazaar Mosque, What are you going to do on holiday? I'm going to visit Hebron. I'm going to see Al-Ibrahimi Mosque.*

Materials Pupil's Book, CD 2, Unit 10
Poster, Flashcards (Unit 10 – Palestine sites),
Wordcards (see Language Building for details)

The image shows two pages from a student book. The left page is titled 'Unit 10 Visiting Palestine' and contains 'Period 1' exercises. Exercise 1 is 'Read, Listen and circle' with a listening icon. It includes a dialogue: 'What are you going to do on holiday?' 'I'm going to visit Hebron.' Below are four flashcards: Al-Jazaar Mosque (Akka), Al-Ibrahimi Mosque (Hebron), Mount Carmel (Haifa), and Church of the Nativity (Bethlehem). There are four numbered sentences for listening and circling. Exercise 2 is 'Listen and say' with a listening icon. Exercise 3 is 'Say' with a speech bubble icon. The right page is titled 'Period 2' and contains 'Write' exercises. Exercise 1 is 'Write' with a pencil icon, showing a grid of flashcards and a list of place names: Irbid, Hama, Hamthabele, Hebron, Hala, Akka, and Qalqilya. Exercise 2 is 'Match and say' with a speech bubble icon, showing a dialogue: 'I'm going to visit Hebron.' 'I'm going to see Al-Ibrahimi Mosque.' Below is a matching exercise with numbered items and place names. Exercise 3 is 'Write' with a pencil icon, showing a map of Palestine and a list of numbered lines for writing.

Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 2

- 1 Greet the children, saying *Good morning/afternoon*, as appropriate, and elicit response (*Good morning/Good afternoon, Mr/Mrs/Miss ...*).
- 2 Show Unit 10 Poster.
 - Ask *What can you see?* Elicit as much as possible in English. Praise the children's efforts.
 - Ask the children if they have been to any of the places pictured.
- 3 Show Unit 10 flashcards (Palestine sites) in the order of the recording.
- 4 Say **Listen**. Play recording, pointing to the places mentioned.
- 5 Point to the flashcards in random order to elicit the names.

Audio

Al-Ibrahimi Mosque in Hebron
Mount Carmel in Haifa
The Church of the Nativity in Bethlehem
Al-Jazaar Mosque in Akka

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *I'm / going / to / visit / see / .*
Hebron / Haifa / Bethlehem / Akka
Mount Carmel / Al-Ibrahimi Mosque / the Church of the Nativity / Al-Jazaar Mosque

- 1 Ask the children to match the flashcards with the town and site wordcards.
- 2 Say *I'm going to visit Akka*. Distribute the wordcards to six children and ask them to stand in line to make a sentence. The class confirm and read it aloud. Put the sentence on the board.
- 3 Display the other place names too. Ask children to change the sentence to talk about *Bethlehem*. Repeat with the other places.
- 4 Repeat **1 & 2** with *I'm going to see Al-Jazaar Mosque*, then the other sites.

In the Language Building sections, ask the class to confirm and read aloud all questions/sentences that are made.

ACTIVITY 1 10 minutes 3

- 1 Elicit the places pictured. Ask the children if they have visited these places.
- 2 Say **Read**. Ask children to read the sentences aloud.
- 3 Say **Listen and find**. Play recording. The children point to the places as they are mentioned.
- 4 Say **Listen**. Play recording, pausing after *I'm going to visit Hebron*. Ask *Where is Hala going to visit?* Elicit *Hebron*. Say **Circle**. Model circling *Hebron* in the book as an example.
- 5 Say **Listen and circle**. Play recording, pausing so that the children can circle the town and the place to be visited.
- 6 Display the wordcards. Elicit answers: play recording again, pausing for the children to say the names they have circled. Ask children to identify the wordcard. The children correct their work.

Audio

- What are you going to do on holiday, Hala?
- I'm going to visit Hebron. I'm going to see Al-Ibrahimi Mosque.
- What about you, Hamzah?
- I'm going to visit Haifa. I'm going to see Mount Carmel.
- Fiona?
- I'm going to visit Bethlehem. I'm going to see the Church of the Nativity.
- And what are you going to do on holiday, Walid?
- I'm going to visit Akka. I'm going to see Al-Jazaar Mosque.

Answers: 1 Hebron, Al-Ibrahimi Mosque 2 Haifa, Mount Carmel
3 Bethlehem, Church of the Nativity 4 Akka, Al-Jazaar Mosque

ACTIVITY 2 10 minutes  **4**

- 1 Say **Listen**. Play recording for Activity 1 again. The children listen to remind themselves of the details for each character.
- 2 Tell the children that they are now going to answer some questions about what Hala, Hamzah, Fiona and Walid are going to do. They will hear the recording for Activity 2 twice. Say **Listen and say**. Play recording, pausing after each question for the children to respond.
- 3 Repeat 2, so that the children can practise responding more fluently.

Audio

- 1 Hala, what are you going to do on holiday?
- 2 What are you going to see?
- 3 Hamzah, what are you going to do on holiday?
- 4 What are you going to see?
- 5 Fiona, what are you going to do on holiday?
- 6 What are you going to see?
- 7 Walid, what are you going to do on holiday?
- 8 What are you going to see?

Answers: 1 I'm going to visit Hebron. 2 I'm going to see Al-Ibrahimi Mosque. 3 I'm going to visit Haifa. 4 I'm going to see Mount Carmel. 5 I'm going to visit Bethlehem. 6 I'm going to see the Church of the Nativity. 7 I'm going to visit Akka. 8 I'm going to see Al-Jazaar Mosque.

ACTIVITY 3 5 minutes

- 1 Divide the class into two groups. Group 1 asks the questions and Group 2 responds. Use the wordcards and flashcards on the board to prompt. They then swap roles.
- 2 Say **Say**. The children work in pairs: they take it in turn to ask and answer as though they were the characters in Activity 1. They can then ask and answer for themselves.
- 3 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 8 minutes**  **2**

As for Period 1.

LANGUAGE BUILDING 7 minutes

As for Period 1.

ACTIVITY 1 5 minutes

- 1 Elicit the places pictured.
- 2 Write *faaiH* on the board and look puzzled. Elicit *Haifa*. Say **Write**. Help as necessary.
- 3 Elicit answers: ask children to call out the spelling of the places and a different child to write the name on the board. The children correct their work.
- 4 Ask the children to write the number of the correct picture by each place name.
- 5 Elicit answers. The children correct their work.

Answers: 3 Haifa 1 Bethlehem 4 Akka 2 Hebron

ACTIVITY 2 10 minutes

- 1 Ask children to read aloud the speech bubbles, then the places.
- 2 Elicit the correct place for each person (using information in Period 1).
- 3 Say **Match**. Help as necessary.
- 4 Elicit answers. The children correct their work.
- 5 Say *I'm Walid. I'm going to visit Akka. I'm going to see Al-Jazaar Mosque*. Elicit similar statements from the other characters.
- 6 Say **Say**. Put the children in pairs: they take it in turn to be a character and say what they are going to visit and see.

Answers: 1 Walid – Akka – Al-Jazaar Mosque 2 Hamzah – Haifa – Mount Carmel 3 Fiona – Bethlehem – Church of the Nativity 4 Hala – Hebron – Al-Ibrahimi Mosque

ACTIVITY 3 10 minutes

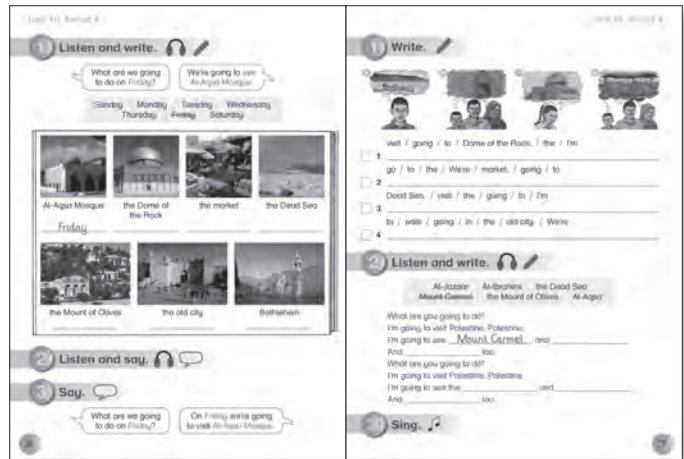
- 1 Elicit the places on the map.
- 2 Say *I'm going to visit Jerusalem*. Model writing this in the book as an example.
- 3 Say **Write**. Monitor and give support as the children write a sentence for each place on the map.
- 4 Everyone says *Goodbye*.

Answers (in any order): I'm going to visit Jerusalem/Akka/Haifa/Hebron/Bethlehem.

Aim to talk about holiday plans

Key language *Al-Aqsa Mosque, Dome of the Rock, the Dead Sea, the Mount of Olives, Bethlehem, the market; What are we going to do on Thursday? We're going to the market.*

Materials Pupil's Book, CD 2, Unit 10 Poster, Flashcards (Unit 10 – Jerusalem sites), Wordcards (see Language Building for details)



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 5

- 1 Greet the children, saying *Good morning/afternoon*, as appropriate, and elicit response (*Good morning/Good afternoon, Mr/Mrs/Miss ...*).
- 2 Show Unit 10 Poster.
 - Ask *Where's Hebron?* Ask a child to find it on the map. Repeat with the other places.
 - Elicit the names of the sites in the top row.
 - Tell the children that all the sites in the bottom row are in or near one city. Ask *Which city?* Elicit *Jerusalem*. Remind the children that Jerusalem is the capital of Palestine.
- 3 Show Unit 10 flashcards (Jerusalem sites) in the order of the recording.
- 4 Say **Listen**. Play recording, pointing to the flashcards.
- 5 Point to the flashcards in random order to elicit the name.

Audio

Jerusalem, Al-Aqsa Mosque, the Dead Sea, the Dome of the Rock, the Mount of Olives, the old city, the market, Bethlehem

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *On / Friday / we're / going / to / visit / Al-Aqsa Mosque / the Dome of the Rock / the market / the Dead Sea / the Mount of Olives / the old city / Bethlehem /*

- 1 Say *On Friday we're going to visit the Dead Sea*. Distribute the wordcards to seven children and ask them to stand in line to make a sentence. The class confirm and read it aloud. Put the sentence on the board.

- 2 Display the other wordcards too. Ask children to make as many sentences as possible, using the different sites.
- 3 Ask the children how they would change the final sentence to make it about another day: which word would they change? Elicit examples of sentences featuring different days.

ACTIVITY 1 10 minutes 6

- 1 Ask children to read aloud the speech bubbles, the words in the wordbox and the picture labels.
- 2 Say **Listen**. Play recording. On first listening, the children look for the days in the wordbox as they are mentioned.
- 3 Say **Listen**. Play recording again, pausing after *On Friday we're going to see Al-Aqsa Mosque*. Ask *When are they going to see Al-Aqsa Mosque?* Elicit *Friday*. Model writing *Friday* under the picture in the book as an example.
- 4 Say **Listen and write**. Continue playing recording, pausing so children can write the correct day under each place.
- 5 Elicit answers, asking children to find the correct word each time. The children correct their work.

Audio

- *Jerusalem is beautiful! What are we going to do there, mum?*
- *On Friday we're going to see Al-Aqsa Mosque. And on Saturday we're going to walk in the old city.*
- *What are we going to do on Sunday?*
- *We're going to visit the Dead Sea. We're going to visit the Dome of the Rock on Monday. And on Tuesday we're going to walk on the Mount of Olives.*
- *And on Wednesday?*
- *We're going to go to the market. And on Thursday we're going to visit Bethlehem.*

Answers: 1 Friday 2 Monday 3 Wednesday 4 Sunday 5 Tuesday 6 Saturday 7 Thursday

ACTIVITY 2 10 minutes

- 1 Say **Listen**. Play recording for Activity 1 again. The children listen to remind themselves what is happening on each day.
- 2 Tell the children that they are now going to answer questions about the holiday. They will hear the Activity 2 recording twice. Say **Listen and say**. Play recording, pausing after each question so children can answer as though they were Nour's mum. Repeat, so that the children can practise answering more fluently.

Audio

- 1 *What are we going to do on Friday?*
- 2 *What are we going to do on Sunday?*
- 3 *What are we going to do on Tuesday?*
- 4 *When are we going to visit the Dome of the Rock?*
- 5 *When are we going to walk in the old city?*
- 6 *When are we going to visit the market?*

Answers: 1 *We're going to Al-Aqsa Mosque.* 2 *We're going to the Dead Sea.* 3 *We're going to the Mount of Olives.*
4 *Monday* 5 *Saturday* 6 *Wednesday*

ACTIVITY 3 5 minutes

- 1 Say **Say**. Divide the class into two groups: Group 1 asks *What are we going to do on ...?* and Group 2 responds. Use the day wordcards to prompt the question and the flashcards to prompt the answers. Then swap roles.
- 2 The children work in pairs taking it in turn to ask and answer questions using the answers in Activity 1.
- 3 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 8 minutes

As for Period 3.

LANGUAGE BUILDING 7 minutes

As for Period 3.

ACTIVITY 1 10 minutes

- 1 Elicit the places pictured.
- 2 Ask the children to read the jumbled sentence aloud. Elicit the correct order for each one.
- 3 Say **Write**. Help as necessary.
- 4 Elicit answers. Write them on the board or use the wordcards. The children correct their work.

- 5 Say *Sentence one: which picture?* Elicit c. Say **Write**. Check that the children are writing the correct letter.
- 6 Elicit answers, asking a child to write the letters on the board. The children correct their work.

Answers: 1 *c I'm going to visit the Dome of the Rock.* 2 *d We're going to go to the market.* 3 *a I'm going to visit the Dead Sea.* 4 *b We're going to walk in the old city.*

ACTIVITY 2 5 minutes

- 1 Ask children to read out aloud the words in the wordbox, then the words of the song.
- 2 Say **Listen**. Play recording. On first listening, the children concentrate on listening for the missing words.
- 3 Say **Listen and write**. Play recording, pausing so children can complete the song lyrics, using the words in the wordbox. Repeat, so that the children can fill in any they missed and/or check their answers.
- 4 Elicit answers. Use wordcards or ask children to write the missing words on the board. The children correct their work.

Audio

- *What are you going to do?*
- *I'm going to visit Palestine, Palestine.*
- *I'm going to see **Mount Carmel** and **Al-Jazaar***
- *And **the Mount of Olives** too.*
- *What are you going to do?*
- *I'm going to visit Palestine, Palestine.*
- *I'm going to see **the Dead Sea** and **Al-Aqsa***
- *And **Al-Ibrahimi** too.*

Answers: see bold in recording

ACTIVITY 3 5 minutes

- 1 Say **Sing**. Play recording. The children sing along. Repeat several times.

Audio

See Activity 2

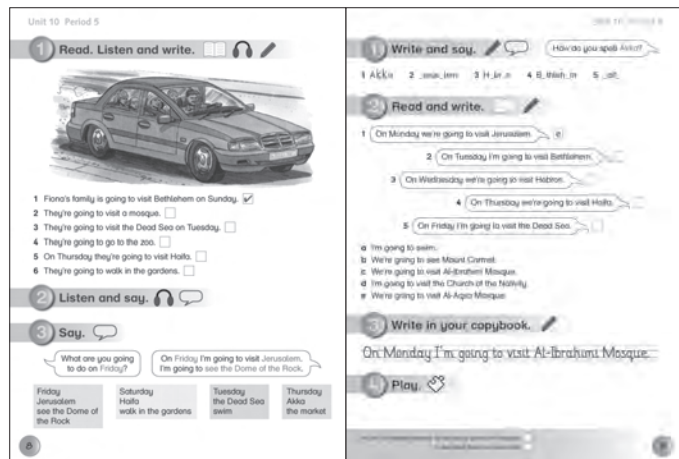
REVIEW 5 minutes

- 1 Show the town flashcards to elicit *We're going to visit + an appropriate place in or near each town.*
- 2 Everyone says *Goodbye*.

Aim to talk about what you're going to do on specific days

Key language Akka, Hebron, Haifa, Bethlehem, Al-Ibrahimi Mosque, Mount Carmel, Church of the Nativity, Al-Jazaar Mosque; Al-Aqsa Mosque, Dome of the Rock, the Dead Sea, the Mount of Olives, the market; see, visit; What are you going to do on Friday? On Friday I'm/we're going to visit Mount Carmel.

Materials Pupil's Book, CD 2, Unit 10 Poster, Flashcards (Unit 10), Wordcards (see Language Building for details)
Plus (for Period 6): small white cards (see Activity 4 game)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 10

- Greet the class. Encourage the children to respond.
- Show Unit 10 Poster.
 - Elicit the places and sites.
 - Ask children *What are you going to do in ...?* to elicit an activity for each of the towns/cities shown.
- Write the days on the boards. Ask children to read them aloud. Ask *What day is it?* Elicit response. Ask *Which days are you at school?* Elicit *Sunday–Thursday*. Ask *What is the weekend?* Elicit that it's *Friday and Saturday*, the days when you're not at school.
- Show Unit 10 flashcards (both sets). Display in different parts of the classroom.
- Say **Listen**. Play recording. Ask children questions about it:
 - When are they going to Hebron? (*Saturday*)
 - What are they going to see? (*the gardens*)
 - Repeat with *Qalqilya*. (*Sunday/zoo*)

Audio

On Saturday I'm going to visit Haifa. I'm going to walk in the gardens. On Sunday I'm going to visit Qalqilya. I'm going to go to the zoo.

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *Sunday / Monday / Tuesday / Wednesday / Thursday / Friday / Saturday*
Plus wordcards from Unit 10 Period 3

- Show the wordcards in random order to elicit the days.
- Display all the wordcards. Ask the children to make seven sentences, each with a different day and a different site.

ACTIVITY 1 10 minutes 11

- Point to the picture. Elicit suggestions for where the family is going.
- Say **Listen**. Play recording. On first listening, the children focus on understanding.
- Say **Read**. Then say **Listen and write**. This time the children listen and decide whether the sentences are true (writing a tick) or false (writing a cross).
- The children check each other's work in pairs.
- Elicit answers, asking for the correct version of the sentences which are false. The children correct their work.

Audio

- On Sunday I'm going on holiday with my family. We're going to visit Bethlehem. We're going to see the Church of the Nativity.*
- On Monday we're going to visit the Dead Sea. We're going to go to the beach. I'm going to swim there!*
- We're going to visit Haifa on Thursday. We're going to see Mount Carmel. And we're going to walk in the gardens.*

Answers: 1 ✓ 2 ✗ (*They're going to visit a church.*)
3 ✗ (*They're going to visit the Dead Sea on Monday.*)
4 ✗ (*They're going to the beach.*) 5 ✓ 6 ✓

ACTIVITY 2 5 minutes 12

- Say **Listen**. Play recording for Activity 1 again. The children listen to remind themselves of what is happening on each day.

- Tell the children they are now going to be asked questions about the people in Activity 1. Say **Listen and say**. Play recording for Activity 2, pausing after each question so the children can answer.
- Elicit answers. The children correct their work.

Long or short answers are acceptable: it is useful to practise the structure in a complete sentence, but both versions are correct.

Audio

- When are you going to visit Bethlehem, Fiona?
- What are you going to see there?
- When are you going to visit the Dead Sea?
- What are you going to do there?
- When are you going to visit Haifa?
- What are you going to see there?

Answers: 1 (I'm/We're going to visit Bethlehem) on Sunday. 2 (I'm/We're going to see) the Church of the Nativity. 3 (I'm/We're going to visit the Dead Sea) on Monday. 4 (I'm going to) swim. 5 (I'm/We're going to visit Haifa) on Thursday. 6 (I'm/We're going to see) Mount Carmel.

ACTIVITY 3 10 minutes

- Ask a pair of children to read the speech bubbles aloud.
- Ask different children to read out the prompts.
- Make up a dialogue for the first set of prompts. Ask a confident child to ask the question in the speech bubble.
Answer On Friday I'm going to visit Jerusalem. I'm going to see the Dome of the Rock.
- Elicit the questions and the two answers for each of the other sets of prompts.
- Say **Say**. The children work in pairs using the prompts to make up dialogues. They take it in turn to ask and answer.
- Ask pairs to say their dialogues to the rest of the class.
- Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 8 minutes 10

As for Period 5.

LANGUAGE BUILDING 7 minutes

As for Period 5.

ACTIVITY 1 5 minutes

- Ask a child to read the speech bubble aloud.

- Write on the board A__ a. Ask *Which town is this?* Elicit *Akka*. Ask a child to write the missing letters on the board.
- Say **Write**. Check that the children are completing the town names correctly.
- Say **Say**. The children check their work in pairs: they take it in turn to ask *How do you spell ...?* and to spell the town.
- Elicit answers using the same approach as in 2. The children correct their work.

Answers: 1 Akka 2 Jerusalem 3 Hebron
4 Bethlehem 5 Haifa

ACTIVITY 2 5 minutes

- Ask children to read aloud the speech bubbles, then the sentences.
- Say *On Monday we're going to visit Jerusalem. What are we going to do? Which sentence.* Elicit *e – We're going to visit Al-Aqsa Mosque.*
- Say **Read and write**. Check that the children are writing the letters of the sentences a–e by the correct speech bubbles.
- Elicit answers. Ask a child to write them on the board. The children correct their work.

Answers: 1 e 2 d 3 c 4 b 5 a

ACTIVITY 3 5 minutes

- Ask the children how capitals and punctuation (full stops, question marks) are used in sentences.
- Say **Write in your copybook**. Monitor and help as necessary. Make sure the children are using the lines to help them form the letters.

ACTIVITY 4 10 minutes

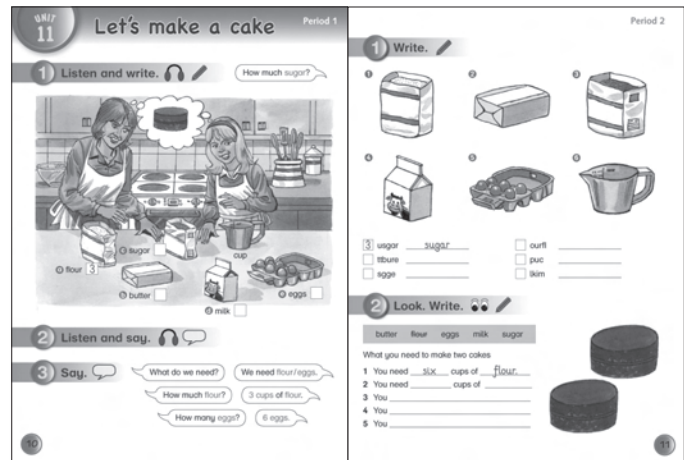
- Say *Play Sentence building*.
 - Write a model on the board/use wordcards: *On Monday we're going to visit Jerusalem. We're going to visit Al-Aqsa Mosque.*
 - Explain that you are going to make lots of sentences like this together, with each person adding a word. Use the model for the first two sentences, with each child in turn saying the next word.
 - Make new sentences in the same way, using the same structures.
 - When the class is confident, delete/take down the model and play without it.
- Read aloud the targets at the bottom of the page. Ask the children if they can do these things and to give you some examples. They can then tick the boxes to show what they have achieved.
- Everyone says *Goodbye*.

Let's make a cake

Aims to talk about ingredients and quantities

Key language *flour, butter, sugar, milk, eggs, cup; What do we need? We need flour. How much flour? Three cups of flour. How many eggs? Six eggs.*

Materials Pupil's Book, CD 2, Unit 11 Poster, Flashcards (Unit 11 – foods & cup), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 13

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What's the weather?* Elicit response, prompting as necessary (*It's hot/cold and sunny/rainy/cloudy/windy.*).
- 3 Show Unit 11 Poster. Ask *What can you see?* Elicit as much as possible in English.
- 4 Show Unit 11 flashcards (foods & cup) in the order of the recording.
- 5 Say **Listen**. Play recording, pointing to the flashcards.
- 6 Explain that *cup* is usually a thing you drink from but that it can also be used to measure quantities when you're cooking.
- 7 Point to the flashcards in random order to elicit the words.

Audio

What do we need?

We need ... flour, sugar, milk, butter, eggs.

How much sugar? A cup of sugar.

How many eggs? Two eggs.

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What / do / we / need / ? / We need flour / butter / sugar / milk / eggs / a cup of*

- 1 Ask children to match the food flashcards and wordcards.

- 2 Say *What do we need?* Distribute the wordcards to five children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.
- 3 Display the other wordcards too. Ask children to make a reply to the question using *a cup of*.
- 4 Use the flashcards to prompt other replies.

Remember to ask the class to confirm and read aloud
 all sentences/questions made in the Language Building sections.

ACTIVITY 1 10 minutes 14

- 1 Ask children to read the labels aloud. Ask *Do you like to make cakes?* Elicit responses.
- 2 Say **Listen and find**. Play recording. The children listen for and find the items mentioned.
- 3 Say **Listen**. Play recording again, pausing after *three cups of flour*. Say *How much flour?* Elicit *Three cups of flour*. Say **Write**. Model writing 3 in the box by *flour*.
- 4 Play recording again from the start, pausing after each answer so that the children can write the number by the item. If they need more support, ask *How much ...?* to repeat the item each time.
- 5 The children check their work in pairs.
- 6 Elicit answers. Ask a child to write them on the board. The children correct their work.

Audio

- Let's make a cake!
- What do we need?
- We need three cups of flour and one cup of sugar.
- How much milk?
- Umm ... one cup of milk.
- How many eggs?
- We need four eggs.
- Anything else?
- Butter. We need 1 cup of butter.

Answers: a3 b1 c1 d1 e4

ACTIVITY 2 8 minutes  **15**

- 1 Say **Listen**. Play recording. On first listening, the children work out responses to the questions by looking at their answers to Activity 1.
- 2 Say **Listen and say**. Play recording again, pausing so that the children can respond, using the answers in Activity 1.

Audio

- To make a cake ...
- 1 How much flour do you need?
 - 2 How much sugar do you need?
 - 3 How much milk do you need?
 - 4 How many eggs do you need?
 - 5 What else do you need?

Answers: 1 3 cups of flour 2 1 cup of sugar 3 1 cup of milk
4 4 eggs 5 1 cup of butter

ACTIVITY 3 7 minutes

- 1 Ask pairs of children to read the speech bubbles aloud.
- 2 Ask *What do we need?* Elicit each item in turn, then ask *How much flour?* (etc.) to elicit quantities, using the answers in Activity 1.
- 3 Say **Say**. Put the children in groups of 4. They take it in turn to ask and answer in a circle, using the models in the speech bubbles and their answers to Activity 1. A different person should start each exchange, so that they all have a turn asking and answering.
- 4 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes  **13**

As for Period 1.

LANGUAGE BUILDING 7 minutes

As for Period 1.

ACTIVITY 1 10 minutes

- 1 Elicit the items pictured.
- 2 Write on the board *usgar*. Look puzzled. Ask *What is it?* Elicit *sugar*. Ask a child to write *sugar* on the board.
- 3 Say **Write**. Check that the children are unscrambling the anagrams and writing the words correctly.
- 4 Elicit answers. Ask a child to write each word on the board. The children correct their work.
- 5 Say *sugar – which picture?* Elicit *Three*. Say **Write**. Check that the children are writing the correct picture number by each word.
- 6 The children check their work in pairs.
- 7 Elicit answers, asking children to write the numbers and words on the board. The children correct their work.

Answers: 3 sugar 2 butter 5 eggs 1 flour 6 cup 4 milk

ACTIVITY 2 10 minutes

- 1 Ask children to read the words in the wordbox aloud.
- 2 Say **Look**. Get children to look at the quantities to make one cake in Period 1. Elicit what you need and write the quantities on the board.
- 3 Point to the picture of the two cakes. Ask *What do you need to make two cakes?*
- 4 Say *For one cake you need three cups of flour. For two cakes you need ... ?* Elicit *Six cups of flour*. Say **Write**. Model writing the example in the book.
- 5 Elicit answers, asking children to say the amounts and different children to write them on the board. You may like to do this in two columns, to help the children to conceptualise the idea more clearly.

one cake	two cakes
3 cups of flour	6 cups of flour
1 cup of sugar	
1 cup of milk	
1 cup of butter	
4 eggs	

Answers (in any order): 1 You need six cups of flour. 2 You need two cups of milk. 3 You need two cups of sugar. 4 You need eight eggs. 5 You need two cups of butter.

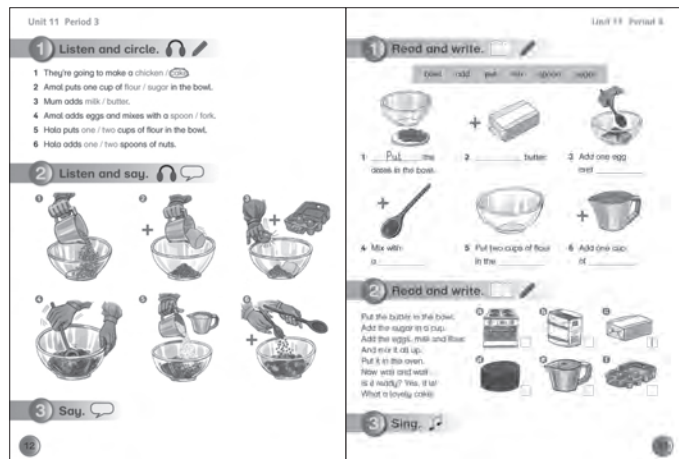
REVIEW 5 minutes

- 1 Put the children into groups to work out the ingredients for three cakes and four cakes.
- 2 Everyone says *Goodbye*.

Aims to give and understand instructions for making a cake

Key language *flour, butter, sugar, milk, eggs, cup; put, add, mix; bowl, cup, spoon, fork, knife*

Materials Pupil's Book, CD 2, Unit 11 Poster, Flashcards (Unit 11 – the cutlery + bowl and oven), Wordcards (see Language Building for details)



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 16

- Greet the class. Encourage the children to respond.
- Ask *What's the weather?* Elicit response, prompting as necessary (*It's hot/cold and sunny/rainy/cloudy/windy.*).
- Show Unit 11 Poster.
 - Ask *What do we need?* to elicit the foods.
 - Ask *How much/many ... ?* to elicit foods with quantities.
- Say **Listen**. Play first part of the recording. Point to the picture for each instruction on the right-hand side of the poster.
- Point to the instructions on the poster to elicit them.
- Show the flashcards (knife, fork, spoon, cup, bowl) in the order of the recording.
- Say **Listen**. Play the second part of the recording, pointing to the flashcards as they're mentioned.

Audio

Put. Put the butter in the bowl.

Add. Add sugar.

Mix. Mix with a spoon.

knife, fork, spoon, cup, bowl

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *Put / the / in / the / bowl / . Add / Mix / with / a / spoon*

Plus wordcards from Unit 11 Period 1

- Say *Put the butter in the bowl*. Distribute the wordcards to seven children and ask them to stand in line to make a sentence. The class confirm and read it aloud. Put the sentence on the board.
- Display the other wordcards too. Ask children to make the sentence *Mix with a spoon*.
- Ask the children to make a sentence with *Add*.

ACTIVITY 1 5 minutes 17

- Ask children to read the sentences aloud.
- Say **Listen**. Play recording. On first listening, the children work out the correct version from the two options given in each sentence.
- Say **Listen and circle**. Play recording again. This time the children circle the correct options.
- Elicit answers. Write them on the board. The children correct their work.

Audio

- We're going to make a cake.*
- Yum!*
- Amal, put one cup of sugar in the bowl. And I'm going to add 1 cup of butter.*
- Amal, add three eggs and mix with a spoon.*
- OK!*
- Hala, put two cups of flour in the bowl.*
- Good girls! Now add two spoons of nuts, Hala.*
- Done. Can I mix it?*
- Yes. That's good!*

Answers: 1 cake 2 sugar 3 butter 4 spoon 5 two 6 two

ACTIVITY 2 5 minutes 18

- 1 Say **Listen and find**. Play recording. The children point to the pictures in the book.
- 2 Say **Listen and say**. Play recording, pausing so that children can repeat each instruction.

! Explain the difference between *put* and *add*; *put* can be used for anything you put in the bowl; *add* is used for anything except the first item (it is prompted using + in the Pupil's Book to make it clear).

Audio

- 1 Put one cup of sugar in the bowl.
- 2 Add one cup of butter.
- 3 Add three eggs.
- 4 Mix with a spoon.
- 5 Put two cups of flour in the bowl.
- 6 Add one spoon of nuts. Mix.

ACTIVITY 3 5 minutes

- 1 Point to the pictures in Activity 2 and say *Picture 1* (etc.) to elicit the instructions.
- 2 Say **Say**. Put children into pairs: they take it in turn to give the instructions for the pictures in Activity 2 in sequence.

REVIEW 10 minutes

- 1 Write on the board, omitting the underlined letters:
sugar cup add spoon flour mix put.
- 2 Elicit the missing letters, asking children to write them in.
- 3 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 8 minutes 16

As for Period 3.

LANGUAGE BUILDING 7 minutes

As for Period 3.

ACTIVITY 1 10 minutes

- 1 Ask children to read aloud the words in the wordbox.
- 2 Ask children to read aloud the sentences, eliciting the missing words.
- 3 Say **Read and write**. Check that the children are completing the sentences correctly.
- 4 The children check their work in pairs.

- 5 Elicit answers. Write them on the board. The children correct their work.

Answers: 1 Put 2 Add 3 mix 4 spoon 5 bowl 6 sugar

ACTIVITY 2 5 minutes

- 1 Elicit the items pictured.
- 2 Say **Read**. The children read the song aloud.
- 3 Explain that they need to number the pictures 1–6 in the order the items are mentioned in the song. Say **Write**. Monitor and help as necessary.
- 4 The children check their work in pairs.
- 5 Elicit answers. Ask a child to write them on the board. The children correct their work.

Answers: a5 b2 c1 d6 e3 f4

ACTIVITY 3 10 minutes 19

- 1 Say **Listen**. Play recording. The children listen to the song.
- 2 Say **Sing**. Play recording again for the children to sing along. Repeat.
- 3 Make up actions together for the song. Say **Sing and do**. Play recording again for the children to sing along and do the actions. Repeat.
- 4 Everyone says *Goodbye*.

Audio

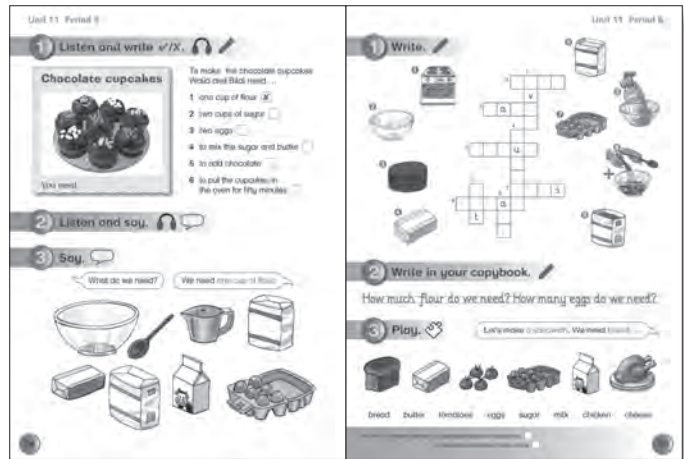
– Put the butter in the bowl.
Add the sugar in a cup.
Add the eggs, milk and flour.
And mix it all up.

Put it in the oven .
Now wait and wait ...
Is it ready? Yes, it is!
What a lovely cake!

Aims to give and understand instructions for making a cake; to work out quantities

Key language *flour, butter, sugar, milk, eggs, cup, bowl, oven; put, add, mix*

Materials Pupil's Book, CD 2, Unit 11 Poster, Flashcards (Unit 11 – all), Wordcards (see Language Building for details)
Plus (for Period 6): Activity Poster 1, scrap paper (for Activity 3 game)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 20

- Greet the class. Encourage the children to respond.
- Ask *What's the weather?* Elicit response, prompting as necessary (*It's hot/cold and sunny/rainy/cloudy/windy.*).
- Display Unit 11 Poster.
 - Ask *What do we need?* to elicit the foods.
 - Ask *How much/many ... ?* to elicit foods with quantities.
 - Elicit the instructions for the *put/add/mix* pictures, e.g. *Put the butter in the bowl.*
- Make up actions for *put, add* and *mix*.
- Say **Listen**. Play recording. The children do the appropriate action when they hear the words.
- Show all the Unit 11 flashcards to elicit the words.

Audio

Mix it with a spoon.	Mix.
Add eggs.	Add chocolate.
Put the flour in the bowl.	Put it in the oven.

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *How / much / do / we / need / ? / one cup of / two cups of / three cups of*
 Plus food wordcards from Unit 11 Period 1

- Say *How much flour do we need?* Distribute the wordcards to seven children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.
- Display the other wordcards too. Ask children to make a reply to the question, including a quantity.
- Repeat 2 several times.

ACTIVITY 1 10 minutes 21

- Point to the picture and say *Yum! Cupcakes!* Ask *Do you like cupcakes?* Elicit responses.
- Say **Listen**. Play recording. On first listening, the children focus on understanding.
- Say **Listen and write**. This time the children listen and decide whether the sentences are true (writing a ✓) or false (writing a X).
- The children check each other's work in pairs.
- Elicit answers, asking for the correct version of the sentences which are false. The children correct their work.

Audio

- *How much flour do we need?*
- *We need ... two cups of flour, one cup of butter, one cup of sugar and a cup of milk.*
- *How many eggs do we need?*
- *Two eggs.*
- *Anything else?*
- *Chocolate!*
- *So, what do we do?*
- *Put the sugar and butter in the bowl. Mix.*
- *OK.*
- *Add the eggs and the flour. Then add the milk.*
- *Done.*
- *Add the chocolate. Mix.*
- *Put the cupcakes in the oven. Cook for fifteen minutes.*

Answers: 1 X – two cups of flour 2 X one cup of sugar 3 ✓
 4 ✓ 5 ✓ 6 X for fifteen minutes

ACTIVITY 2 10 minutes 22

- Say **Listen**. Play recording and the children listen to the questions and look at their answers for Activity 1.

- 2 Say **Listen and say**. Model what you want the children to do with an example. The children listen and respond to the questions.

Audio

- 1 What are Walid and Bilal going to make?
- 2 How much flour do they need?
- 3 How much butter do they need?
- 4 How much sugar do they need?
- 5 How many eggs do they need?
- 6 What else do they need?
- 7 How much time do they need to cook the cupcakes?

Answers: 1 cupcakes 2 two cups of flour 3 one cup of butter
4 one cup of sugar 5 two eggs 6 chocolate 7 15 minutes

ACTIVITY 3 5 minutes

- 1 Elicit the items pictured.
- 2 Say *Let's make a cake! What do we need?* Elicit the items with quantities – the children make up the quantities.
- 3 Say **Say**. The children work in pairs: they take it in turn to ask and answer, again making up the quantities.
- 4 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 8 minutes 20

As for Period 5.

LANGUAGE BUILDING 7 minutes

As for Period 5.

ACTIVITY 1 10 minutes

- 1 Use Activity Poster 1 (second part) to explain how to do a crossword puzzle. Explain in Arabic that this is a kind of word game.
 - Say *Picture 1: what is it?* Elicit *Oven*.
 - Write *oven* on the board (or display the wordcard). Say *One. Where is one?* Show the children the number one on the grid. Say **Write**. Model writing on the poster *oven* in boxes under 1, writing one letter in each box.
- 2 Say **Write**. The children complete the crossword using the picture clues. Tell them they can check the spelling of the words on previous pages in the unit, if necessary.
- 3 The children check their work in pairs.
- 4 Elicit answers: ask *What is 1?* to elicit *Oven*. Ask *How do you spell it?* Elicit the correct spelling.
- 5 Say **Write**.
- 6 The children check their work in pairs.

- 7 Elicit answers. Ask children to identify the wordcards or write the answers on the board. The children check their work.

Answers: 1 oven 2 bowl 3 cake 4 butter 5 flour
6 put 7 eggs 8 add 9 sugar

ACTIVITY 2 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

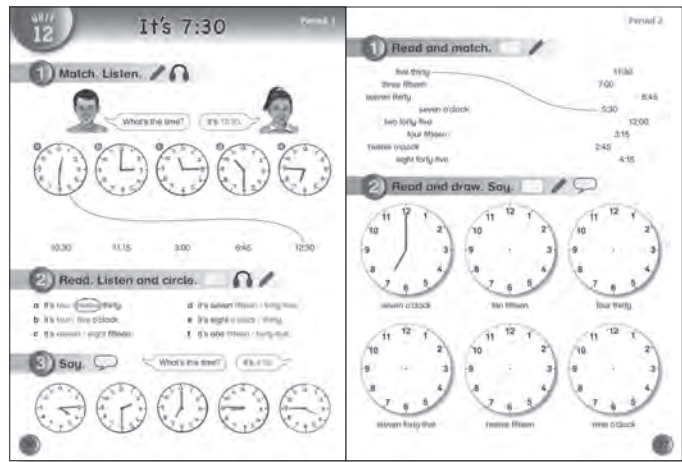
ACTIVITY 3 10 minutes

- 1 Say *Play*. Ask children to read the speech bubble, then the picture labels.
- 2 Elicit which items you need for a sandwich, starting with the labelled items and then eliciting more suggestions. Write these on the board.
- 3 The children work in pairs: they make up their own sandwich, telling each other what you need to make it.
- 4 Give the children paper to draw their sandwich and label it. The children write both their names on the sandwich.
- 5 Ask the children to present their sandwich to another pair.
- 6 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 7 Everyone says *Goodbye*.

Aims to give and ask the time

Key language *What's the time? It's four o'clock/five fifteen/nine thirty/eleven forty-five.*

Materials Pupil's Book, CD 2, Unit 12 Poster, Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 23

- Greet the class. Encourage the children to respond.
- Ask *What day is it?* Elicit response, prompting as necessary (*It's Sunday/Monday/Tuesday/Wednesday/Thursday.*)
- Show Unit 12 Poster.
 - Point to the clocks in the first column and ask *What's the time?* Elicit *It's six/twelve/one o'clock.* Praise the children's efforts.
 - Say **Listen**. Play recording, pointing to the clocks in the first row of the poster.
 - Point to the second clock and count in fives to illustrate why the time is ten fifteen. Repeat with the other clocks in the first row.
 - Point to the clocks in the first row and ask *What's the time?* to elicit the times.

Audio

*What's the time?
It's six o'clock.
It's ten fifteen.*

*It's three thirty.
It's seven forty-five.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What's / the / time / ?
It's / one / seven / eight / twelve / o'clock / fifteen / thirty /
forty-five / .
1:00 / 1:15 / 1:30 / 1:45*

- Say *What's the time?* Distribute the wordcards to four children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.
- Display the cards for the times (1:00, etc.). Display the word cards for these in random order. Ask the children to make each time in words (e.g. *It's one o'clock.*)
- Say *It's twelve thirty.* Ask children to make the sentence. Repeat with other times.

ACTIVITY 1 5 minutes 24

- Ask a pair of children to read the speech bubbles aloud.
- Elicit the times shown on the clocks in Arabic. Say **Match**. Check that the children are matching the clocks and the times correctly.
- Say **Listen**. Play recording so that the children can check their answers.
- Elicit answers, asking children to write up the times for each clock. The children correct their work.

Audio

*a It's twelve thirty.
b It's three o'clock.
c It's eleven fifteen.*

*d It's ten thirty.
e It's six forty-five.*

Answers: a 12:30 b 3:00 c 11:15 d 10:30 e 6:45

ACTIVITY 2 5 minutes 25

- Say **Read**. Ask children to read the sentences aloud.
- Say **Listen**. Play recording. On first listening, the children identify the correct version from the two options given.

- 3 Say **Listen and circle**. Play recording again. This time the children circle the correct version each time.
- 4 Elicit answers. Use wordcards. The children correct their work.

Audio

- | | |
|-------------------------------|----------------------------------|
| a It's twelve thirty. | d It's seven forty-five . |
| b It's four o'clock. | e It's eight thirty . |
| c It's eleven fifteen. | f It's one fifteen . |

Answers: See bold in Audioscript for answers

ACTIVITY 3 5 minutes

- 1 Ask a pair of children to read the speech bubbles aloud.
- 2 Ask *What's the time?* to elicit the times shown on all the clocks.
- 3 Say **Say**. The children work in pairs: they take it in turn to ask *What's the time?* and to answer, using the picture prompts.

REVIEW 10 minutes

- 1 Say a range of times in random order for the children to write down, e.g. 3:30, 4:15, 11:00, 9:45, etc.
- 2 The children check their work in pairs.
- 3 Elicit answers, asking children to write them on the board. The children correct their work.
- 4 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 23

As for Period 1.

LANGUAGE BUILDING 7 minutes

As for Period 1.

ACTIVITY 1 5 minutes

- 1 Say **Read**. The children read out the word form of the numbers.
- 2 Say **Read and match**. Check that the children are matching the words and times.
- 3 Elicit answers. Read out the word forms and ask children to write the times on the board. The children correct their work.

Answers: five thirty 5:30 three fifteen 3:15
eleven thirty 11:30 seven o'clock 7:00 two forty-five 2:45
four fifteen 4:15 twelve o'clock 12:00 eight forty-five 8:45

ACTIVITY 2 10 minutes

- 1 Say **Read**. Ask children to read the times aloud.
- 2 Draw a large clock on the board. Say *It's seven o'clock*. Say **Draw**. Draw the hands to show 7:00. Erase the hands but keep the clock on the board.
- 3 Say **Read and draw**. Check that the children are drawing the correct times on the clocks.
- 4 Elicit answers, asking children to come and draw the hands on the clock on the board.
- 5 Say **Say**. The children work in pairs: they take it in turn to ask *What's the time?* and point to one of the clocks, and to respond *It's ...*

REVIEW 10 minutes

- 1 Use the large clock you drew on the board. Use your body to show a time, e.g. 3:30: left arm bent (to make a short clock hand) pointing out straight (as though to the 3) and right arm straight down (as though to the 6). Ask *What's the time?* Elicit *It's 3:30*.
- 2 Next the child who got the time correct shows the time with his/her body. Repeat as often as you have time for with different children.
- 3 Everyone says *Goodbye*.

Aims to talk about when events/activities start and finish

Key language *When does art start? When does break finish? It starts/finishes at four o'clock/five fifteen/nine thirty/eleven forty-five.*

Materials Pupil's Book, CD 2, Unit 12 Poster, World Map Poster, Wordcards (see Language Building for details)
Plus (for Period 4): Number Poster

Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 26

- Greet the class. Encourage the children to respond.
- Ask *What day is it?* Elicit response, prompting as necessary (*It's Sunday/Monday/Tuesday/Wednesday/Thursday.*).
- Show Unit 12 Poster.
 - Say **Listen**. Play recording, pointing to the clocks in the second and third rows of the poster.
 - Point to the clocks in the second and third rows and ask *What's the time?* to elicit the times.

Audio

*What's the time?
It's twelve o'clock.
It's eleven fifteen.
It's nine thirty.
It's five forty-five.*

*What's the time?
It's one o'clock.
It's four fifteen.
It's eight thirty.
It's two forty-five.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *When / does / school / start / finish / ?
It / starts / finishes / at*
Plus time wordcards from Unit 12 Period 1

- Say *When does school start?* Distribute the wordcards to five children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.
- Display the other wordcards too. Ask children to make a sentence answering the question.
- Repeat 1 & 2 with *What time does school finish?*

ACTIVITY 1 5 minutes 27

- Ask *What's this?* and *Where's this?* to elicit the children's ideas on the pictures.
- Say **Read**. The children read the text aloud.
- Show the World Map Poster. Ask *Where's Britain?* Ask a child to come to the poster and show you. Repeat with *Palestine*.
- Say **Listen**. Play recording. The children listen and work out the correct version from the two options each time.
- Say **Listen and circle**. Play recording, pausing so that children can circle the times they hear.
- Elicit answers, asking children to write the times on the board. The children correct their work.

Audio

- When does school start in Britain?*
- It starts at 8:45.*
- When does school finish?*
- It finishes at 3:00.*
- What about break?*
- It starts at 10:45 and it finishes at 11:00.*
- When does school start in Palestine?*
- It starts at 8 o'clock.*
- When does school finish?*
- It finishes at 1:30.*
- What about break?*
- It starts at 10:15 and it finishes at 10:45.*

Answers: 1 8:45 2 3:00 3 10:45 4 11:00 5 8:00
6 1:30 7 10:15 8 10:45

ACTIVITY 2 10 minutes 28

- Say **Read**. Ask children to read the text aloud.
- Say **Listen**. Play recording. The children listen for the times.

- 3 Say **Listen and write**. Play recording, pausing so that children can listen and write the time each event starts and finishes.
- 4 Elicit answers, asking children to write the times on the board. The children correct their work

Audio

- | | |
|---|--|
| <ul style="list-style-type: none"> - When does Open Day start? - It starts at 9:30. - When does Open Day finish? - It finishes at 1:45. - When does acting start? - It starts at 10:00. | <ul style="list-style-type: none"> - When does acting finish? - It finishes at 11:15. - When does dance start? - It starts at 2:45. - When does dance finish? - It finishes at 4:00. |
|---|--|

Answers: a 9:30 b 1:45 c 10:00 d 11:15 e 2:45 f 4:00

ACTIVITY 3 10 minutes

- 1 Elicit the activities pictured.
- 2 Ask two pairs of children to read the speech bubbles aloud.
- 3 Ask *When does art start?* Write *start* on the board and elicit *It starts at ...* + any plausible time. Repeat with *When does art finish?*
- 4 Repeat **3** for the other picture prompts.
- 5 Say **Say**. The children work in pairs: they take it in turn to ask using the picture prompts and to respond, making up the times themselves.

! You could extend the activity: the children asking the question write down the time they hear and show it to their partner to check that they have understood it correctly.

- 6 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 8 minutes 26

As for Period 3.

LANGUAGE BUILDING 7 minutes

As for Period 3. + Unit 4 tens wordcards

ACTIVITY 1 10 minutes

- 1 Display the Number poster. Elicit the tens (*ten, twenty, thirty, etc.*)
- 2 Elicit the numbers on the left-hand side. Say **Write**. Model writing this in the book as an example.

- 3 Say **Write**. Check that the children are writing the number words correctly.
- 4 Write on the board $10 + 5$. Show on the Number poster how this equals 15.
- 5 Elicit answers to the sums on the right-hand side of the board. Show how the answer is worked out using the Number poster, or ask children to show this.
- 6 Say *Fifteen – ten plus five is fifteen*. **Match**. Model matching 15 fifteen to $10 + 5$.
- 7 Say **Match**. Check that the children are matching correctly.
- 8 Elicit answers, asking children to show the correct wordcard each time and to write the sum. The children correct their work.
- 9 Say *Ten plus five is fifteen*. Say **Say**. Elicit the other totals as sums.

Answers: a 15 fifteen $10 + 5$ b 20 twenty $10 + 10$
 c 25 twenty five $10 + 10 + 5$ d 30 thirty $10 + 10 + 10$
 e 35 thirty five $10 + 10 + 10 + 5$ f 40 forty $10 + 10 + 10 + 10$
 g 45 forty five $10 + 10 + 10 + 10 + 5$

ACTIVITY 2 10 minutes

- 1 Elicit the activities pictured.
- 2 Say *Picture 1. When does dance start?* Elicit *It starts at eight o'clock*. Ask *When does it finish?* Elicit *It finishes at two o'clock*. Repeat with the other activities.
- 3 Say **Write**. Monitor and help the children write sentences using the prompts. Remind them to use words for the times.
- 4 The children check their work in pairs.
- 5 Elicit answers. Ask the children if they have started all the sentences with a capital letter and finished with a full stop. The children correct their work.

Answers: a *Dance starts at eight o'clock. It finishes at two o'clock.*
 b *The party starts at four fifteen. It finishes at six fifteen.*
 c *The match starts at nine thirty. It finishes at eleven thirty.*
 d *The cartoon starts at seven forty-five. It finishes at eight forty-five.*

REVIEW 5 minutes

- 1 Get the class to count in fives. Write on the board 5, then $5 + 5$ and elicit *five, ten*. Then write $+ 5$ by the sum, to elicit *fifteen*. Repeat this, each time eliciting the new total, until you get to 50.
- 2 Count from five to fifty again. Encourage the children to develop a rhythm as they say the numbers in sequence.
- 3 Everyone says *Goodbye*.

Aims to practise talking about when events/ activities start and finish

Key language *When does the football/volleyball/basketball match start/finish? It starts/finishes at four o'clock/five fifteen/nine thirty/eleven forty-five.*

Materials Pupil's Book, CD 2, Unit 12 Poster, Wordcards (see Language Building for details) *Plus (for Period 6):* a paper plate & a paper fastener for each pair of children



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 29

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What day is it?* Elicit response, prompting as necessary (*It's Sunday/Monday/Tuesday/Wednesday/Thursday.*).
- 3 Show Unit 12 Poster.
 - Say **Listen**. Play recording, pointing to the clocks as the times are mentioned.
 - Play recording again, asking different children to identify each pair of clocks on the poster. Encourage the class to help them by repeating the times.
 - Point to the clocks on the poster in random order and ask *What's the time?* to elicit the times. Ask different children to prompt using the question and to answer.

Audio

*The match starts at 2:45. It finishes at 3:30.
The party starts at 6:00. It finishes at 7:45.
Basketball starts at 10:15. It finishes at 11:15.
The cartoon starts at 9:00. It finishes at 9:30.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *the / basketball match / party / cartoon*
Plus wordcards from Unit 12 Period 3

- 1 Distribute the wordcards for *When does the party finish?* to six children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.

- 2 Display the other wordcards too. Ask children to make a sentence answering the question.
- 3 Repeat 1 & 2 with *When does the basketball match/cartoon finish?*, asking the children to give the time prompts for the answers.

ACTIVITY 1 10 minutes 30

- 1 Elicit the activities pictured.
- 2 Ask children to read the sentences aloud.
- 3 Say **Listen**. Play recording. On first listening, the children focus on working out the answers.
- 4 Say **Listen and write**. This time the children listen and decide whether the sentences are true (writing ✓) or false (writing ✗).
- 5 The children check each other's work in pairs.
- 6 Elicit answers, asking for the correct version of the sentences which are false. The children correct their work.

Audio

- Mum, when does the football match start?
- It starts at 4:45. And it finishes at 6:30.
- What about the cartoon?
- It starts at 4:00.
- When does it finish?
- It finishes at 4:15.
- When does the party start?
- It starts at 7:15. It finishes at 9:45.
- Oh good. I can watch the cartoon and the match and then go to the party!

Answers: 1 ✓ 2 ✗ – 6:30 3 ✗ – 4:00 4 ✓ 5 ✓ 6 ✗ – 9:45

ACTIVITY 2 5 minutes 31

- 1 Ask children to read the sentences aloud.

- 2 Say **Listen**. Play recording. The children listen out for the start and finish times.
- 3 Say **Listen and write**. Play recording again, pausing so children can listen and write the times they hear.
- 4 Elicit answers asking children to call them out. Ask different children to write the times on the board. The children correct their work.

Audio

- *I'd like to go to the basketball match. It starts at 4:15. It finishes at 5:45.*
- *When does the party start?*
- *It starts at 3:15.*
- *When does it finish?*
- *It finishes at 5:15.*
- *Can I watch the cartoon? It starts at 9:45 and finishes at 10:00.*

Answers: a 4:15, 5:45 b 3:15, 5:15 c 9:45, 10:00

ACTIVITY 3 10 minutes

- 1 Ask pairs of children to read the speech bubbles aloud.
- 2 Elicit the times shown.
- 3 Brainstorm events/activities that you might need to arrange or find out a start and finish time for (e.g. *swimming, dancing, football, basketball, volleyball, art, English, school*, etc.) so that the children can choose their own from a wide range.
- 4 Elicit questions and answers using *start/finish* for some of the events/activities the children have thought up.

Get the children to notice the difference in the verb forms in the question and answer: *does it start/it starts* and *does it finish/it finishes*. Encourage them to notice and practise getting things like this right to make their English accurate.

- 5 Say **Say**. The children work in pairs: they take it in turn to ask and answer questions using the picture prompts.
- 6 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 8 minutes 29

As for Period 5.

LANGUAGE BUILDING 7 minutes

As for Period 5.

ACTIVITY 1 10 minutes

- 1 Ask children to read the first sentence aloud in its jumbled order, then elicit the correct order. Repeat with the other sentences.
- 2 Ask the children to dictate the correct sentence to you. Write it on the board, making two errors: forget to include the capital on *it* and leave out the full stop at the end. Elicit corrections.
- 3 Say **Write**. The children write out the jumbled sentences in the correct order. Remind them about capitals and full stops. If they need support, identify the starting words orally together before they write.
- 4 The children check their work in pairs. If their sentences do not match, they can work out the correct answer together.
- 5 Elicit answers, writing them on the board. The children correct their work.

Answers: 1 *It starts at seven fifteen.* 2 *It finishes at eight forty-five.* 3 *It starts at three o'clock.* 4 *It finishes at ten thirty.* 5 *It starts at six forty-five.* 6 *It finishes at twelve o'clock.*

ACTIVITY 2 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

ACTIVITY 3 10 minutes

- 1 Say **Play** *What's the time?*
 - Show the children how to make a clock, using a paper plate, paper clock hands and a paper fastener. Write the numbers around the clock face.
 - Give each pair of children a paper plate and a paper fastener. Monitor and help as they make their clocks following your example.
- 2 Move the hands on your clock to 2:00 and ask *What's the time?* Elicit the answer. Ask a child to repeat this activity for the rest of the class to respond.
- 3 The children work in pairs: they take it in turn to show a time and ask *What's the time?* and to answer.
- 4 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 5 Everyone says *Goodbye*.

Aims to learn to talk about your daily routine; to say whether you do things or not

Key language *I get up. I brush my teeth. I wash my face. I clean my shoes. I do my homework. I go to bed. Do you do your homework in the morning/afternoon/evening? Yes, I do/ No, I don't.*

Materials Pupil's Book, CD 2, Unit 13 Poster, Flashcards (Unit 13 – routines + morning/afternoon/evening), Wordcards (see Language Building for details)

Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 32

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What's the time?* Elicit response.
- 3 Show Unit 13 Poster. Ask *What can you see?* Elicit as much as possible in English (rooms, routines, etc.). Praise the children's efforts.
- 4 Show Unit 13 flashcards (routines + morning, afternoon/evening) in the order of the recording.
- 5 Say **Listen**. Play recording, pointing to the flashcards.
- 6 Point to the flashcards in random order to elicit sentences.

Audio

*In the morning...
I get up.
I brush my teeth.
In the afternoon ...
I clean my shoes.*

*I wash my hair.
In the evening ...
I go to bed.
I do my homework.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *I / brush / my hair / wash / my face / clean / my shoes / go / to bed / get / up / do / my homework*

- 1 Display all the wordcards in random order. Ask children to make six sentences. The class confirm each one and read it aloud.
- 2 Mix up the cards again and repeat.

ACTIVITY 1 10 minutes 33

- 1 Ask children to read the picture labels aloud.
- 2 Say **Listen and find**. Play recording. The children point to each routine as it is mentioned.
- 3 Say **Listen**. Play recording, pausing after the first sentence. Say *I get up at 7:30. Which picture?* Elicit *Five*. Say **Write**. Model writing *a* in the box by 5.
- 4 Continue playing recording, pausing after each sentence, so that the children can write in the letter by the correct picture.
- 5 The children check their work in pairs.
- 6 Elicit answers, asking a child to write them on the board. The children correct their work.

Audio

*Every day ...
a I get up at 7:30.
b I brush my teeth in the morning and the evening.
c I wash my face in the morning and the evening.
d I clean my shoes in the morning.
e I go to bed at 8:30.
f I do my homework in the afternoon.*

Answers: 1c 2b 3d 4e 5a 6f

ACTIVITY 2 5 minutes 34

- 1 Say **Listen and write**. Play recording for Activity 1 again. The children listen to remind themselves of the details of the boy's daily routine.

- Tell the children they are now going to be asked questions about daily routine: they should answer as though they were the boy in Activity 1. They will hear the Activity 2 recording twice. On first listening, they should note down short answers to the questions. Say **Listen**. Play recording for Activity 2, pausing after each question so the children can note answers – *yes/no*.
- Play recording for Activity 2 again so the children can check their answers.
- Say **Listen and say**. Play recording for Activity 2 again, pausing so the children answer orally in the gaps. Encourage them to say *Yes, I do* or *No, I don't*.

Audio

- Do you get up at 7:30?*
- Do you brush your teeth in the afternoon?*
- Do you wash your face in the morning and the evening?*
- Do you clean your shoes in the morning?*
- Do you go to bed at 9:15?*
- Do you do your homework in the morning?*

Answers: 1 *Yes, I do.* 2 *No, I don't.* 3 *Yes, I do.* 4 *Yes, I do.*
5 *No, I don't.* 6 *No, I don't.*

ACTIVITY 3 5 minutes

- Review daily routines using Unit 13 flashcards.
- Say **Say**. Ask *Do you get up in the afternoon?* Elicit answer. Repeat with other routines and different times of day.
- The children work in pairs: they take it in turn to ask and answer questions about their own routines, using the pictures in Activity 1 as prompts and making up the times of day.

REVIEW 5 minutes

- Mime one of the daily routines. Elicit answers. The first child to identify it correctly gets to do the next mime. Repeat several times.
- Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 32

As for Period 1.

LANGUAGE BUILDING 7 minutes

As for Period 1.

ACTIVITY 1 5 minutes

- Elicit the routines pictured. Encourage the children to use language they have learned in earlier grades to make up sentences (e.g. they have just learned *I brush my teeth.*, but they know *hair*, so should be able to produce *I brush my hair.*).
- Say *I brush my hair. Which picture?* Elicit *e*. Say **Match**. Check that the children are matching the sentences and pictures correctly.
- Elicit answers. Ask a child to write them on the board. The children correct their work.
- Say **Write**. Check that the children are completing the words correctly. If they need support, supply the missing letters in random order.
- Elicit answers, asking children to write the complete word on the board. The children correct their work.

Answers: 1 *e I brush my hair.* 2 *b I wash my hands.*
3 *d I clean the table.* 4 *f I get up.* 5 *c I go to bed.*
6 *a I do my homework.*

ACTIVITY 2 10 minutes

- Elicit the routines and times pictured.
- Ask children to read aloud the sentences in the wordbox, then the questions.
- Say **Write**. Check that the children are answering the questions correctly, using the picture prompts.
- Elicit answers.

Answers: *Children's own answers*

REVIEW 10 minutes

- Play a memory game. Give the children 1 minute to look at the pictures in Activity 1. They then close their books. Challenge the class to remember all the pictures as quickly as possible: time them. They need to get the whole sentence correct before you accept it.
- Repeat 1 to see if the children can recall the routines more quickly.
- Everyone says *Goodbye*.

Aims to say how often you do things

Key language *How often do you get up at seven o'clock/brush your teeth/wash the car/clean your shoes/do your homework/go to bed at ten o'clock? always, sometimes, never*

Materials Pupil's Book, CD 2, Unit 13 Poster, Flashcards (Unit 13 – frequency), Wordcards (see Language Building for details)

Unit 13 Period 3

1 Read and circle. Listen.

How often do you brush your teeth?

Sunday	✓				✓
Monday	✓				✓
Tuesday	✓				✓
Wednesday	✓		✓		✓
Thursday	✓				✓
Friday	✓			✓	✓
Saturday	✓	✓			✓

1 always / sometimes / never 4 always / sometimes / never
 2 always / sometimes / never 5 always / sometimes / never
 3 always / sometimes / never 6 always / sometimes / never

2 Listen and say.

3 Say.

How often do you wash the car? I sometimes wash the car.

1 Match.

1 I always wash a. shower
 2 I always brush b. up to 2 o'clock
 3 I sometimes clean my c. my face
 4 I sometimes go d. my teeth
 5 I never get e. my homework at night
 6 I never do f. to bed at 8 o'clock.

2 Write. Say.

1 I / teeth, I brush / my / always
 2 sometimes / I / the / wash / car
 3 up / my / I / homework / at / never / night

3 Write. Say.

How often do you clean your bedroom?

1 I _____ clean my bedroom. 3 I _____ get up at 7 o'clock.
 2 I _____ brush my hair. 4 I _____ play football.

Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 35

- Greet the class. Encourage the children to respond.
- Show Unit 13 Poster.
 - Ask *What can you see?* Elicit the routines with *I...*
 - Elicit other items in English (e.g. rooms, clothes, etc.).
- Show the frequency flashcard. Say **Listen**. Play recording, pointing to the columns on the flashcard.
- Explain the frequency words and teach actions for them:
always = you do it every day: hold up all five fingers
sometimes = you do it some days: hold up three fingers
never = you don't do it: hold up your hand in a fist (no fingers showing)
- Play recording again. This time the children do the actions when they hear the frequency words.
- Do frequency actions in random order to elicit the words.

Audio

- *How often do you brush your teeth?*
– *I always brush my teeth.*
- *How often do you clean your bedroom?*
– *I sometimes clean my bedroom.*
- *How often do you wash the car?*
– *I never wash the car.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *How / often / do / you / wash / the / car / ?*
I / always / sometimes / never / wash / the / car / .

- Say *How often do you wash the car?* Distribute the wordcards to eight children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.
- Display the other wordcards too. Hold up all five fingers to elicit *Always*. Ask children to make an answer to the question including this word.
- Repeat 2 with *sometimes* and *never*. Ask the children what they notice about position of the words of frequency each time – it's always the second word of the sentence.

ACTIVITY 1 5 minutes 36

- Ask the children to read aloud the speech bubble, the days of the week and the frequency words.
- Elicit the activities pictured.
- Review the meaning of the frequency words by calling them out randomly: the children respond by showing the correct number of fingers (5 for always, 3 for sometimes, none for never).
- Say *Picture 1. How often do you ...?* Elicit *...brush your teeth*. Ask *Always, sometimes, never?* Elicit *Always*, pointing to the column of ticks. Say **Circle**. Model circling *always* in the book as an example. Repeat with the other routines.
- Say **Read and circle**. Monitor and help as necessary.
- Say **Listen**. Play recording, pausing so children can listen and check their answers. Write the answers on the board. The children correct their work.

Audio

- *How often do you brush your teeth?*
– *Always.*
- *How often do you wash the car?*
– *Sometimes.*
- *How often do you get up at 11 o'clock?*
– *Never.*

- 4 – How often do you clean your bedroom?
– Sometimes.
- 5 – How often do you go to bed at 4 o'clock?
– Never.
- 6 – How often do you do your homework?
– Always.

Answers: 1 always 2 sometimes 3 never 4 sometimes
5 never 6 always

ACTIVITY 2 10 minutes 37

- 1 Say **Listen and say**. Play the first part of the recording (sentences 1–6), pausing after each sentence so that the children can repeat it.
- 2 Write on the board (or use wordcards): *I always brush my teeth. I sometimes wash the car. I never get up at 11 o'clock*. Help them notice that *always/sometimes/never* is the second word in the sentence.
- 3 Say **Listen and say**. Play second part of the recording. The children answer the questions, using the information in Activity 1. They can either answer with single words (e.g. *Always*.) or using sentences (e.g. *I always brush my teeth*.) Use wordcards to support them.

Audio

- 1 *I always brush my teeth.*
 - 2 *I sometimes wash the car.*
 - 3 *I never get up at 11 o'clock.*
 - 4 *I sometimes clean my bedroom.*
 - 5 *I never go to bed at 4 o'clock.*
 - 6 *I always do my homework.*
- How often do you brush your teeth?
– How often do you go to bed at 4 o'clock?
– How often do you wash the car?

ACTIVITY 3 10 minutes

- 1 Divide the class into two groups: Group 1 asks the questions, Group 2 answer. Both use the information in Activity 1 as prompts. The groups then swap roles.
- 2 Say **Say**. Put the children in pairs: they take it in turn to ask and answer questions about their own daily routine, using the pictures in Activity 1 as prompts. Again they can either answer with single words (e.g. *Sometimes*.) or sentences (e.g. *I sometimes wash the car*.)
- 3 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 8 minutes 35

As for Period 3.

LANGUAGE BUILDING 7 minutes

As for Period 3.

ACTIVITY 1 5 minutes

- 1 Ask children to read the sentences aloud.
- 2 Say **Match**. Check that the children are matching the sentence halves to make sentences.
- 3 Ask children to read out their sentences to a partner.
- 4 Elicit answers. Write answers on the board or use wordcards. The children correct their work.

Answers: 1c 2d 3a 4f 5b 6e

ACTIVITY 2 10 minutes

- 1 Ask children to read the jumbled sentences aloud. Elicit the correct version each time.
- 2 Say **Write**. Help as necessary.
- 3 The children check their work in pairs, working out the correct version if they have different answers.
- 4 Elicit answers. Write them on the board or use the wordcards. The children correct their work.
- 5 Say *I always brush my teeth. Which picture?* Elicit *b*. Say **Write**. Check that the children are writing the correct letter for each sentence.
- 6 Elicit answers. Ask a child to write them on the board. The children correct their work.
- 7 Say **Say**. The children work in pairs: they take it in turn to say the letter of a picture and to respond with the correct sentence.

Answers: 1 *I always brush my teeth. b; 2 I sometimes wash the car. c; 3 I never do my homework at night. a*

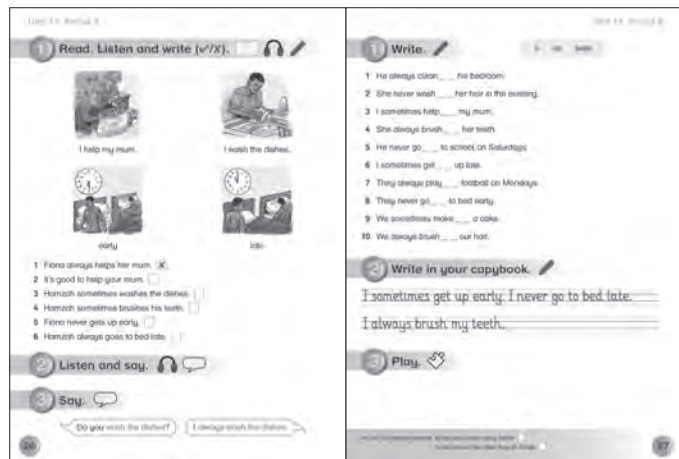
ACTIVITY 3 10 minutes

- 1 Ask children to read aloud the words in the wordbox, the speech bubble and the gapped sentences.
- 2 Point to yourself and say *I always clean my bedroom*. Say **Write**. Model completing the first sentence in the book.
- 3 Say **Write**. Help as necessary as the children complete the sentences giving details about themselves.
- 4 Say **Say**. The children work in pairs: they take it in turn to ask and answer questions using their information.
- 5 Everyone says *Goodbye*.

Aims to practise saying how often you do things; to use time expressions, including *early* and *late*; to say whether routines are good or bad

Key language *early, late, Do you get up early/brush your teeth/wash the dishes/clean your bedroom/go to bed late/help your mum/help your dad? always, sometimes, never, good, bad*

Materials Pupil's Book, CD 2, Unit 13 Poster, Flashcards (Unit 13), Wordcards (see Language Building for details)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 38

- Greet the class. Encourage the children to respond.
- Ask *What's the time?* Elicit response.
- Show Unit 13 Poster.
 - Ask *What can you see?* Elicit the routines with *I...*
 - Elicit as much extra detail as possible in English (e.g. rooms, clothes, etc.).
 - Ask *How often do you do your homework?* Elicit answers with *always/sometimes/never*. Repeat with other routines.
- Show the frequency flashcard. Elicit *always, sometimes, never* and the actions for them (see p. 86).
- Explain the meaning of *good* and *bad*. Introduce actions for both words, e.g. three quick claps for *good* and a tutting noise for *bad*.
- Say **Listen**. Play recording. The children do the appropriate action when they hear *good* or *bad*.
- Explain the meaning of *early* and *late*, using examples, e.g. *I go to bed at eleven o'clock. That's late! / I get up at five o'clock. That's early!*
- Repeat 6.

Audio

How often do you brush your hair?
Never.
Oh that's bad!

Do you clean the car?
Sometimes.
That's good.

Do you go to bed late?
Always.
Oh that's bad!

Do you get up early?
Sometimes.
Oh that's good

Do you help your dad?
Sometimes.
Oh that's good!

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *Do / you / get / up / go / to bed / early / late / ?*

I / get / up / go / to bed / early / late / .

Plus frequency wordcards (*always, sometimes, never*) from Unit 13 Period 3

- Say *Do you get up early?* Distribute the wordcards to six children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.
- Display the other wordcards too. Hold up a fist (no fingers showing) to elicit *never*. Ask children to make an answer to the question including this word.
- Repeat 1 & 2 with *Do you go to bed late/early? Do you get up late?* Ask children to answer for themselves each time, choosing the appropriate frequency word.

ACTIVITY 1 10 minutes 39

- Say **Read**. Ask children to read aloud the picture labels, then the sentences.
- Say **Listen**. Play recording. On first listening, the children focus on understanding.
- Say **Listen and write**. This time the children listen and decide whether the sentences are true (writing ✓) or false (writing ✗).
- The children check each other's work in pairs.
- Elicit answers, asking for the correct version of the sentences which are false. The children correct their work.
- Write on the board: *I help – he helps, I wash – she washes*. Ask children what is the difference between the verbs *help* and *wash* when you use it for *he/she*. Help them notice that you add *-s* to *help*, and *-es* to *wash*. Ask them to find two other verbs in the sentences that behave like *wash* (*brushes, goes*).

- ! You could extend this activity by discussing what is good/bad in a daily routine context and why.

Audio

- Do you help your mum?
- Sometimes. Do you help your mum?
- I always help my mum.
- That's good! Do you wash the dishes?
- Sometimes.
- Do you brush your teeth?
- Sometimes.
- Oh that's bad! I always brush my teeth.
- Do you get up early?
- Always. Do you go to bed late?
- Never!
- That's good!

Answers: 1 X – sometimes 2 ✓ 3 ✓ 4 ✓
5 X – always 6 X – never

ACTIVITY 2 10 minutes 40

- 1 Say **Listen**. Play recording for Activity 1 again. The children listen to remind themselves about the details for Fiona and Hamzah.
- 2 Tell the children they are now going to be asked questions about the people in Activity 1. They will hear the Activity 2 recording twice. Say **Listen and say**. Play recording for Activity 2, pausing after each question so the children can answer.
- 3 Elicit answers. The children correct their work.

Audio

- 1 Who always helps his mum?
- 2 Who sometimes washes the dishes?
- 3 Who always brushes her teeth?
- 4 Who always gets up early?
- 5 Who never goes to bed late?

Answers: 1 Hamzah 2 Hamzah 3 Fiona 4 Fiona
5 Hamzah

ACTIVITY 3 5 minutes

- 1 Ask *Do you wash the dishes?* Elicit replies using *always/sometimes/never*. Repeat with other habits.
- 2 Say **Say**. The children work in pairs: they take it in turn to ask and answer questions about their own habits.
- 3 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 8 minutes 38

As for Period 5.

LANGUAGE BUILDING 7 minutes

As for Period 5.

ACTIVITY 1 10 minutes

- 1 Remind the children that verbs can have different endings. Write on the board. *I clean – he clean_*. Elicit *He cleans*. Ask a child to write in the missing ending: *s*.
- 2 Write on the board: *she wash_ I help_ she brush_ he go_ I get_ up* and on a separate line: *s es s es*. Explain that these are the possible endings: *s, es* or no extra letters at all.
- 3 Ask children to read the sentences aloud. Elicit the correct form of the verb each time, asking a child to complete the verb on the board.
- 4 Delete the verbs on the board. Say **Write and say**. Monitor and help the children complete the verbs.
- 5 Elicit answers. Ask children to write answers on the board. The children correct their work.

Answers: 1 cleans 2 washes 3 help 4 brushes
5 goes 6 get 7 play 8 go 9 make 10 brush

ACTIVITY 2 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

ACTIVITY 3 10 minutes

- 1 Say *Play Always, sometimes, never*.
 - Brainstorm ideas for routines or activities and write them on the board. Encourage the children to be imaginative, e.g. *jump and hop, play table tennis at night, dance dabka, draw lions, sing in the bathroom, wear red shoes, etc.*
 - Put the children in groups of five or six.
 - Model the game. Each person thinks of a sentence about a routine or activity they do, using *always, sometimes* or *never*. They should aim to think of a sentence that no one else will come up with.
 - The group forms a circle. The first child says his/her sentence to the second child, e.g. *I never eat apples*. The second child repeats this to the next child, e.g. *He/She never eats apples.*, then adds a sentence, e.g. *I sometimes go to the zoo at night*. And so on round the circle, with each child repeating what the previous child has said, using *he/she* as appropriate, then adding a sentence about him/herself.
- 2 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 3 Everyone says *Goodbye*.

Aims to revise vocabulary from Units 10–13

Key language language from Units 10–13 (see pp. 10–11 for summary)

Materials Pupil's Book, CD 2, Flashcards (Units 10, 11, 12)

Period 1

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Write on the board three column headings: *Palestine, cake, time*. Shuffle the Units 10, 11 and 12 flashcards. Show them in random order. Elicit the word and the correct column for each.

ACTIVITY 1 5 minutes 41

- 1 Ask children to read the picture labels aloud.
- 2 Say *Picture 1. We're going to visit a mosque. Yes or no?* Elicit *Yes*, and draw a tick on the board. Explain to the children that they need to read the sentence each time and decide if it is correct by checking the details in the picture.
- 3 Say **Write**. Check that the children are writing ticks/crosses correctly.
- 4 Say **Listen**. Play recording. The children listen and check their answers.
- 5 The children check each other's work in pairs.
- 6 Elicit answers, asking for the correct version of the sentences which are false. The children correct their work.

Audio

- 1 *We're going to visit Al-Jazaar Mosque in Akka.*
- 2 *We're going to make a cake.*
- 3 *The football match starts at three o'clock.*
- 4 *Fiona always brushes her teeth. That's good.*
- 5 *Hamzah is going to swim at the beach. He's going to visit the Dead Sea.*
- 6 *Hala needs flour.*

Answers: 1 ✓ 2 ✗ – *we're going to make a cake.*
3 ✗ – *the football match starts at three o'clock.* 4 ✓ 5 ✓
6 ✗ – *I need flour.*

ACTIVITY 2 5 minutes 42

- 1 Say **Listen**. Play recording for Activity 1 again. The children listen to remind themselves of the details.
- 2 Tell the children they are now going to be asked questions about the people in Activity 1. Say **Listen**. Play recording for Activity 2, pausing after each question so the children can answer.
- 3 Elicit answers. The children correct their work.

Audio

- 1 *Where is the mosque?*
- 2 *What are Hala and her mum going to make?*
- 3 *When does the basketball match start?*
- 4 *How often does Fiona brush her teeth?*
- 5 *Where is he going to visit?*
- 6 *What does Hala need?*

Answers: 1 (*The mosque is*) in Akka. 2 (*They're going to make*) a cake. 3 (*It starts at*) 3:00. 4 *She always brushes her teeth.* 5 (*He's going to visit*) the Dead Sea/the beach. 6 (*She needs*) flour.

ACTIVITY 3 5 minutes

- 1 Say *Picture four. Fiona always brushes her hair.* Elicit *No – she always brushes her teeth.* Repeat using other pictures, each time making a deliberate error.
- 2 Say **Say**. The children work in pairs: they take it in turn to make a false statement about a picture and to correct the statement.

ACTIVITY 4 10 minutes

- 1 Ask what kind of words the scrambled words are. Elicit that they are the days of the week. Ask what is special about these words to elicit that they start with a capital letter.
- 2 Say **Write**. Check that the children are writing the days correctly. If necessary, they can look back in their books to check the spelling.
- 3 Elicit answers. Ask children to write them on the board.

Answers: 1 Wednesday 2 Tuesday 3 Sunday 4 Saturday
5 Friday 6 Monday 7 Thursday

ACTIVITY 5 10 minutes

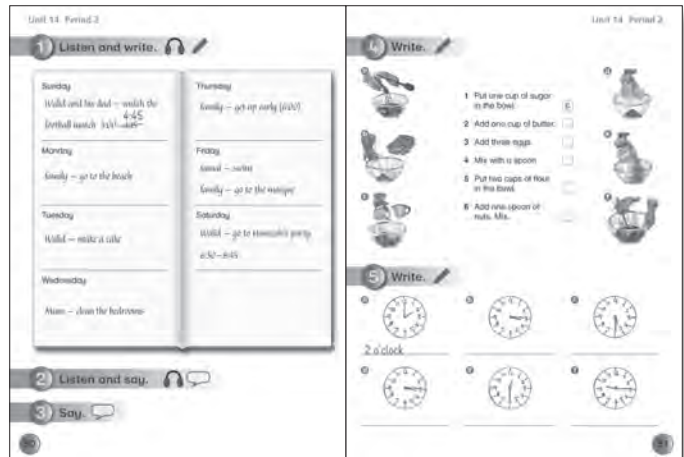
- 1 Say **Read**. Ask children to read the questions and answers aloud.
- 2 Say **Match**. Check that the children are matching the questions and answers correctly.
- 3 The children check their answers in pairs: they take it in turn to read the question and answer aloud.
- 4 Elicit answers, asking a child to write them on the board. The children correct their work.
- 5 Everyone says *Goodbye*.

Answers: 1f 2c 3e 4b 5d 6a

Aims to revise vocabulary from Units 10–13

Key language language from Units 10–13 (see pp. 10–11 for summary)

Materials Pupil's Book, CD 2, Unit 12 Poster



Period 2

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 12 Poster.
 - Say *It's eleven fifteen*. Ask a child to find the correct clock on the poster. Repeat with other times, asking different children to give the prompts and to find the clocks.
 - Point to the clocks in random order and ask *What's the time?* to elicit the times. Ask different children to ask the question and to answer it.

ACTIVITY 1 8 minutes 43

- 1 Ask the children to read the family diary aloud.
- 2 Say **Listen**. Play recording. The children listen and follow the text in the diary, looking out for errors.
- 3 Say **Listen**. Play recording, pausing after the section on Sunday. Say *The football match starts at 3:00*. Elicit that this is correct. Say *It finishes at four fifteen*. Elicit *No – four forty-five*. Say **Write**. Model correcting the text in the book.
- 4 Play recording again from the start, pausing at the end of each day so that the children can correct the errors in the diary.
- 5 Elicit answers, writing the correct details on the board. The children correct their work.

Audio

- *This week my family is very busy!*
On Sunday my dad and I are going to watch the football match. It starts at three o'clock. It finishes at four forty five.
On Monday we're going to go to the zoo!
I'm going to make a cake on Tuesday ...
And on Wednesday mum's going to clean the oven!
On Thursday we're going to get up at six thirty – ooof!
On Friday morning Jamal's going to swim. And in the afternoon we're going to the shops.
On Saturday I'm going to Hamzah's party. It starts at five thirty. It finishes at eight forty-five.

Answers: Sunday – It finishes at four **forty-five**.
 Monday – go to the **zoo**. Wednesday – clean the **oven**. Thursday – get up at **six thirty**.
 Friday – family is going to the **shops**.
 Saturday – It starts at **five thirty**.

ACTIVITY 2 5 minutes 44

- 1 Say **Listen**. Play recording. The children look at their corrected version of the diary in Activity 1 and work out the answers to the questions.
- 2 Say **Listen and say**. Play recording again, pausing after each question so that the children can answer.

Audio

- 1 *When does the football match start on Sunday?*
- 2 *What are the family going to do on Monday?*
- 3 *What is Walid going to do on Tuesday?*
- 4 *What is mum going to clean on Wednesday?*
- 5 *What time are they going to get up on Thursday?*
- 6 *Who's going to swim on Friday?*
- 7 *When does the party finish on Saturday?*

Answers: 1 (It starts) at three o'clock. 2 They're going to the zoo. 3 (He's going to) make a cake. 4 (She's going to clean) the oven. 5 (They're going to get up at) six thirty. 6 Jamal('s going to swim). 7 (It finishes at) eight forty-five.

ACTIVITY 3 7 minutes

- 1 Indicate the corrected diary in Activity 1. Ask *What's mum going to do on Wednesday?* Elicit *She's going to clean the oven.* Repeat with other people/days.
- 2 Say **Say**. The children work in groups of four or five, asking and answering questions about the family week.

ACTIVITY 4 5 minutes

- 1 Elicit the items pictured.
- 2 Ask children to read the sentences aloud.
- 3 Say *One. Put one cup of sugar in the bowl. Which picture?* Elicit *e.* Repeat with the other sentences.
- 4 Say **Write**. Check that the children are writing the picture letters by the correct sentences.
- 5 The children check their answers in pairs, by reading out a sentence to elicit the picture number.
- 6 Elicit answers. Ask a child to write them on the board. The children check their work.

Answers: 1e 2d 3b 4f 5c 6a

ACTIVITY 5 10 minutes

- 1 Elicit the times shown on the clocks. Ask a different child to write the time for each one on the board.
- 2 Delete the times on the board. Say **Write**. Check that the children are writing the times correctly.
- 3 The children check their work in pairs.
- 4 Elicit answers, using the same approach as in 1. The children correct their work.
- 5 Everyone says *Goodbye*.

Answers: a It's two o'clock. b It's three fifteen. c It's five thirty. d It's ten forty-five. e It's twelve thirty. f It's nine fifteen.

Aims to revise vocabulary from Units 10–13

Key language language from Units 10–13 (see pp. 10–11 for summary)

Materials Pupil's Book, CD 2, Unit 13 Poster

Period 3

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 13 Poster.
 - Ask *What can you see?* Elicit the routines with *I ...*
 - Ask *How often do you get up late?* Elicit answers with *always/sometimes/never*. Repeat with other routines and times.

ACTIVITY 1 10 minutes 45

- 1 Elicit the characters and routines pictured.
- 2 Say **Listen**. Play recording. The children listen for the person's name and routine each time.
- 3 Say **Listen**. Play recording again, pausing after Hamzah's reply. Ask *What does Hamzah do?* Elicit *He brushes his teeth*. Ask *Which picture?* Elicit *c*. Say **Match**.
- 4 Continue playing recording, pausing after each person's response, so that the children can match the person and the routine.
- 5 Elicit answers, asking *Who washes dishes?*, etc.
- 6 Ask children to read the words in the wordbox aloud and to do the action for each one (always = 5 fingers, sometimes = 3 fingers and never = a fist).
- 7 Say **Listen**. Play recording again, pausing after Hamzah's reply. Ask *Who brushes his teeth?* Elicit *Hamzah*. Ask *How often does he brush his teeth?* Elicit *Always*. Say **Write**. Model writing *Hamzah always* to complete the first sentence.
- 8 Continue playing recording, pausing so that the children can complete the sentences with the correct person's name and frequency expression.
- 9 Elicit answers, writing them on the board. The children correct their work.

Audio

- *How often do you brush your teeth, Hamzah?*
– *I always brush my teeth.*
- *How often do you help your dad, Fiona?*
– *Umm ... I never help my dad!*
- *How often do you wash the dishes, Walid?*
– *I sometimes wash the dishes.*
- *How often do you get up late, Hala?*
– *I sometimes get up late.*
- *How often do you go to bed early, Bilal?*
– *I never go to bed early!*

Answers: 1 Hamzah always 2 Fiona never
3 Walid sometimes 4 Hala sometimes 5 Bilal never

ACTIVITY 2 5 minutes 46

- 1 Say **Listen**. The children listen and look at the pictures and answers in Activity 1.
- 2 Say **Listen and say**. Play the first part of the recording again (to the end of question 5), pausing after each question so that the children can answer as though they were the people in Activity 1.
- 3 Play second part of the recording. This time the children answer questions about themselves.

Audio

- 1 How often do you brush your teeth, Hamzah?
 - 2 How often do you help your dad, Fiona?
 - 3 How often do you wash the dishes, Walid?
 - 4 How often do you get up late, Hala?
 - 5 How often do you go to bed early, Bilal?
- How often do you help your dad?
 - How often do you brush your teeth?
 - How often do you wash the dishes?

Answers: 1 (I) always (brush my teeth). 2 (I) never (help my dad).
3 (I) always (wash the dishes). 4 (I) sometimes (get up late).
5 (I) never go to bed (early). 6–8 Children's own answers.

ACTIVITY 3 5 minutes

- 1 Elicit daily routines using Unit 13 flashcards.
- 2 Ask *How often do you brush your teeth?* Elicit *I always brush my teeth.* Repeat with other questions on routine.
- 3 Say **Say**. The children work in pairs: they ask and answer questions about their own daily routines, using the prompts in Activity 1.

ACTIVITY 4 5 minutes

- 1 Ask children to read the riddles aloud.
- 2 Say **Read and think**. The children work in pairs: they take it in turn to read the riddles aloud, then they work out the answers together.
- 3 Say **Write**. The children write the answers.
- 4 Elicit answers, asking children to write the answers on the board. The children correct their work.

I You may want to go through each riddle explaining how you got the answer, or get a child/group of children to tell you how they worked out the answer. You may use Arabic to do this.

Answers: 1 sugar 2 a cartoon 3 a party 4 a bowl

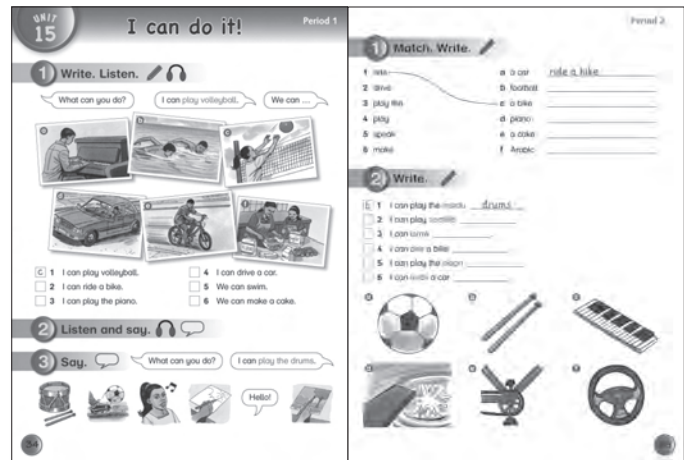
ACTIVITY 5 10 minutes

- 1 Write *cake* on the board. Ask the children to think of clues to describe what a cake is, without saying the word *cake*. Write their suggestions on the board. Elicit, e.g. *You cook it. You need eggs and flour. It's sweet.* You could give sentence openings for support.
- 2 Say **Write**. The children write riddles in pairs.
- 3 Say **Say**. Put the children into groups of four. The pairs take it in turn to read their riddles aloud and to say the answer.
- 4 Everyone says *Goodbye*.

Aim to talk about what you can do

Key language *ride a bike, drive a car, play the piano, play volleyball, swim, make a cake; What can you do? I/We can swim.*

Materials Pupil's Book, CD 2, Unit 15 Poster, Flashcards (Unit 15), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 47

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What's the weather?* Elicit response, prompting as necessary (*It's hot/cold and sunny/rainy/cloudy/windy.*).
- 3 Display Unit 15 Poster. Ask *What can you see?* Elicit as much as possible in English. Praise the children's efforts.
- 4 Show the activity flashcards.
- 5 Say **Listen**. Play recording, pointing to the flashcards.
- 6 Make up actions for the activities together. Play recording again, pausing after each activity for the children to do the action.
- 7 Point to the flashcards to elicit the activities.

Audio

<i>I can ride a bike.</i>	<i>I can play volleyball.</i>
<i>I can drive a car.</i>	<i>I can swim.</i>
<i>I can play the piano.</i>	<i>I can make a cake.</i>

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What / can / you / do / ?*
I / can / ride / a bike / drive / a car / play / the piano / volleyball
/ swim / make / a cake / .

- 1 Say *What can you do?* Distribute the wordcards to five children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.

- 2 Display the other wordcards too. Ask children to answer the question for themselves, choosing the correct words to make a sentence. Challenge them to make as many sentences as they can (six).

ACTIVITY 1 10 minutes 48

- 1 Ask children to read aloud the speech bubbles, then the sentences. Emphasise the use of *I* and *we*. Encourage the children to point to themselves for *I* and spread their arms to indicate the other children for *we*.
- 2 Say *I can play volleyball. Which picture?* Elicit *c*. Say **Write**. Model writing it in the book.
- 3 Say **Write**. Monitor and help as necessary.
- 4 Say **Listen**. Play recording, pausing after each sentence so that the children can check their answers. Write the number and letter on the board. The children check their work.

Audio

1 c <i>I can play volleyball.</i>	4 d <i>I can drive a car.</i>
2 e <i>I can ride a bike.</i>	5 b <i>We can swim.</i>
3 a <i>I can play the piano.</i>	6 f <i>We can make a cake.</i>

Answers: see Audio

ACTIVITY 2 5 minutes 49

- 1 Say **Listen and say**. Play recording, pausing so children can read out their answers from Activity 1 to complete the descriptions.

Audio

- | | |
|------------------------|------------------------|
| 1 Picture a I can ... | 4 Picture d I can ... |
| 2 Picture b We can ... | 5 Picture e I can ... |
| 3 Picture c I can ... | 6 Picture f We can ... |

Answers: 1 I can play the piano. 2 We can swim. 3 I can play volleyball. 4 I can drive a car. 5 I can ride a bike. 6 We can make a cake.

ACTIVITY 3 5 minutes

- 1 Use Unit 15 flashcards to review the activities. Elicit other activities the children know.
- 2 Ask a pair of children to read the speech bubbles aloud.
- 3 Ask different children *What can you do?* Elicit a range of responses.
- 4 Say **Say**. The children work in groups: they take it in turn to ask and answer about what they can do. Encourage them to include lots of different activities.

REVIEW 5 minutes

- 1 Show the flashcard for drive a car and say *I can ride a bike*. Get children to correct you. Repeat with the other flashcards, asking children to make the incorrect statements for the rest of the class to correct.
- 2 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 8 minutes**  **47**

As for Period 1.

LANGUAGE BUILDING 7 minutes

As for Period 1.

ACTIVITY 1 10 minutes

- 1 Ask children to read out the words in the columns aloud.
- 2 If the children need support, do the activity orally first, eliciting the complete phrases. Otherwise, model an example, then say **Match and write**. Check that the children are matching the halves of the phrases correctly and writing out the complete phrase each time.
- 3 Elicit answers. Use the wordcards or write the answers on the board (or ask a child to do it). The children correct their work.

Answers: 1 c ride a bike 2 a drive a car 3 d play the piano
4 b play football 5 f speak Arabic 6 e make a cake

ACTIVITY 2 10 minutes

- 1 Elicit the items pictured.
- 2 Ask the children to read the sentences aloud, eliciting the missing word and the picture letter.
- 3 Say **Write**. Check that the children are writing the picture letters correctly, then unscrambling the words to complete the sentences.
- 4 The children check their answers in pairs. They take it in turn to read out their sentences and to give the correct picture.
- 5 Elicit answers, asking children to write them on the board. The children correct their work.

Answers: 1 b drums 2 a football 3 d swim 4 e ride
5 c piano 6 f drive

REVIEW 5 minutes

- 1 Ask a child to mime an activity to elicit *I can ...* The first person to answer correctly does the next mime. Repeat several times.
- 2 Everyone says *Goodbye*.

Aims to talk about what you and others can and can't do

Key language *ride a bike, drive a car, play the piano, play volleyball, swim, make a cake; What can you do? I/We/He/She can swim. I/He/She/We can't drive a car.*

Materials Pupil's Book, CD 2, Unit 15 Poster, Flashcards (Unit 15), Wordcards (a tick and a cross; also see Language Building for details), a ball (optional)

Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 50

Before the lesson:

Make two wordcards – one with a big tick on it, the other with a big cross.

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What day is it?* Elicit response, prompting as necessary (*It's Sunday/Monday/Tuesday/Wednesday/Thursday.*)
- 3 Show Unit 15 Poster. Elicit a sentence for each activity pictured using *I can ...*
- 4 Show Unit 15 flashcards. Display in different parts of the classroom.
- 5 Say **Listen**. Play recording. Hold up the tick wordcard for each *I can* sentence and the cross wordcard for each *I can't* sentence.
- 6 Play recording again. This time the children nod for each *I can* sentence and shake their heads for each *I can't* sentence.

Audio

*Tala can play the piano. She can't play the drums.
Sami can play football. He can't play basketball.
Salwa can swim. She can't play football.
Amir can ride a bike. He can't drive a car.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *He / She / can't / play / the drums / tennis / football / volleyball / .*
Plus wordcards from Unit 15 Period 1

- 1 Say *She can't play the drums*. Distribute the wordcards to five children and ask them to stand in line to make a sentence. The class confirm and read it aloud. Put the sentence on the board.
- 2 Display the other wordcards too. Ask children to change the sentence to talk about a boy.
- 3 Repeat 2 several times, with prompts like *Girl – drums – no (She can't play the drums.)*, *Boy – football – yes (He can play football.)*

ACTIVITY 1 10 minutes 51

- 1 Ask a child to read the speech bubble aloud.
- 2 Elicit the items pictured in the grid.
- 3 Say **Listen**. Play recording. On first listening, the children listen for what each person can and can't do.
- 4 Say **Listen**. Play recording again, pausing after the information on Walid. Ask *What can Walid do?* Elicit *He can play the drums*. Say **Write**. Model writing ✓ in the box in the grid for Walid/drums. Ask *What can't Walid do?* Elicit *He can't play volleyball*. Say **Write**. Model writing X in the box for Walid/volleyball.
- 5 Play recording again from the start. The children write in a tick/cross for each person.
- 6 The children check their work in pairs.
- 7 Elicit answers. The children correct their work.

Audio

- 1 *Walid can play the drums. He can't play volleyball.*
- 2 *Fiona can swim. She can't make a cake.*
- 3 *Hamzah can play volleyball. He can't swim.*
- 4 *Hala can make a cake. She can't play the drums.*

Answers: 1 Walid – drums ✓ volleyball X 2 Fiona – swim ✓, cake X 3 Hamzah – volleyball ✓, swim X 4 Hala – cake ✓, drums X

ACTIVITY 2 5 minutes 52

- 1 Say **Listen and say**. Play recording, pausing at the end of each sentence opener, so that the children can complete it using the information in the grid in Activity 1. Repeat, encouraging the class to answer more fluently this time.

Audio

- | | |
|-----------------|------------------|
| 1 Walid can ... | 3 Hamzah can ... |
| 2 Fiona can ... | 4 Hala can ... |

Answers: See audio for Activity 1

ACTIVITY 3 10 minutes

- 1 Ask a pair of children to read the speech bubbles aloud.
- 2 Say **Say**. Ask several children *What can you do?/What can't you do?* Elicit a range of replies.
- 3 • Put the children in groups of five or six.
 - The group forms a circle. The first child says a sentence to the second child, e.g. *I can play football*. That child repeats this to the next child, e.g. *He/She can play football*, then adds a sentence, e.g. *I can't play the drums*, and so on round the circle, with each child repeating what the previous child has said, using *he/she* as appropriate, then adding a sentence about him/herself.
- 4 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 8 minutes 50

As for Period 3.

LANGUAGE BUILDING 7 minutes

As for Period 3.

ACTIVITY 1 10 minutes

- 1 Ask children to read the questions aloud. Elicit answers.
- 2 Brainstorm different hobbies/activities. Ask the children each to choose two and draw them in the column headings at the end of the grid.
- 3 Say **Write**. Ask the children to fill in the first row of the grid for themselves by writing a tick for one thing they can do and a cross for one thing they can't.
- 4 Say **Say**. Ask a child the questions. Elicit responses. Model writing his/her name in the book. Say *Tick* and tick/cross the hobbies/activities he/she mentions.

- 5 Give the children five minutes to ask two friends and complete the grid using their responses. Model the activity on the board first, if necessary.
- 6 Say **Write**. Help as necessary.
- 7 Ask children to read out their sentences.
- 8 Choose activities at random and ask *Who can ...?* The children respond by putting up their hands.
- 9 Repeat 8 with *Who can't ...?*

ACTIVITY 2 5 minutes

- 1 Elicit *I can/I can't* statements using the picture prompts and writing a tick/cross on the board each time.
- 2 Say **Read**. Ask the children to read aloud the song.
- 3 Say *I can ride a bike. Which picture?* Elicit *Two*. Say **Write**. Model writing 2 as an example in the book.
- 4 Draw on the board a smiley face and a sad face. Ask *I can ride a bike or I can't ride a bike?* Elicit *I can*. Point to the smiley face and say **Draw**. Model drawing a smiley face in the book.
- 5 Say **Draw**. Monitor and help as necessary.
- 6 The children check their work in pairs.
- 7 Elicit answers. Ask children to indicate *I can* with a thumbs up gesture and *I can't* with a thumbs down gesture. The children correct their work.

Answers: ride a bike 2 😊 play football 5 😊 swim 6 😊
drums 1 😊 cake 3 😊 kite 4 ☹️

ACTIVITY 3 10 minutes 53

- 1 Agree actions for the activities in the song, including the thumbs up for *can* and thumbs down for *can't*.
- 2 Say **Listen and do**. Play recording. The children listen and do the actions.
- 3 Say **Sing**. Play recording again. The children sing and do the actions. Repeat several times until the children are confident enough to sing without reading the text.
- 4 Everyone says *Goodbye*.

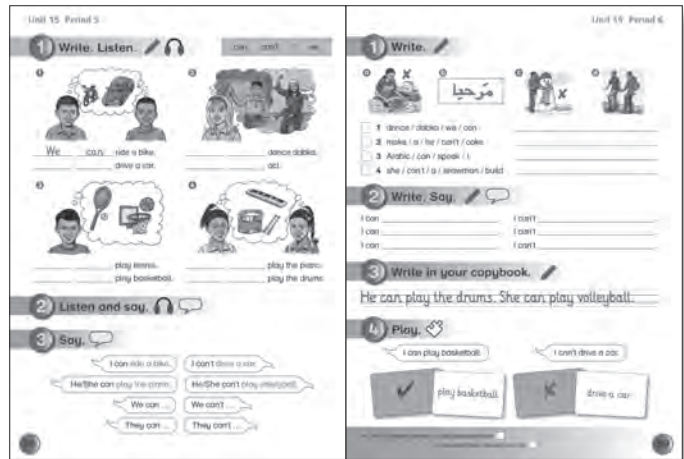
Audio

<i>I can do it!</i>	<i>I can do it!</i>
<i>I can do it!</i>	<i>I can do it!</i>
<i>I can ride a bike.</i>	<i>I can play the drums.</i>
<i>I can play football.</i>	<i>I can make a cake.</i>
<i>But I can't swim!</i>	<i>But I can't fly a kite.</i>

Aims to talk more about what you and others can and can't do

Key language *ride a bike, drive a car, play the piano, play volleyball, swim, make a cake; What can you do? I/We/He/She/They can swim. I/He/She/We/They can't drive a car.*

Materials Pupil's Book, CD 2, Unit 15 Poster, Flashcards (Unit 15), Wordcards (a tick and a cross; see Language Building for details) *Plus (for Period 6):* white and coloured paper cut up as cards (see Activity 4 game).



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes **54**

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What's the time?* Elicit response.
- 3 Show Unit 15 Poster.
 - Use the ✓ and X wordcards. Hold them in random order by the activities on the poster to elicit *He/She can* and *He/She can't* sentences.
- 4 Say **Listen**. Play recording. The children nod for each *can* sentence and they shake their heads for each *can't* sentence.
- 5 Draw stick figures on the board: a girl, a boy, a group of two boys and two girls. Elicit *he, she* and *they*. Play recording again, pausing after each sentence to elicit *he, she* or *they*.

Audio

*He can't sing.
He can't dance.
She can make a cake.
They can't play football.
She can jump.*

*He can run.
They can't play volleyball.
She can't play the drums.
They can cook.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *We / They*
Plus wordcards from Unit 15 Period 3

- 1 Say *They can drive a car*. Distribute the wordcards to six children and ask them to stand in line to make a sentence. The class confirm and read it aloud. Put the sentence on the board.

- 2 Display the other wordcards too. Ask children to change the sentence to make it negative. (*They can't drive a car*.)
- 3 Prompt other sentences, using a range of pronouns, e.g. *I – bike – no (I can't ride a bike), We – piano – yes (We can play the piano)*.

ACTIVITY 1 10 minutes **55**

- 1 Elicit what the people pictured can and can't do.
- 2 Say **Write**. Monitor and help as necessary as the children complete the sentences with *I/We can/can't*.
- 3 Say **Listen**. Play recording, so that the children can check their answers. Play it again, this time pausing and eliciting answers. The children correct their work.

Audio

- 1 *We can ride a bike. We can't drive a car.*
- 2 *I can't dance dabka. I can act.*
- 3 *I can play tennis. I can't play basketball.*
- 4 *We can't play the piano. We can play the drums.*

Answers: 1 *We can/We can't* 2 *I can't/I can* 3 *I can/I can't*
4 *We can't/We can*

ACTIVITY 2 5 minutes **56**

- 1 Introduce *They can/can't ...* Ask *Who can't play the piano?* Elicit *Hala and Nour can't play the piano*. Say *What can they do?* Elicit *They can play the drums*. Repeat with questions about Hamzah and Walid.
- 2 Repeat 1 with questions about Fiona, then Bilal, to review *she/he can* and *she/he can't*.
- 3 Say **Listen**. Play recording. The children work out the ends of the sentences using their answers to Activity 1.
- 4 Say **Listen and say**. Play recording, pausing after each sentence opening so that the children can respond.

Audio

- | | |
|--|---|
| 1 Hamzah and Walid can ...
They can't ... | 3 Bilal can ...
He can't ... |
| 2 Fiona can ...
She can't ... | 4 Hala and Nour can ...
They can't ... |

Answers: 1 Hamzah and Walid can ride a bike. They can't drive a car. 2 Fiona can act. She can't dance dabka. 3 Bilal can play tennis. He can't play basketball. 4 Hala and Nour can play the drums. They can't play the piano.

ACTIVITY 3 10 minutes

- Ask pairs of children to read the speech bubbles aloud.
- Review pronouns with *can/can't*.
 - Review *I*: ask a boy to come to the front of the class. Ask him *What can you do?* Elicit *I can ...*
 - Review *he/she*: ask a boy and girl to come to the front of the class. Point to the boy and ask *What can he do?* Elicit suggestions with *He can ...* from the class. Repeat with the girl (*What can she do?*).
 - Review *we*: gesture to the whole class. Ask *What can we do?* Elicit suggestions with *We can ...*
 - Point to the three children at the front of the class. Ask *What can they do?* Elicit suggestions with *They can ...*
- Repeat with *What can't you/he/she/we/they do?*
- Say **Say**. The children work in pairs and practise asking and answering questions. Encourage the children to come up with ideas of their own and to use different pronouns each time. Write up any new words they need.
- Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 8 minutes**  **54**

As for Period 5.

LANGUAGE BUILDING 7 minutes

As for Period 5.

ACTIVITY 1 5 minutes

- Ask children to read aloud the jumbled sentences, eliciting the correct order each time.
- Say **Write**. Monitor and help as necessary.
- The children check their work in pairs.
- Say **Match**. *We can dance dabka. Which picture?* Elicit *d*. Say **Write**. Check that the children are writing the correct picture letters by the sentences.

- Elicit answers. Write them on the board or use wordcards. The children correct their work.

Answers: 1 *d We can dance dabka.* 2 *a He can't make a cake.* 3 *b I can speak Arabic.* 4 *c She can't build a snowman.*

ACTIVITY 2 5 minutes

- Tell the children to choose three things they can and three things they can't do. They can look back through the unit/book for ideas and spellings. Write on the board any new words they want to use. Say **Write**. Help as necessary.
- Say **Say**. The children work in pairs: they take it in turn to read their sentences to each other.
- Choose children to read sentences to the class.

ACTIVITY 3 5 minutes

- Say **Write** in your copybook. Monitor and help as necessary.

ACTIVITY 4 10 minutes

- Before the lesson, prepare 8 white small white cards and 8 small cards in a different colour for each group.
- Say **Play** *What can you do?*
 - Brainstorm activities.
 - Put the class into groups. Give each group a set of 8 white cards and 8 cards in a different colour. The group writes a tick on four coloured cards and a cross on the other four coloured cards. It then chooses eight activities to write on the white cards. They should check spelling as necessary in their books.
 - Model the game. Shuffle each set of cards and put it face down. Ask a child to turn over one coloured card and one white card. He/She uses the prompts to make a sentence, e.g. *I can't build a snowman*. The rest of the group confirms whether it is grammatically correct. (It does not matter whether the sentence is true or not.)
 - The people in each group take it in turn to answer using the prompts in this way. The groups keep count of how many correct sentences they manage to make.
- The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- Everyone says *Goodbye*.

Aims to talk about the shops in your street

Key language *baker's, book shop, butcher's, grocer's, greengrocer's, music shop, clothes shop; Where do you buy bread? At the baker's. I went to the butcher's. I bought meat.*

Materials Pupil's Book, CD 2, Unit 16 Poster, Flashcards (Unit 16), Wordcards (see Language Building for details)

The poster is titled 'In my street' and 'Period 1'. It contains three main sections:

- Listen and write:** Shows three shop flashcards: greengrocer's, butcher's, and baker's. Below them are checkboxes for each.
- Listen and say:** Shows four shop flashcards: music shop, clothes shop, book shop, and grocer's. Below them are checkboxes for each.
- Say:** A speech bubble asking 'Where do you buy bread?' with a response 'At the baker's.'

 The right side of the poster has two writing activities:

- Match and write:** A list of numbers 1-7 next to shop names: 1 green, 2 shop, 3 be, 4 book, 5 do, 6 get, 7 music. To the right are shop names: 1. greengrocer's, 2. this shop, 3. shop, 4. grocer's, 5. car's, 6. shop, 7. here.
- Write:** A speech bubble asking 'Where do you buy bread?' followed by a list of shops: baker's, greengrocer's, music shop, clothes shop, baker's, grocer's. Below are images of items: bread, bananas, a book, and a CD.

 At the bottom right, there is a 'Write, Say' section with a list of words: word, eggs, baker's, meat, banana. Below it is a short dialogue: 'Yesterday I went to the greengrocer's. I bought ... apples ... and ... At the ... I bought bread ... to the book shop. I bought two books. I went to the clothes shop. I bought a ...'

Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 57

- Greet the class. Encourage the children to respond.
- Ask *What's the weather?* Elicit response, prompting as necessary (*It's hot/cold and sunny/rainy/cloudy/windy.*).
- Show Unit 16 Poster. Ask *What can you see?* Elicit as much as possible in English. Praise the children's efforts.
- Show Unit 16 flashcards.
- Say **Listen**. Play recording, pointing to the flashcards.
- Point to the flashcards one by one. Elicit the name and what you buy in each shop. Accept all plausible answers.

Audio

the baker's, the butcher's, the grocer's, the greengrocer's, the clothes shop, the book shop, the music shop

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *At / the / baker's / butcher's / music shop / book shop / clothes shop / grocer's / greengrocer's*

- Display the shop flashcards and wordcards. Ask children to match them.
- Ask *Where do you buy bread?* Elicit *At the baker's*. Ask children to make the answer. Then put these wordcards back with the others, jumbling the order.
- Repeat 2 with other products, so that the children form phrases for all the shops (see audioscript for Activity 1 for ideas).

ACTIVITY 1 10 minutes 58

- Ask children to read aloud the shop names.
- Say **Listen**. Play recording. The children point to the shops as they are mentioned.
- Say **Listen**. Play recording, pausing after section 1. Say *One – which shop is this?* Elicit *the baker's*. Say **Write**. Model writing 1 by the baker's.
- Continue playing recording, pausing at the end of each section so that the children can write in the number by the appropriate shop.
- Play recording again, so that the children can check their answer.
- Display Unit 16 flashcards. Elicit answers, asking a child to write the number by the appropriate flashcard. The children check their work.

Audio

– *This is my street. Come and see all the shops.*

- This is the baker's. We buy bread here.*
- This is the butcher's. We buy meat here.*
- We buy carrots, tomatoes, apples and oranges in the greengrocer's.*
- This is the grocer's. We buy rice, juice and biscuits here.*
- This is the clothes shop. I like this shop. I buy skirts, shorts and dresses here.*
- We have a very good book shop. We buy lots of books here.*
- And this is the music shop. I buy CDs here. I love pop music!*

Answers: 1 baker's 2 butcher's 3 greengrocer's 4 grocer's 5 clothes shop 6 book shop 7 music shop

ACTIVITY 2 10 minutes 59

- 1 Say **Listen**. Play recording for Activity 1 again. This time the children listen out for the items sold in each shop.
- 2 Say *You buy books at the book shop. Where do you buy books?* Elicit *at the book shop*. Repeat with *CDs/at the music shop*. Make sure that the children include *at* in their answers.
- 3 Say **Listen and say**. Play recording, pausing after each question so that the children can answer.

Audio

- 1 *Where do you buy tomatoes and carrots?*
- 2 *Where do you buy bread?*
- 3 *Where do you buy CDs?*
- 4 *Where do you buy skirts, trousers and shirts?*
- 5 *Where do you buy meat?*
- 6 *Where do you buy rice and eggs?*
- 7 *Where do you buy books?*

Answers: 1 at the greengrocer's 2 at the baker's
3 at the music shop 4 at the clothes shop 5 at the butcher's
6 at the grocer's 7 at the book shop

ACTIVITY 3 5 minutes

- 1 Ask a pair of children to read the speech bubbles aloud.
- 2 Ask *Where do you buy books?* Elicit *at the book shop*. Repeat with items from the other shops.
- 3 Say **Say**. The children work in pairs. They take it in turn to ask and answer questions about where you buy things.
- 4 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 57

As for Period 1.

LANGUAGE BUILDING 7 minutes

As for Period 1.

ACTIVITY 1 5 minutes

- 1 Say **Write and match**. Model what to do by matching *green* to *grocer's* and writing the whole word as an example in the book. Check that the children are matching the word parts together and writing them out correctly.
- 2 The children check their work in pairs.
- 3 Elicit answers, asking children to write the words on the board. The children correct their work.

Answers: 1 greengrocer's 2 butcher's 3 baker's 4 book shop
5 clothes shop 6 grocer's 7 music shop

ACTIVITY 2 10 minutes

- 1 Ask children to read aloud the speech bubble, then the words in the wordbox.
- 2 Elicit a question (using the speech bubble as a model) and an answer for each of the shops pictured.
- 3 Say **Write**. Monitor and help as necessary.
- 4 Elicit answers. Write them on the board or use wordcards. The children correct their work.

Answers: 1 at the book shop 2 at the greengrocer's
3 at the grocer's 4 at the clothes shop 5 at the baker's
6 at the music shop

ACTIVITY 3 10 minutes

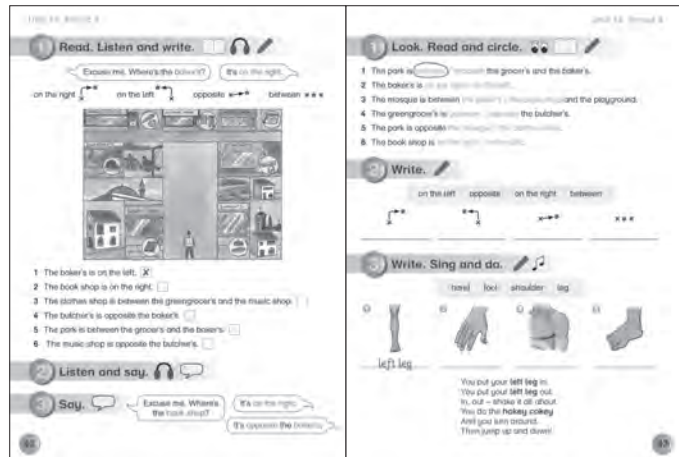
- 1 Ask children to read aloud the words in the wordbox, then the gap-fill text.
- 2 Introduce *yesterday*, explaining that you use this word to refer to the day before today. Practise saying it together.
- 3 Explain the word *went* is the form of *go* that you use when you are talking about what you did in the past, e.g. *yesterday*. Practise saying it together.
- 4 Ask children to read aloud the gap-fill text again. This time elicit the missing words.
- 5 Say **Write**. Monitor and help as necessary.
- 6 Say **Say**. The children work in pairs: they take it in turns to read the complete text aloud to their partner.
- 7 Elicit answers, asking children to write the words on the board. The children correct their work.
- 8 Everyone says *Goodbye*.

Answers: apples, bananas, baker's, went, sweater

Aims to practise asking for and giving directions

Key language *baker's, book shop, butcher's, grocer's, greengrocer's, music shop, clothes shop; Excuse me. Where's the grocer's? It's on the right/on the left/opposite the butcher's/between the book shop and the music shop.*

Materials Pupil's Book, CD 2, Unit 16 Poster, Revision Poster 1, Flashcards (Unit 16), Wordcards (see Language Building for details)



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 60

- 1 Greet the class. Encourage the children to respond.
- 2 Use Revision poster 1 to review prepositions.
- 3 Display Unit 16 Poster. Elicit shops and other places in town.
- 4 Say **Listen**. Play recording. Point to the poster, making the meaning of the prepositions clear.
- 5 Point to the poster and say *The butcher's is opposite ...* to elicit *the book shop*. Repeat with the other places in the recording.

Audio

- Excuse me. Where's the butcher's?
- It's opposite the book shop.
- Where's the clothes shop?
- It's between the butcher's and the greengrocer's.
- Where's the music shop?
- It's on the left of the book shop.
- Where's the book shop?
- It's on the right of the music shop.

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *Where's / the / ?*
It's / on / the / right / left / opposite / between / and / the / .
 Plus the wordcards from Unit 16 Period 1

- 1 Say *Where's the music shop?* Distribute the wordcards to four children and ask them to stand in line to make the question. The class confirm and read it aloud. Put it on the board.
- 2 Display the other wordcards too. Ask children to make the answer *It's on the right*.

- 3 Elicit other possible questions and answers, asking children to make them.

ACTIVITY 1 10 minutes 61

- 1 Say **Read**. Ask children to read the picture labels aloud.
- 2 Remind the class of the meaning of *on the right*, *on the left*, *opposite*, *between*, eliciting an action for each one.
- 3 Say **Listen**. Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and write**. This time the children listen and decide whether the sentences are true (writing ✓) or false (writing ✗).
- 5 The children check each other's work in pairs.
- 6 Elicit answers, asking for the correct version of the sentences which are false. The children correct their work.

Audio

- Excuse me. Where's the baker's?
- It's on the right.
- Excuse me. Where's the book shop?
- It's on the left.
- Excuse me. Where's the clothes shop?
- It's between the greengrocer's and the music shop.
- Excuse me. Where's the butcher's?
- It's opposite the greengrocer's.
- Excuse me. Where's the park?
- It's between the grocer's and the baker's.
- Excuse me. Where's the music shop?
- It's opposite the grocer's.

Answers: 1 ✗ (on the right) 2 ✗ (on the left) 3 ✓
 4 ✗ (opposite the greengrocer's) 5 ✓
 6 ✗ (opposite the grocer's)

ACTIVITY 2 8 minutes  **62**

- 1 Say **Listen**. Play recording. The children use the picture to work out where each shop is.
- 2 Say **Listen and say**. Play recording, pausing so that the children can say where each shop is. Repeat, encouraging the children to answer more fluently this time.

Audio

- 1 Excuse me. Where's the baker's?
- 2 Excuse me. Where's the book shop?
- 3 Excuse me. Where's the clothes shop?
- 4 Excuse me. Where's the butcher's?
- 5 Excuse me. Where's the park?
- 6 Excuse me. Where's the music shop?

Answers: 1 It's on the right. 2 It's on the left. 3 It's between the greengrocer's and the music shop. 4 It's opposite the greengrocer's. 5 It's between the grocer's and the baker's. 6 It's opposite the grocer's.

ACTIVITY 3 7 minutes

- 1 Review prepositions (*on the right*, etc.) by eliciting actions.
- 2 Ask *Where's the baker's?* Elicit *It's on the right*. Repeat with other places in the picture in Activity 1, getting children to ask the question and different children to answer.
- 3 Say **Say**. The children work in pairs: they take it in turn to ask and answer about the picture in Activity 1. Encourage the children to include questions and answers not covered in the recording, e.g. *in front of*, *behind*, etc.
- 4 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 8 minutes**  **60**

As for Period 3.

LANGUAGE BUILDING 7 minutes

As for Period 3.

ACTIVITY 1 10 minutes

- 1 Say **Look**. The children look at the picture on p. 42. Ask *What can you see?* to elicit the shops and other places.
- 2 Say **Read**. Ask children to read the sentences aloud. Each time elicit the correct version from the two options give.
- 3 Say **Circle**. and model circling in the book.
- 4 Say **Read and circle**. Help as necessary.
- 5 The children check their work in pairs.

- 6 Elicit answers, asking children to write the words on the board. The children correct their work.

Answers: 1 *between* 2 *on the right* 3 *the book shop*
4 *opposite* 5 *the mosque* 6 *on the left*

ACTIVITY 2 5 minutes

- 1 Ask a child to read aloud the words in the wordbox.
- 2 Say **Write**. Help as necessary.
- 3 The children check their work in pairs.
- 4 Elicit answers, asking children to write them on the board. The children correct their work.

Answers: *on the right, on the left, opposite, between*

ACTIVITY 3 10 minutes  **63**

- 1 Ask children to read aloud the words in the wordbox. The class indicate each part of the body.
- 2 Say **Write**. Help as necessary. Elicit answers.
- 3 Ask children to read aloud the words of the song. Play recording for the first verse and show the actions:
 - Everyone stands in a circle.
You put your left leg in. – Put your knee towards the centre of the circle.
You put your left leg out. – Bring your leg back.
In, out – shake it all about. – Put your leg in, then out, quickly. Then shake your leg.
You do the Hokey cokey – Put your hands together above your head.
And you turn around. – Turn a circle.
Then jump up and down. – Jump up and down.
 Subsequent verses follow the same pattern, but involve different parts of the body (*hand, shoulder, foot*).
- 4 Say **Sing and do**. Play recording. The children sing and do the actions. Repeat several times.
- 5 Everyone says *Goodbye*.

Audio

<i>You put your left leg in.</i>	<i>You put your left shoulder in.</i>
<i>You put your left leg out.</i>	<i>You put your left shoulder out.</i>
<i>In, out – shake it all about.</i>	<i>In, out – shake it all about.</i>
<i>You do the hokey cokey.</i>	<i>You do the hokey cokey.</i>
<i>And you turn around.</i>	<i>And you turn around.</i>
<i>Then jump up and down!</i>	<i>Then jump up and down!</i>
<i>You put your right hand in.</i>	<i>You put your right foot in.</i>
<i>You put your right hand out.</i>	<i>You put your right foot out.</i>
<i>In, out – shake it all about.</i>	<i>In, out – shake it all about.</i>
<i>You do the hokey cokey.</i>	<i>You do the hokey cokey.</i>
<i>And you turn around.</i>	<i>And you turn around.</i>
<i>Then jump up and down!</i>	<i>Then jump up and down!</i>

Answers: 1 *left leg* 2 *right hand* 3 *left shoulder* 4 *right foot*

Aims to practise using the simple past tense to talk about actions in the past

Key language *baker's, book shop, butcher's, grocer's, greengrocer's, music shop, clothes shop; I went to the butcher's. I bought meat.*

Materials Pupil's Book, CD 2, Unit 16 Poster, Flashcards (Unit 16), Wordcards (see Language Building for details)

Unit 16 Period 5

1 Match. Listen.

2 Listen and say.

3 Say.

4 Write.

5 Match. Say.

6 Write in your copybook.

7 Play.

Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes **64**

- Greet the class. Encourage the children to respond.
- Ask *What's the time?* Elicit response.
- Display Unit 16 poster. Elicit the shops and the other places in town.
- Display Unit 16 flashcards. Say **Listen**. Play recording. The children point to the correct flashcard when they hear the shop mentioned.
- Remind children that *went* is the form of *go* you use when you're talking about the past.
- Point to the flashcards in turn to elicit *I went to the ...*

Audio

<i>I went to the clothes shop.</i>	<i>I went to the greengrocer's.</i>
<i>I went to the toy shop.</i>	<i>I went to the book shop.</i>
<i>I went to the grocer's.</i>	<i>I went to the music shop.</i>

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *I / went / to / .*
I / bought / meat / rice / a CD / socks / tomatoes / bread / two books / .
 Plus shop wordcards from Unit 16 Period 1

- Say *I went to the greengrocer's*. Distribute the wordcards to six children and ask them to stand in line to make a sentence. The class confirm and read it aloud. Put the sentence on the board.
- Display the other wordcards too. Ask children to make a sentence saying what they bought at the greengrocer's. (*I bought tomatoes.*)

- Repeat **1 & 2** with different shops (using the flashcards to prompt) and items.

ACTIVITY 1 10 minutes **65**

- Ask children to read aloud sentences 1–7.
- Ask why *went* is used. Remind the children as necessary that this is the form of *go* that you use when you are talking about the past.
- Say *I bought a CD*. Write *bought* on the board. Explain that this is the form of *buy* that you use when you are talking about the past.
- Ask children to read aloud sentences a–g.
- Say **Match**. Check that the children are matching the sentences correctly. If they need more support, do the activity orally as a class first.
- The children check their work in pairs.
- Say **Listen**. Play recording, pausing so that the children can check their answers and correct their work.

! At this stage the children focus on learning the verb forms as vocabulary to get them used to the concept of talking about the past. They do not learn how to form the simple past tense: this will be covered in Grade 5 and beyond.

Audio

I went to the butcher's. I bought meat.
At the greengrocer's I bought tomatoes and potatoes.
I went to the grocer's. I bought rice and a carton of milk.
I bought a CD at the music shop.
At the book shop I bought two books.
I went to the clothes shop. I bought red socks.
I went to the baker's. I bought bread.

Answers: 1e 2d 3b 4a 5g 6c 7f

ACTIVITY 2 8 minutes  **66**

- 1 Say **Listen and read**. Play recording. The children work out what they bought at each shop, using their answers in Activity 1.
- 2 Say **Listen and say**. Play recording, pausing after the first sentence. Say *I went to the butcher's. I bought meat.*
- 3 Play recording again from the start, pausing after each sentence so that the children can respond *I bought + appropriate item* from Activity 1.

Audio

- 1 *I went to the butcher's.*
- 2 *I went to the greengrocer's.*
- 3 *I went to the grocer's.*
- 4 *I went to the music shop.*
- 5 *I went to the book shop.*
- 6 *I went to the clothes shop.*
- 7 *I went to the baker's.*

Answers: 1 *I bought meat.* 2 *I bought tomatoes and potatoes.* 3 *I bought rice and a carton of milk.* 4 *I bought a CD.* 5 *I bought two books.* 6 *I bought red socks.* 7 *I bought bread.*

ACTIVITY 3 7 minutes

- 1 Say *I went to the butcher's.* to elicit *I bought meat.* (Encourage the children to think of other plausible answers too).
- 2 Say **Say**. The children work in pairs. They take it in turn to say which shop they went to and what they bought there, using the information in Activity 1 and their own ideas.
- 3 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 8 minutes**  **64**

As for Period 5.

LANGUAGE BUILDING 7 minutes

As for Period 5.

ACTIVITY 1 5 minutes

- 1 Ask children to read aloud the words in the wordbox.
- 2 Write on the board *eadrb*. Say *I went to the baker's. I bought ... ?* Look puzzled. Elicit *Bread*. Say **Write**. and write *bread* on the board.
- 3 Ask children to read aloud the sentences, each time eliciting the correct form of the anagram.

- 4 Say **Write**. Check that the children are writing the words correctly.
- 5 The children check their work in pairs.
- 6 Elicit answers, asking children to write the words on the board. The children correct their work.

Answers: 1 *bread* 2 *butcher's* 3 *eggs; flour* 4 *greengrocer's* 5 *clothes shop*

ACTIVITY 2 5 minutes

- 1 Elicit the the places pictured.
- 2 Ask children to read aloud each sentence opening and find the sentence ending.
- 3 Say **Match**. Check that the children are matching the sentence halves correctly.
- 4 Say **Say**. The children check their work in pairs. They take it in turn to read their sentences aloud.
- 5 Elicit answers, asking a child to write them on the board. The children correct their work.

Answers: 1 *b* 2 *c* 3 *a* 4 *e* 5 *d*

ACTIVITY 3 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

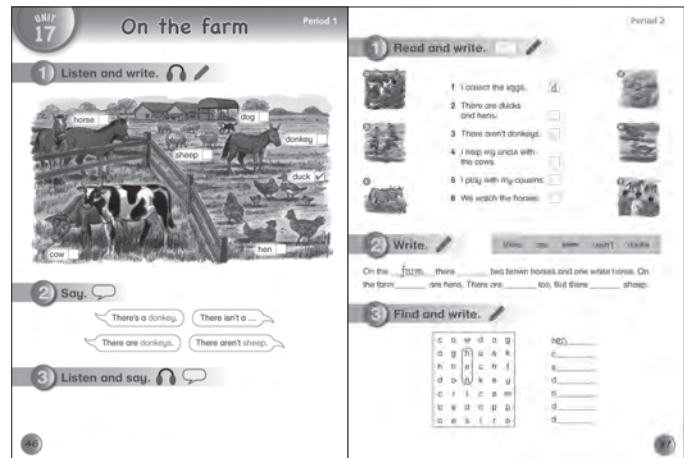
ACTIVITY 4 10 minutes

- 1 Say *Play The chain game*. You can play this as a class or in groups.
 - Explain the aim of the game is to make a long chain, with each person repeating the chain and adding another item.
 - Ask the children to stand.
 - Start the chain off: say *I went to the shops and I bought a CD*. The next person has to repeat this sentence and add an item, e.g. *I went to the shops and I bought a CD and a carton of milk*. And so on. If a child makes a mistake or can't think of an item to add, he/she sits down and you start again with a new chain.
 - Play until there are just a few children left standing.
 - Play again if you have time.
- 2 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 3 Everyone says *Goodbye*.

Aims to talk about the animals on a farm

Key language *duck, horse, cow, dog, sheep, hen, donkey; There's/There isn't a dog. There are/aren't horses. help, go, have, collect, play, watch*

Materials Pupil's Book, CD 2, Unit 17 Poster, Flashcards (Unit 17), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 67

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What's the weather?* Elicit response, prompting as necessary (*It's hot/cold and sunny/rainy/cloudy/windy.*).
- 3 Display Unit 17 Poster. Ask *What can you see?* Elicit as much as possible in English. Praise the children's efforts.
- 4 Show Unit 17 flashcards.
- 5 Say **Listen**. Play recording, pausing after each sound so that the children can identify the correct flashcard. Continue playing the recording so that they can hear the name of the animal.
- 6 Ask a child to choose and imitate an animal. The rest of the children say the word. Repeat with different children.

Audio

[SFX duck quacking] duck
 [SFX hens clucking] hen
 [SFX sheep baaing] sheep
 [SFX a donkey braying] donkey
 [SFX dog barking] dog
 [SFX cow mooing] cow
 [SFX horse neighing] horse

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *There / are / aren't / and / horses / ducks / donkeys / dogs / cow / sheep / hens / .*

- 1 Display the animal flashcards and wordcards. Ask children to match them.
- 2 Display all the wordcards. Ask children to make on the board the sentence *There are ducks and hens*. The class confirm and read it aloud.
- 3 Repeat 2, using the flashcards to prompt different animals.
- 4 Hold up the dogs flashcards and shake your head. Ask children to make a suitable sentence. (*There aren't dogs.*) Repeat with other animals.

ACTIVITY 1 10 minutes 68

- 1 Display Unit 17 flashcards and elicit the animals with *There's a ...*
- 2 Take away the flashcard of dog and cow. Say *There isn't a dog*. Motion to other pictures and see if a child can notice what other flashcard is missing, elicit *There isn't a cow*. You could prompt by making the animal noise. Repeat with other flashcards.
- 3 Display Unit 17 Poster.
 - Elicit the plural form of all the animals (except *sheep*). with *There are ...*
 - Point out that *sheep* is irregular. Say *One sheep, two sheep*. Elicit *There are sheep*.
- 4 Use a piece of paper to cover the horses on the poster. Elicit *There aren't horses*. Repeat with the other animals.
- 5 Ask children read the picture labels aloud.
- 6 Say **Listen**. Play recording pausing after ... *ducks and hens*. Ask *Are there ducks on the farm?* Elicit *Yes, there are ducks*. Say **Write**. Model writing a tick in the box by the duck.
- 7 Continue playing recording, pausing at appropriate points for the children to write a tick by the animal if it is on the farm and a cross if it's not.
- 8 Play recording again, so that the children can check their work.

- 9 Elicit answers. Say each animal to elicit *There is/are ...* or *There isn't/aren't ...*

Audio

*My aunt and uncle have a farm.
I go there at the weekend. It's fun.
On the farm there are ducks and hens.
There aren't sheep.
There's a donkey.
But there isn't a dog.
I help my uncle with the cows.
And I collect the eggs for my aunt.
I play with my cousins.
We watch the horses.*

Answers: ticks by duck, hen, donkey, cow, horse; cross by dog, sheep.

ACTIVITY 2 5 minutes

- 1 Ask children to read the speech bubbles aloud.
- 2 Elicit a sentence for each of the prompts, using *There is/are ...* or *There isn't/aren't ...* as appropriate.
- 3 Say **Say**. The children work in pairs. They take it in turn to practise pointing to a picture and responding.

Answers: 1 *There's a donkey.* 2 *There aren't sheep.* 3 *There are horses.* 4 *There are ducks.* 5 *There are hens.* 6 *There isn't a dog.* 7 *There are cows.*

ACTIVITY 3 10 minutes 69

- 1 Say **Listen**. Play recording. On first listening, the children identify the animals and if they are on the farm (yes) or not (no).
- 2 Say **Listen and say**. Play recording, pausing at the end of prompt 1. Elicit *There are ducks*.
- 3 Continue playing recording, pausing after each prompt for the children to respond *There are/There aren't + animal* as appropriate.
- 4 Everyone says *Goodbye*.

Audio

- 1 [SFX duck quacking] – yes
- 2 [SFX hens clucking] – no
- 3 [SFX sheep baaing] – yes
- 4 [SFX a donkey braying] – no
- 5 [SFX dog barking] – no
- 6 [SFX cow mooing] – yes
- 7 [SFX horse neighing] – yes

Answers: 1 *There are ducks.* 2 *There aren't hens.*
3 *There are sheep.* 4 *There aren't donkeys.* 5 *There aren't dogs.*
6 *There are cows.* 7 *There are horses.*

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 67

As for Period 1.

LANGUAGE BUILDING 7 minutes

As for Period 1. + introduce the words 'collect' and 'help'. Make wordcards: */collect/help/play/watch/* and help the children to link the words *collect + eggs, help + cows, play + cousins, watch + horses*

ACTIVITY 1 5 minutes

- 1 Ask children to read the sentences aloud.
- 2 Say **Read and write**. Check that the children are matching the text and pictures correctly. If they need more support, do the activity orally first.
- 3 The children check their work in pairs.
- 4 Elicit answers, asking a child to write them on the board. The children correct their work.

Answers: 1 d 2 e 3 c 4 a 5 b 6 f

ACTIVITY 2 10 minutes

- 1 Ask children to read aloud the words in the wordbox.
- 2 Ask children to read aloud the gap-fill text. Elicit the missing word each time.
- 3 Say **Write**. Monitor and help as necessary.
- 4 Say **Say**. The children work in pairs: they take it in turn to read the complete text aloud.
- 5 Elicit answers, asking children to write the words on the board. The children correct their work.

Answers: *farm, are, there, ducks, aren't*

ACTIVITY 3 10 minutes

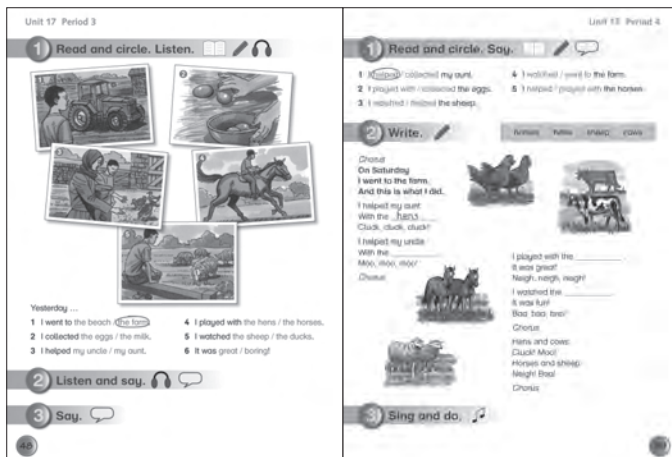
- 1 Say **Find**. Model circling *hen* as an example. Say **Write**. Model writing *hen*.
- 2 Say **Find and write**. Check that the children are circling and writing the animal words correctly.
- 3 Everyone says *Goodbye*.

Answers: *hen, cow, sheep, duck, horse, dog, donkey*

Aim to use the simple past tense to talk about what happened yesterday

Key language *duck, horse, cow, dog, sheep, hen, donkey; I went, I collected, I helped, I played, I watched, it was*

Materials Pupil's Book, CD 2, Unit 17 Poster, Tense Poster, Flashcards (Unit 17), Wordcards (see Language Building for details)



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 70

- Greet the class. Encourage the children to respond.
- Ask *What day is it?* Elicit response, prompting as necessary (*It's Sunday/Monday/Tuesday/Wednesday/Thursday.*)
- Show Unit 17 Poster.
 - Elicit the animals, in singular and plural forms.
 - Elicit activities on the farm using the present tense, e.g. *I collect the eggs.*, etc.
- Explain that in this lesson the children will learn more words to talk about what they did in the past. Say **Listen**. Play recording, pointing to the activities on the poster.
- Say **Listen and say**. Play recording again, pausing for the children to repeat each sentence.

Audio

*I went to the farm.
I collected eggs.
I helped with the cows.*

*I played with the kitten.
I watched the sheep.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *I / went / to the farm / I / collected / eggs / I / helped / with the cows / I / played / with the kittens / I / watched / the sheep /.*

- Display all the wordcards in random order. Ask the class to make five sentences on the board. The class confirm each sentence and read it aloud. (See audioscript for Language presentation for answers.)
- Shuffle the wordcards and repeat 1.

ACTIVITY 1 10 minutes 71

- Elicit descriptions of the pictures.
- Write up *went*. Ask the children when this word is used to remind them that you use different forms of the verb when you are talking about the past. Ask them if they can remember any other verbs to talk about the past, eliciting *bought*. Use the Tense poster to review the concept.
- Read the sentences aloud together. Remind the class that *yesterday* means the day before today. Explain that all these sentences refer to the past.
- Ask children to read the sentences aloud. Elicit the correct version from the two options given each time.
- Say **Read and circle**. Check that the children are circling the correct words.
- Say **Listen**. Play recording, pausing so that the children can check their answer. Confirm the answer each time.
- Elicit answers, asking children to write the words on the board. The children correct their work.

Audio

Yesterday ...

- I went to **the farm**.*
- I collected **the eggs**.*
- I helped **my aunt**.*

- I played with **the horses**.*
- I watched **the sheep**.*
- It was **great!***

Answers: See bold in Audioscript

ACTIVITY 2 5 minutes 72

- Say **Listen**. Play recording for Activity 1 again. The children point to the pictures as they are mentioned.
- Say **Listen and say**. Play recording, pausing after each sentence opening so that the children can complete the sentence.

Audio

- | | |
|-------------------|-----------------|
| 1 I went ... | 4 I played ... |
| 2 I collected ... | 5 I watched ... |
| 3 I helped ... | 6 It was ... |

Answers: 1 I went to the farm. 2 I collected the eggs.
3 I helped my aunt. 4 I played with the horses.
5 I watched the sheep. 6 It was great!

ACTIVITY 3 5 minutes

- 1 Say *Picture two*. to elicit a sentence as though they were Walid (e.g. *I collected the eggs.*). Repeat with the other pictures.
- 2 Say **Say**. The children work in pairs: they take it in turn to prompt with a picture number and to say what they did (as though they were Walid).

REVIEW 5 minutes

- 1 Use the Tense poster to remind the children when the event took place.
- 2 Teach the children tense actions: hands on the waist is present tense, hands on the knees is past tense.
- 3 Put your hands on your waist and say *go*. The children repeat and do the action. Repeat with *went*, touching your knees.
- 4 Say verbs in random order, eliciting the correct action (underline used to show past tense): e.g. collected, *play*, *watch*, watched, bought, *help*, played, *collect*, *buy*, helped.
- 5 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 8 minutes**  **70**

As for Period 3.

LANGUAGE BUILDING 7 minutes

As for Period 3. Also play the tense actions game with hands on waist and knees to revise present and past.

ACTIVITY 1 5 minutes

- 1 Ask children to read the sentences aloud. Elicit the correct version from the two options given each time.
- 2 Say **Read and circle**. Check that the children are circling the correct words.

- 3 Say **Say**. The children check their work in pairs. They take it in turns to read each sentence aloud.

Answers: 1 *helped* 2 *collected* 3 *watched* 4 *went to*
5 *played with*

ACTIVITY 2 10 minutes

- 1 Ask the children read the words of the song aloud. Encourage them to make the animal noises and so work out the missing words.
- 2 Say **Write**. Check that the children are writing the correct words.

Answers: *hens, cows, horses, sheep*

ACTIVITY 3 10 minutes  **73**

- 1 Say **Listen**. The children listen and follow the completed text in their books. Encourage them to join in with the animal noises.
- 2 Say **Sing and do**. The children sing and make the animals noises. Repeat several times.
- 3 Everyone says *Goodbye*.

Audio

On Saturday
I went to the farm.
And this is what I did.

I helped my aunt
*With the **hens**.*
Cluck, cluck, cluck!

I helped my uncle
*With the **cows**.*
Moo, moo, moo!

On Saturday
I went to the farm.
And this is what I did.

*I played with the **horses**.*
It was great!
Neigh, neigh, neigh!

*I watched the **sheep**.*
It was fun!
Baa, baa, baa!

On Saturday
I went to the farm
And this is what I did.

Hens and cows.
Cluck! Moo!
Horses and sheep.
Neigh! Baa!

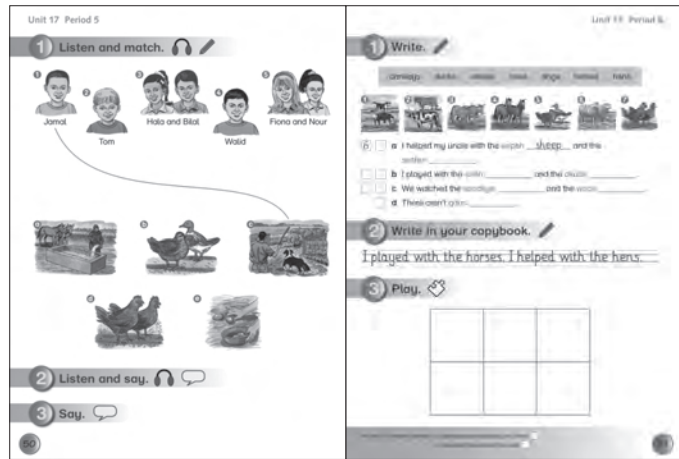
On Saturday
I went to the farm
And this is what I did.

Answers: See bold in Audioscript

Aims to talk about what other people did in the past

Key language *duck, horse, cow, dog, sheep, hen, donkey; he/she went, he/she collected, he/she helped, he/she played, he/she watched, it was great*

Materials Pupil's Book, CD 2, Poster 17, Flashcards (Unit 17), Wordcards (see Language Building for details)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 74

- Greet the class. Encourage the children to respond.
- Ask *What's the time?* Elicit response.
- Show Unit 17 Poster.
 - Elicit the animals, in singular and plural forms.
 - Elicit activities on the farm using the past tense, e.g. *I collected the eggs.*, etc.
- Show Unit 17 flashcards. Elicit the sound and name of each animal.
- Say **Listen**. Play recording. The children point to a girl when they hear the word *she* and to a boy when they hear *he*.

Audio

*She went to the farm.
He collected the eggs.
He helped with the donkeys.*

*She played with the ducks.
He watched the horses.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *She / went / to the farm / He / collected / the eggs / He / helped / his uncle / She / played / with the ducks / He / watched / the horses /*.

- Display all the wordcards in random order. Ask the class to make sentences on the board. The class confirm each sentence and read it aloud. (See audioscript for Language presentation for answers.)
- Shuffle the wordcards and repeat 1.

ACTIVITY 1 10 minutes 75

- Elicit the people and activities pictured.
- Say **Listen and match**. Play recording, pausing after each section, so that the children can match the person/people to the correct activity.
- Play recording again, so that the children can check their answers. Elicit answers, asking a child to write them on the board. The children correct their work.

Audio

On Friday we all went to the farm. It was fun.

- I helped my uncle with the sheep.*
- I played with the hens!*
- We collected the eggs.*
- I helped my aunt with the donkeys.*
- We watched the ducks.*

Answers: 1c 2d 3e 4a 5b

ACTIVITY 2 5 minutes 76

- Say **Listen**. Play recording. The children work out what each person did, using their answers to Activity 1.
- Say **Listen and say**. Play recording, pausing after each prompt so that the children can say the whole sentence, using the information in Activity 1.

Audio

- | | |
|-----------------------------|-----------------------------|
| 1 <i>Jamal ...</i> | 4 <i>Walid ...</i> |
| 2 <i>Tom ...</i> | 5 <i>Fiona and Nour ...</i> |
| 3 <i>Hala and Bilal ...</i> | |

Answers: 1 I helped my uncle with the sheep. 2 I played with the hens! 3 We collected the eggs. 4 I helped my aunt with the donkeys. 5 We watched the ducks.

ACTIVITY 3 10 minutes

- 1 Say *Picture 1* Elicit *Jamal helped his uncle with the sheep*. Repeat for the other characters/activities. Say each picture twice (in random order) to make sure that the children get enough practice before doing the activity in pairs.
- 2 Say **Say**. The children work in pairs. They take it in turn to prompt with a picture and to respond with a sentence.
- 3 Everyone says *Goodbye*.

- The children choose and write six animals in their grids.
 - Call out the activities in random order (keeping a note of the ones you say). When they hear an animal they have, the children score it through in the grid. The first child to have correctly scored through all his/her animals is the winner. He/She calls out *Bingo!*
- 2 If you want to play again, ask the children to draw new grids.
 - 3 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
 - 4 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 8 minutes 74

As for Period 5.

LANGUAGE BUILDING 7 minutes

As for Period 5.

ACTIVITY 1 10 minutes

- 1 Ask children to read aloud the words in the wordbox.
- 2 Elicit the animals pictured.
- 3 Ask the children to read aloud the sentences. Elicit the correct version of the anagram each time.
- 4 Say *sheep – which picture?* Elicit *six*.
- 5 Say **Write**. Model writing the words and numbers in the book as an example.
- 6 Say **Write**. Monitor and help as necessary.
- 7 The children check their work in pairs. They take it in turn to read each sentence aloud and say the numbers.
- 8 Elicit answers, asking children to write them on the board. The children correct their work.

Answers: a 6 4 sheep horses b 7 5 hens ducks
c 3 2 donkeys cows d 1 dogs

ACTIVITY 2 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

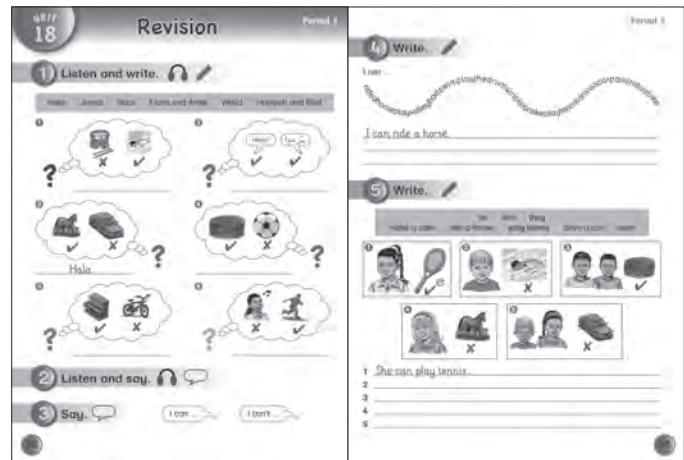
ACTIVITY 3 10 minutes

- 1 Say *Let's play Bingo*.
 - Display the farm animal wordcards. Point to the cards to elicit the words. Ask the children to brainstorm different animals (they don't have to be farm animals). Write them on the board.

Aims to revise vocabulary from Units 15–17

Key language language from Units 15–17 (see pp. 10–11 for summary)

Materials Pupil's Book, CD 2, Unit 15 Poster, Flashcards Unit 15, Wordcards (tick and cross)



Period 1

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 15 Poster.
 - Use the tick and cross wordcards. Hold them in random order by the activities on the poster to elicit *He/She can* and *He/She can't* sentences.
- 3 Ask *Can you ride a bike?* Elicit *Yes, I can./No, I can't*. Repeat with different hobbies/activities, asking a range of children.

ACTIVITY 1 5 minutes 77

- 1 Say **Read**. Ask children to read character names aloud.
- 2 Say **Listen**. Play recording. The children identify the speaker each time.
- 3 Say **Listen and write**. Play recording, pausing so that the children can write the speaker's name each time.
- 4 Play recording again, so that the children can check their answers.

Audio

Hala

– *I can ride a horse. I can't drive a car.*

Jamal

– *I can't sing. I can run fast.*

Nour

– *I can play the piano. I can't ride a bike.*

Fiona and Amal

– *We can make a cake. We can't play football.*

Walid

– *I can't play the drums. I can swim.*

Hamzah and Bilal

– *We can speak Arabic and English.*

Answers: 1 *Walid* 2 *Hamzah and Bilal* 3 *Hala*
4 *Fiona and Amal* 5 *Nour* 6 *Jamal*

ACTIVITY 2 5 minutes 78

- 1 Say **Listen**. Play recording. The children listen and find the information to answer the question from Activity 1.
- 2 Say **Listen and say**. Play recording again, pausing after each question so that the children can answer it. Repeat if you have time, encouraging the children to answer more fluently this time.

Audio

- *Walid, what can you do?*
- *Hamzah and Bilal, what can you do?*
- *Hala, what can you do?*
- *Fiona and Amal, what can you do?*
- *Nour, what can you do?*
- *Jamal, what can you do?*

- *Walid, what can't you do?*
- *Hala, what can't you do?*
- *Fiona and Amal, what can't you do?*
- *Nour, what can't you do?*
- *Jamal, what can't you do?*

Answers: See Audioscript for Activity 1.

ACTIVITY 3 5 minutes

- 1 Say *I'm Walid. I can swim. I can't play the drums.* Point to a child and say *You're Jamal.* to elicit *I can run fast. I can't sing.* Repeat with the other characters, using different children/pairs of children each time.
- 2 Say **Say**. The children work in pairs. They take it in turn to choose a character/pair of characters and to say what they can/can't do, as though they were that character/those characters.

ACTIVITY 4 10 minutes

- 1 Point to the wordsnake and say *Find*. Elicit the different activities. Model dividing the words using a vertical line to help the children see the phrases.
- 2 Say **Write**. Elicit answers, asking children to write them on the board. The children correct their work.

Answers: *I can ... ride a horse/play volleyball/swim/play the drums/make a cake/play tennis/drive a car/paint/ride a bike*

ACTIVITY 5 10 minutes

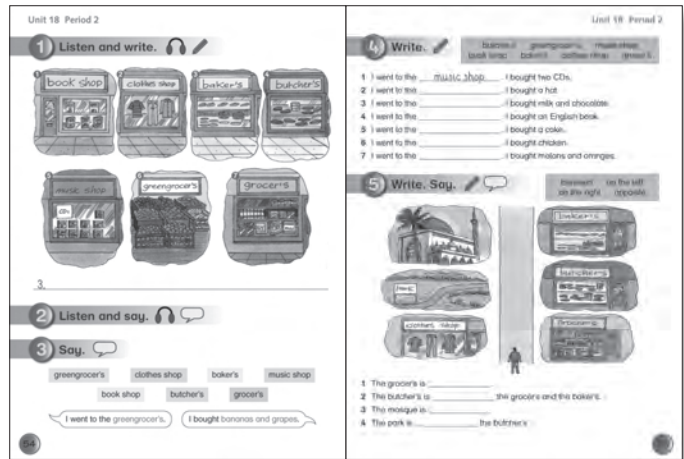
- 1 Ask children to read aloud the words in the wordbox.
- 2 Elicit sentences for the prompts.
- 3 Say **Write**. Monitor and help as necessary.
- 4 The children check their work in pairs: they take it in turn to read out their sentences.
- 5 Elicit answers. Write them on the board or use wordcards. The children correct their work.
- 6 Everyone says *Goodbye*.

Answers: *1 She can play tennis. 2 He can't swim. 3 They can make a cake. 4 She can't ride a horse. 5 They can't drive a car.*

Aims to revise vocabulary from Units 15–17

Key language language from Units 15–17 (see pp. 10–11 for summary)

Materials Pupil's Book, CD 2, Unit 16 Poster, Tense Poster



Period 2

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Use the Tense poster to review the concept of the past.
- 3 Show Unit 16 poster. Elicit the shops and the other places in town, using *I went to ...*

ACTIVITY 1 5 minutes 79

- 1 Elicit the shops pictured.
- 2 Say **Listen and write**. Play recording, pausing after each section so that the children can number the shops in the order they are mentioned.
- 3 Say **Listen**. Play recording, pausing so that the children can call out the answer. Write the answer on the board. The children correct their work.

Audio

*I went to the baker's. I bought bread.
I bought meat at the butcher's.
I went to the greengrocer's too. I bought potatoes, onions and carrots.
At the music shop I bought a CD.
I went to the book shop and I bought three books.
I bought rice and biscuits at the grocer's.
I went to the clothes shop. I bought a beautiful dress.*

Answers: 3, 4, 6, 5, 1, 7, 2

ACTIVITY 2 5 minutes 80

- 1 Say *At the baker's I bought ...* to elicit *bread*. Repeat with the other shops.

- 2 Say **Listen and say**. Play recording for sections 1–4, pausing so that the children can say a whole second sentence in reply. Accept all plausible answers.
- 3 Say *I bought bread. I went to ...* to elicit *the baker's*. Repeat with the other items.
- 4 Say **Listen and say**. Play recording for sections 5–7, pausing so that the children can say a whole second sentence in reply. Accept all plausible answers.

Audio

- 1 *I went to the baker's. I bought ...*
- 2 *I went to the butcher's. I bought ...*
- 3 *I went to the greengrocer's. I bought ...*
- 4 *I went to the music shop. I bought ...*
- 5 *I bought a book. I went ...*
- 6 *I bought rice and biscuits. I went ...*
- 7 *I bought a beautiful dress. I went ...*

Answers: 1 *I bought bread.* 2 *I bought meat.*
3 *I bought potatoes, onions and carrots.* 4 *I bought a CD.*
5 *I went to the book shop.* 6 *I went to the grocer's.* 7 *I went to the clothes shop.*

ACTIVITY 3 5 minutes

- 1 Ask children to read the words aloud.
- 2 Say *I went to the greengrocer's*. Elicit *I bought + any appropriate item*. Repeat with the other shops.
- 3 Say **Say**. The children work in pairs. They take it in turn to say where they went and what they bought. If you have time, they could move on to prompting with what they bought and responding with *I went to the ...*

ACTIVITY 4 10 minutes

- 1 Ask children to read the words in the wordbox aloud. Ask children to read the sentences aloud. Elicit the missing word each time.
- 2 Say **Write**. Monitor and help as necessary.
- 3 The children check their work in pairs, reading sentences aloud in turn.
- 4 Elicit answers, asking children to write the answers on the board. The children correct their work.

Answers: 1 *music shop* 2 *clothes shop* 3 *grocer's*
4 *book shop* 5 *baker's* 6 *butcher's* 7 *greengrocer's*

ACTIVITY 5 10 minutes

- 1 Elicit the shops and places pictured.
- 2 Review prepositions by eliciting an action for each one (*between, on the left, on the right, opposite* + any others).
- 3 Ask children to read aloud the sentences. Elicit the missing word each time.
- 4 Say **Write**. Monitor and help as necessary.
- 5 Say **Say**. The children check their work in pairs, taking it in turn to read their answers.
- 6 Elicit answers, asking children to write them on the board. The children correct their work.
- 7 Everyone says *Goodbye*.

Answers: 1 *on the right* 2 *between* 3 *on the left* 4 *opposite*

Aims to revise vocabulary from Units 15–17

Key language language from Units 15–17 (see pp. 10–11 for summary)

Materials Pupil's Book, CD 2, Revision Poster 2, Tense Poster

Period 3

LANGUAGE PRESENTATION 10 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Use Revision poster 2 to review animals and colours.
- 3 Use Tense poster to review the concept of the past. Elicit verbs that children have learned (*went, bought, watched, collected, played, helped*).

ACTIVITY 1 5 minutes 81

- 1 Ask children to read the picture labels.
- 2 Say **Listen and find**. Play recording. The children listen and point.
- 3 Say **Listen**. Play recording, pausing after *fox*. Say *One – fox*. Write. Model writing 1 in the box by the fox.
- 4 Play recording again from the beginning, pausing after each sentence with an animal, so that the children can write the section number by the appropriate animals.
- 5 Elicit answers. The children correct their work.

Audio

- 1 *At the weekend I went to the zoo. There was a brown and white fox. I liked the giraffes and the elephants. My sister liked the lion.*
- 2 *On Thursday I went to my friend's house. We went into the garden. There were lots of black birds. There was a beautiful butterfly. It was blue and pink. I liked the flowers. The bees liked the flowers too!*
- 3 *On Saturday I went to the farm. I helped my uncle with the goats. And I collected the hen's eggs. I like my uncle's dog. It's small and white.*

Answers: fox 1, hen 3, giraffe 1, butterfly 2, elephant 1, dog 3, bird 2, lion 1, goat 3, bee 2

ACTIVITY 2 5 minutes 82

- 1 Ask the children to read the sentences aloud.
- 2 Say **Listen**. Play recording. The children identify the correct version from the two options given each time.
- 3 Say **Listen and circle**. Play recording again. The children listen and circle the correct option each time.
- 4 The children check their work in pairs.
- 5 Elicit answers, asking children to write the words on the board. The children correct their work.

Audio

As Activity 1.

Answers: 1 sister 2 giraffes 3 pink 4 flowers
5 goats 6 small

ACTIVITY 3 5 minutes 83

- 1 Say **Listen**. Play recording. The children work out the endings for the sentence openings, using their answers in Activity 2.
- 2 Say **Listen and say**. Play recording, pausing so children can say the whole sentence each time, using their answers in Activity 2.

Audio

- | | |
|------------------|-------------------------|
| 1 Hala went ... | 4 The butterfly was ... |
| 2 Hala liked ... | 5 Walid helped ... |
| 3 Fiona went ... | |

Answers: 1 Hala went to the zoo. 2 Hala liked the elephants and giraffes. 3 Fiona went to her friend's house/into the garden. 4 The butterfly was blue and pink. 5 Walid helped his uncle with the goats.

ACTIVITY 4 10 minutes

- 1 Elicit the animals pictured. Write the words on the board each time, but make sure they are in random order and not numbered.
- 2 Remind the children as necessary how to do a crossword. Say **Write**. Check that the children are completing it correctly. If they need help with spelling, leave the words on the board for reference.
- 3 The children check their work in pairs.
- 4 Elicit answers, asking children to circle the correct word on the board each time. The children check their own answers.

Answers: 1 insect 2 donkey 3 snake 4 sheep 5 horse
6 goat 7 tiger 8 monkey 9 cat 10 zebra

ACTIVITY 5 5 minutes

- 1 Elicit the animals pictured.
- 2 Elicit the action for each of the prepositions shown.
- 3 Ask children to read aloud the sentences. Elicit the missing word each time.
- 4 Say **Write**. Monitor and help as necessary.
- 5 Say **Say**. The children check their work in pairs, taking it in turns to read their answers.
- 6 Elicit answers, asking children to write them on the board. The children correct their work.
- 7 Everyone says *Goodbye*.

Answers: 1 on the right, on the left 2 next to 3 between
4 opposite

Grade 4 English Test

Teacher's notes

Timing and marking

	Test time	Marks
Listen	10 minutes	20
Read	20 minutes	30
Write	20 minutes	30
Speak	10 minutes	20
Total	60 minutes	100

LISTENING

In listening tests, play each recording twice. Allow the children to make notes while they are listening.

ACTIVITY 1 – 8 marks

Audioscript

I'm Brian.
I'm from London.
I'm nine.
My favourite colour is yellow.

I'm Tracy.
I'm from Canberra.
I'm eight.
My favourite colour is blue.

I'm Omar.
I'm from Ramallah.
I'm seven.
My favourite colour is green.

Answers 1 Tracy 2 Brian 3 Omar 4 Tracy 5 Omar
6 Omar 7 Brian 8 Tracy

ACTIVITY 2 – 6 marks

Audioscript

Example: Walid and Hala are at school. They're drawing.

- 1 My uncle's reading a book. He's in the garden.
- 2 Amal's washing her hands. She's in the bathroom.
- 3 Omar's in his bedroom. He's playing with his toys.
- 4 My cousin's watching TV in the living room.
- 5 Charlotte and her mum are in the kitchen. They're cooking.
- 6 Ben's in the playground. He's in the sandpit].

Answers 1 garden 2 bathroom 3 bedroom 4 living room
5 kitchen 6 playground

ACTIVITY 3 – 6 marks

Audioscript

Girl: Dad, I can't find the milk!
Dad: It's on the table. It's next to the can of tomatoes.
Girl: Dad, where are my socks?
Dad: They're on the chair.
Girl: Where's my bottle of water?
Dad: It's behind the bin.
Girl: Where are the apples?
Dad: They're next to the books.
Girl: Where's my CD?
Dad: It's in the drawer.
Girl: And where's my scarf?
Dad: It's under the table.

Answers 1 next to the milk 2 on the chair 3 behind the bin
4 next to the books 5 in the drawer 6 under the table

READING

ACTIVITY 1 – 8 marks

Answers 1 h 2 c 3 e 4 d 5 a 6 g 7 f 8 b

ACTIVITY 2 – 6 marks

Answers Circles round

1 a newspaper 2 drawing 3 cooking 4 playing computer games
5 playing with his toys 6 isn't reading a book

ACTIVITY 3 – 6 marks

Answers 1 knife 2 Put 3 starts 4 always 5 drums
6 greengrocer's

ACTIVITY 4 – 6 marks

Answers 1 We're going to make a cake.
 2 I like to play outdoors in summer.
 3 I never get up late.
 4 We need a packet of biscuits.
 5 On Tuesdays I have PE.
 6 Ali can drive a car.

ACTIVITY 5 – 4 marks

Answers a 6 b 4 c 1 d 5

WRITING**ACTIVITY 1 – 8 marks**

Answers The children's own answers – these should change the following information appropriately:
 I'm **Samir**. I'm **nine**. I'm from **Jordan**. My favourite colour is **green**. My mum's a **teacher**. My dad's a **driver**. I have **one sister** and **two brothers**. I can **sing**. I can't **drive a car**.

ACTIVITY 2 – 6 marks

Answers 1 next to 2 behind 3 under 4 in 5 in front of 6 in

ACTIVITY 3 – 5 marks

Answers 1 a bottle of water 2 a bag of pasta
 3 a carton of milk 4 a packet of sweets 5 a can of tomatoes

ACTIVITY 4 – 6 marks

Answers 1 I can play football. 2 I can't play the drums.
 3 I can't play the piano. 4 I can ride a bike. 5 I can swim.
 6 I can't fly a kite.

ACTIVITY 5 – 5 marks

Answers 1 listen to music 2 swim/go swimming
 3 have a picnic 4 rides his bike 5 stay indoors

SPEAKING**ACTIVITY 1 – 5 marks**

Preparation: The children ask two of their classmates the questions supplied and write the answers.

Assessment: Ask each child the following questions. The children use the information they found out. Accept short answers. *What's your friend's name? How old is he/she? What's his/her favourite colour?*

ACTIVITY 2 – 5 marks

Put the children in pairs. Give each pair a poster (choose any unit poster from Grades 1–4, or allow the children to choose). Each child writes 1 question and 3 statements based on the poster. Ask two pairs to come to the front of the classroom. The children take it in turn to say their three statements about their poster *without looking at what they have written*. They then take it in turn to ask another pair their questions. Record the accuracy of their statements, the question and the response.

3 marks are given for the statements, 1 mark for the question and 1 mark for response to question from another child.

ACTIVITY 3 – 5 marks

Put the children in pairs. Identify a set of dialogue prompts for each pair to use, 1 or 2. The children play the roles of shopkeeper and customer, using the prompts to make up a dialogue.

Answers

- *What would you like?*
- *I'd like a packet of sweets/a carton of milk.*
- *Here you are. Anything else?*
- *I'd like a bottle of lemonade/a can of olives.*
- *Here you are. Anything else?*
- *No, thank you. How much is it?*
- *Fifteen dinars.*
- *Here you are.*
- *Thank you.*

ACTIVITY 4 – 5 marks

Preparation: The children bring in something special they want to share with the class, e.g. a toy, a book, etc.

Assessment: The children take it in turn to present their item in a Show and tell session. They speak for 1 minute. Encourage them to plan what they're going to say (e.g. *This is my book. I like reading. The book's name is ... There's a ... in the book. The ... is ... and ... It likes ...*). Let them rehearse by reading it aloud. When they give their presentation, they must do it without looking at any notes. You/The rest of the class can ask them questions to help. Use the register to keep track of who has done their Show and tell presentation.

Listening

Name: _____

Class: _____

1 Listen and write. 8 marks



Brian



Tracy



Omar

Who says ...?

I'm nine.

Brian

1

I'm from Canberra.

2

My favourite colour is yellow.

3

I'm from Ramallah.

4

I'm eight.

5

I'm seven.

6

My favourite colour is green.

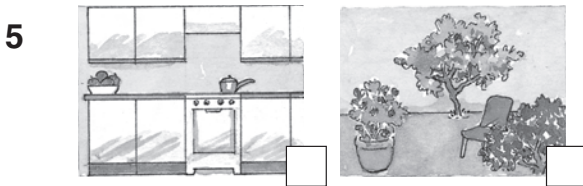
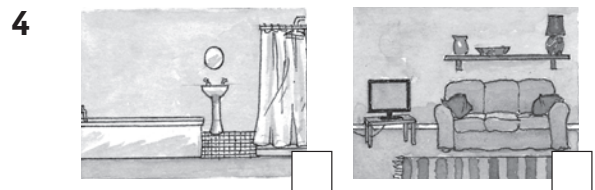
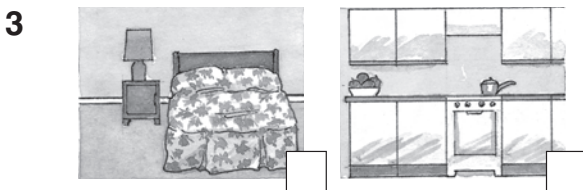
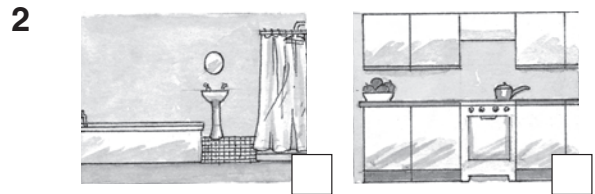
7

I'm from London.

8

My favourite colour is blue.

2 Listen and write. 6 marks



3 Listen and circle. 6 marks

The milk is on the table / in the drawer.

- 1 The can of tomatoes is next to the milk / behind the milk.
- 2 The socks are on the books / on the chair.
- 3 The bottle of water is under the table / behind the bin.
- 4 The apples are next to the books / on the table.
- 5 The CD is on the chair / in the drawer.
- 6 The scarf is behind the CD / under the table.

Total: _____ / 20

Reading

Name: _____

Class: _____

1 Read and match. 8 marks

- | | |
|---|---|
| 1 What's mum doing? | a He's in the garden. |
| 2 Where's the bottle of lemonade? | b She's my aunt. She's a doctor. |
| 3 How much is a packet of sweets? | c It's on the shelf next to the books. |
| 4 What's your favourite hobby? | d My favourite hobby is reading. |
| 5 Where's dad? He isn't in the living room. | e It's 5D. |
| 6 Is this your bag? | f It's on the left. It's next to the book shop. |
| 7 Where's the baker's? | g No, it's Amira's. |
| 8 Who's she? | h She's cooking. |

2 Read and circle. 6 marks



He's reading a book / a newspaper.



They're playing with toys / drawing.



They're cooking / getting up.



He's playing computer games / playing with friends.



He's sleeping / playing with his toys.



She isn't watching TV / isn't reading a book.

3 Read and write. 6 marks

always starts knife put drums greengrocer's

- 1 Could I have a _____, please?
- 2 _____ the butter in the bowl.
- 3 The match _____ at 12:30.
- 4 He _____ does his homework.
- 5 I can't play the _____.
- 6 I bought apples at the _____.

4 Read and write. 6 marks

1 going to / we're / cake / make / a

2 play / outdoors / like / summer / I / to / in

3 late / I / never / get / up

4 packet / of / need / a / biscuits / we

5 Tuesdays / on / PE / I / have

6 car / can / drive / a / Ali

5 Read Activity 4. Find and write. 4 marks



Total: _____ / 30

Writing

Name: _____

Class: _____

1 Read about Samir. Write about you. 8 marks

I'm Samir.
I'm nine.
I'm from Jordan.
My favourite colour is green.

My mum's a teacher.
My dad's a driver.
I have one sister and two brothers.
I can sing. I can't drive a car.



What's your name?

I'm _____

1 How old are you?

2 Where are you from?

3 What's your favourite colour?

4 What's does your mum do?

5 What's does your dad do?

6 How many brothers and sisters do you have?

7 What can you do?

8 What can't you do?

2 Write. 6 marks

in front of behind next to in under on

1



2



3



4



5



6



1 The sweets are _____ to the bottle of water.

2 The ball is _____ the bin.

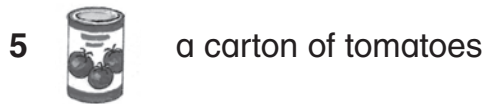
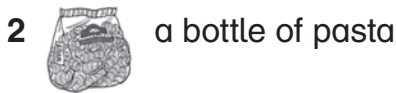
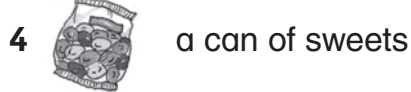
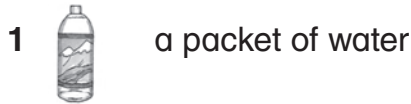
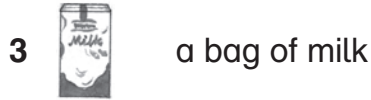
3 The socks are _____ the bed.

4 The boots are _____ the cupboard.

5 The bin is _____ the rabbit.

6 The girl is _____ the sandpit.

3 Write. 5 marks

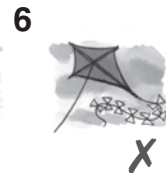
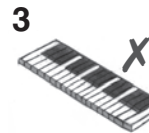


4 Write. 6 marks

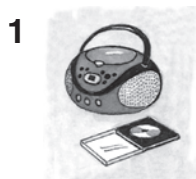


x I can't build a snowman.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



5 Write. 5 marks



- 1 On Fridays I _____ .
- 2 In summer they like to _____ .
- 3 In spring I like to _____ .
- 4 On Saturdays he _____ .
- 5 At the weekend I _____ .

Total: _____ / 30

Speaking

Name: _____

Class: _____

1 Say and write. 5 marks

What's your name? How old are you? What's your favourite colour?

Name	Age	Colour

2 Look at the poster and write. Say. 5 marks

Colour? Size? Place? Where? What? When? How many?

3 Say. 5 marks

Dialogue 1

- What ...?
- ...
- Here ... Anything ... ?
- ...
- Here ... Anything ... ?
- No ... How much ...?
- ...
- Here ...
- ...

Dialogue 1




11D

Dialogue 2




15D

4 Show and tell. 5 marks

Show your special item to the class.

Talk about it. Answer questions.

Total: _____ / 20