

State of Libya Ministry of Education Curricula and Educational Research Centre

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Primary 5 Teacher's Book

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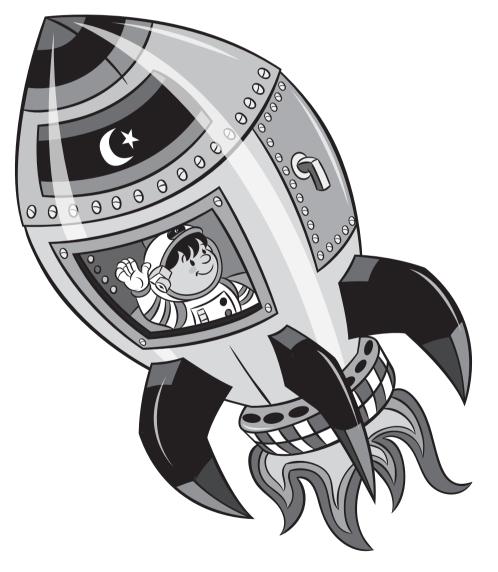
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English for Libya Primary 5 Teacher's Book State of Libya Ministry of Education Curricula and Educational Research Centre

Published by Garnet Publishing Ltd. 8 Southern Court, South Street, Reading RG1 4QS, UK

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إشراف: لجنة من مركز المناهج التعليميّة والبحوث التربويّة

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Introduction

21st Century English for Libya is a modern, engaging course, which integrates a general English syllabus with an element of 21st century skills, such as study skills, teamwork, critical thinking and problem-solving – the essential skills for students of English to thrive in the 21st century.

This level of 21st Century English for Libya has been developed for teaching English to children in the fourth year of primary. The course is a colourful, engaging way to introduce children to English. It follows an integrated approach to skills development and initiates children in literacy in English through a systematic programme of motivating activities, games, songs and stories.

Throughout the 21st Century English for Libya course, there is inclusion of 21st century skills – the skills that will enable young people to live and work effectively in modern society. Skills such as collaboration, communication, critical thinking and creativity are developed and recycled all the way through the course.

In the primary levels of the course, 21st century skills are featured in the lessons through activities like pairwork, puzzles, stories, 'find the difference' activities, dialogue practice and games. In *Primary 5*, the four basic 21st skills of communication, collaboration (working effectively with others), critical thinking and creativity are regularly built in to activities; those activities are flagged with the 21st century icon.

The course provides integrated speaking activities that give opportunities to repeat language, practise pronunciation and develop fluency in a meaningful context. The recorded materials also provide a model for speaking activities and a reference for pronunciation for both pupils and teachers.

Key features

- Lively pupil-centred activities
- A range of communicative speaking activities
- Core language is presented by friendly, visually appealing characters in familiar contexts
- Increasing inclusion of 21st century skills through level-appropriate activities
- Audio files (including songs and rhymes, look, listen and repeat activities, dialogues and stories)
- Teacher's reference audio (with all key material for modelling, pronunciation and lesson preparation)
- Further letter and word recognition practised through fun activities
- Lots of writing and tracing practice
- Picture/word flashcards for all target vocabulary
- Posters: alphabet posters (lower case and lower with upper case), colours and numbers, house and family scene
- The Teacher's Book contains comprehensive teaching notes with ideas for both extension and support activities.

Components

- Pupil's Book (PB)
- Activity Book (AB)
- Pupil's picture/word cards
- Teacher's Book
- Teacher's Resources (including pronunciation audio)
- Website with a range of resources for teacher support: www.englishforlibya.com

Pupil's Book (PB)

This book presents language and structures through its large, colourful pictures, songs, rhymes, listening to stories, and speaking activities.

Stories

The Pupil's Book includes seven stories: The Lion and the Mouse, Races on the Sports Field, The Magic Bird, A Trip to the Museum, The Little Brown Bird, The Big Bike Race and Ice-cream for everyone! See page 9 for ideas about how you can use stories with your pupils.

Picture/word cards

These are provided at the end of the Activity Book for pupils to cut out and keep. They are a very useful resource for teachers and pupils, especially in big classes. The teaching notes provide suggestions as to how these can be used in the lesson. You will need to explain to pupils (and parents) what these cards are for and how they can cut them up and keep them safe. They should bring them to their English lessons together with their Pupil's Book and Activity Book.

Book Map

At the beginning of the PB there is a Book Map which provides a summary of the theme vocabulary and language covered in each lesson. The Book Map is not intended for pupils to use but it will be helpful for parents, giving them a clear picture of what their children are learning throughout the academic year.

Activity Book (AB)

In the Activity Book, children continue to practise their literacy skills. The AB provides further practice and development of reading and writing skills and includes recycling of language from the PB.

Teacher's Book

This book has been written in order to give teachers as much support as possible. It includes detailed lesson notes, listening scripts, additional activities (extension and support), homework ideas and language games. There is also an audio file which provides model pronunciation as well as the key vocabulary and language covered in the course.

The lesson notes clearly explain the procedure for teaching the language and grammar that's covered in each lesson.

Teacher's Resources

Teacher's Book Audio (rhymes, songs, texts, stories, pronunciation) Picture/word cards Number cards Colour cards Posters

Audio

The audio provides a rich variety of recorded materials, such as songs, dialogues, stories, look, listen and say activities, rhymes, instructions and descriptions. Children are encouraged to interact with the material non-verbally by matching, circling, ticking, pointing and doing actions.

The recorded materials give children an opportunity to listen to the natural stress and rhythm of English. The audio tracks provide an accurate model for speaking activities and serve as a useful reference for pronunciation.

The course

Course structure

This course has eight units per PB, and there are eight lessons in most units and four lessons in the Revision units. All lesson material is introduced in the full-colour Pupil's Book and is supported by a variety of activities in the Activity Book.

Introduction

Topics

Each unit is centred on a topic. The topics create a context for vocabulary sets and reflect the fact that children of this age are interested in themselves and the immediate world around them. Topics include Our School, Around the World, and Places to See.

The topics in *Primary 5*, start with more childcentred subjects like school and home but as the pupils work through the book, they will explore much broader topics, such as places in a town, places around the world and special places to visit.

Characters

Children readily associate with characters as friends who can help them learn. The characters in the course can also be used to initiate citizenship discussions, add humour, and bring a sense of security and familiarity to learning.

There are four main characters in the PB: Yousif, Lina, Nadia and Kareem. Other child characters are included as well, so the language is presented in a fun, child-focused way that the pupils can easily relate to.

Lesson structure

Lessons in this book are based on a mix of receptive skills (listening and reading), and productive skills (speaking and writing), to help pupils learn at their own pace and in a supportive way that is appropriate to their maturity.

Children are encouraged from early in the course to be active participants in their own learning and to develop age-appropriate learning skills. The Activity Book, whilst included as part of the lesson throughout these teaching notes, can be used as extended learning for pupils to do in their own time. This would help to encourage independent learning and encourage pupils to start to take responsibility for their own learning.

Listening

It is important to remember that, in addition to the audio material, you also provide listening practice for your pupils each time you speak to the class: your greetings, explanations, requests, instructions, and praise are all meaningful examples of listening for children. They also help the pupils to become more familiar with the sound of English. Remember to check your intonation and pronunciation with the materials recorded on the audio, and with your colleagues, because your pupils will listen to you and copy you.

Aims of 21st Century English for Libya, Primary 5,

Aims designed to create the right kind of learning atmosphere:

Pupils will be curious and enthusiastic about starting to learn English, and it is important that they remain enthusiastic if they are to make progress in the language. Overall, lessons should be fun. The aims are to:

- 1 engage pupils in learning the language so that they enjoy it and want to continue learning it;
- 2 give pupils the confidence to participate;
- 3 provide pupils with opportunities to communicate in English;
- 4 make pupils aware of situations that the English language is used in.

Aims connected to specific learning objectives:

The aims are to:

- 1 consolildate the English alphabet;
- 2 consolidate the sound of English through recorded material, and take advantage of the pupils' ability to imitate spoken language;
- 3 enable pupils to identify and name an increasing number of people and objects in English;
- 4 continue to expose pupils to high-frequency phrases, sentences and utterances, allowing them to acquire these at their own pace;
- 5 extend the pupils' reading skills;
- 6 continue to develop handwriting and extend the writing of pupils to word, phrase and sentence level as they work through the book;
- 7 apply taught skills through the medium of 21st century practice that encourages critical thinking, problem-solving, research skills, teamwork, collaboration and other skills, at a very young age.

Teaching English to very young children

There are some important characteristics of young learners which affect teaching and learning and

which have been taken into account in the design of the course. These are:

- Emotional characteristics:
- likes talking about self and is more interested in self than in others;
- needs to be taught to co-operate with others;
- likes school and teachers;
- needs whole-group activities;
- learns during play as well as formal teaching;
- responds well to praise.

• Physical characteristics:

- can only concentrate on a particular activity for a short time;
- is active and energetic;
- gets overexcited very quickly;
- gets tired easily;
- learns at own individual pace.

• Educational characteristics:

- needs realistic objectives suited to cognitive level;
- needs challenge;
- needs to learn by doing;
- needs activities that interest and make sense to him/her;
- needs constant recycling of language.

• Linguistic characteristics:

- is good at pronunciation;
- has few inhibitions;
- needs to speak;
- needs to make mistakes;
- needs clarity;
- needs to use own language;
- may need a period of time before being ready to produce language independently.

These characteristics have important implications for the teacher:

- 1 Children learn through doing things that they enjoy. *Try to make the learning experience fun.*
- 2 Lessons need to have a variety of activities. Follow the advice in the lesson notes. Vary the pace of the lesson when possible.
- 3 Children learn best in a stress-free environment and some of them are often nervous and timid and need more time than others to feel at ease. Don't expect instant production from every child; don't put pressure on the children to

respond or co-operate immediately. Give them time. Do not over correct or make correct utterance the only goal.

- 4 It is important to have realistic objectives in terms of language goals for young learners. They are interested in identifying, naming and counting things, but are not yet able to understand structures in a formal way. Therefore, 21st Century English for Libya, Primary 5 concentrates on vocabulary and language which the children can use in the classroom and outside. Don't try to go beyond the limits of the syllabus. Don't worry too much about explaining grammar rules. A good grounding in the basics in the early years of learning English will mean that the children can make good progress later.
- 5 Because children need whole-group activities, the teaching notes recommend whole-group teaching for the most part. However, the standard procedures recommend dividing the class into groups and pairs for controlled practice and for games. Group and pairwork activities encourage cooperation, comparing and sharing, for example, when finding and counting objects hidden in a picture, looking at one another's work, and such like.

Using 21st Century English for Libya, Primary 5

The activities in the course are designed to promote understanding and enjoyment and the following specific language-learning aims:

- imitating the rhythm and sounds of the language;
- carrying out spoken instructions and commands within the syllabus;
- naming people and objects and using different structures as they are presented within the syllabus;
- remembering the lower and upper-case letters of the alphabet and their sounds and names;
- learning an increasing number of words, phrases and sentences;
- remembering that English is written from left to right;
- developing skills in writing in the English script.

Teaching the four skills – listening, reading, speaking and writing

There are three types of listening text in 21st Century English for Libya, Primary 5.

- 1 Instructions: These include the instructions in the audio, the teacher's classroom instructions, and recorded instructions to carry out certain actions. These also occur in language games, such as 'Salman says'.
- 2 Longer texts, such as songs and stories.
- 3 Simple task-listening texts, e.g., *Listen and circle*, *Listen and tick*, *Listen and point* and *Listen and do*.

General advice for listening activities

Be sure to use all the listening activities in the PB, as they will significantly support pupils' learning as well as providing an alternative method of presentation. It is extremely useful for pupils to hear native English speakers and the audio tracks provide good models of pronunciation and intonation. Children have to learn to listen to the recorded material. You should therefore try to make the pupils feel comfortable with this activity. The pupils should never come to a listening activity without preparation. In the real world, listeners usually have visual clues to help them, e.g., setting, gestures and the attitude of the speaker. This is why the teaching notes include suggestions for introducing the listening, except where the same type of text is repeated frequently. The PB illustrations should be used as much as possible to help understanding.

Classroom instructions

Listening to and following instructions is a basic requirement in the classroom. This can be exploited in the English classroom to give the pupils the opportunity to listen and respond to authentic language. There are four simple requirements:

- 1 Instructions should be given when the pupils are quiet and paying attention.
- 2 They should be supported by clear gestures.
- 3 They should be accompanied by demonstration, if appropriate.
- 4 The language should be clear and simple. The same language for the same instruction should be used every time.

Note: It is not essential that all the pupils understand what to do immediately after an instruction is given.

What happens next is equally important; for example, sometimes the pupils will understand through the actions of others in the class, sometimes by you going around the class to check individual pupils, pairs or groups and providing additional support. It is vital that you monitor at all times, to be aware of those pupils, pairs or groups that need additional support.

Total Physical Response (TPR)

Total Physical Response or TPR activities are particularly useful with young learners. TPR involves associating a physical action or movement with particular words, language, instructions or situations. It can be especially helpful in teaching vocabulary, classroom language, instructions or reading stories. TPR is also a good tool for varying the pace of the lesson or for giving excited young learners the chance to move around and get rid of some of their 'energy' before they settle down to work. TPR is a fun tool, it's memorable and so aids learning, and it is also good for kinaesthetic learners. TPR works well in both small and large classes and is also effective in mixed-ability groups. Children can understand information they hear much more easily than they can produce it. So TPR enables the learner to focus on listening to an instruction or a command and respond with a physical movement without having to make a spoken response. A good example of this is the game 'Salman says'. As TPR activities are so appealing to energetic young children, you may wish to add some of your own throughout the year.

Songs and rhymes

Songs and rhymes are an important feature of 21st *Century English for Libya, Primary 5*. They have a very useful role to play in the early years of learning. Young children enjoy songs and rhymes, so they find them motivating. Songs and rhymes also provide excellent practice in the rhythm and stress of the language. The pupils are not expected to learn all the words immediately, but they can join in the repeated lines as they listen and at this age, pupils will probably be quite quick to pick up the words of songs and rhymes. The focus should be on enjoyment, with an emphasis on rhythm and rhyme. Some are action songs, which always appeal to young children.

A basic procedure for songs and rhymes is as follows:

- 1 Discuss any pictures on the page, using them to present some of the new language.
- 2 Play the song or rhyme and get the pupils to do a simple task, for example, mime with you or point to pictures in their books.
- 3 Play the first verse line by line for repetition.
- 4 Play the whole song or rhyme and encourage the pupils to join in where they can. Focus particularly on repeated words and phrases.
- 5 Get the pupils to sing the song or say the rhyme in different lessons, sometimes along with the recording and sometimes with you.
- 6 Where possible, allow pupils to join in with some form of TPR.

The songs are based around known words and themes. However, they also sometimes contain new words, phrases or grammatical features that the pupils have not yet studied. It is not necessary to teach such items; pupils can enjoy songs and rhymes without knowing the meaning of every word.

Stories

The stories in *Primary 5* are intended to encourage the habit of listening to stories extensively and for pleasure. Pupils will not be familiar with all the language when they first listen, but they will begin to develop a feeling for the rhythm of English and will be able to understand by associating the pictures with the words they hear.

The stories provide good listening practice, as well as the opportunity to contextualise language that has been presented. The recommended procedure suggests inviting the pupils to join in with the words in the stories after hearing them several times. This also provides good speaking practice.

If possible, you can build up a 'book corner' in the classroom. If possible, set aside a regular half lesson each week for 'story time'. This is a special time for you to sit with the class (or smaller groups, if you can organise this) and tell them the story, or talk about the pictures with them. You can also use selected flashcards and other drawings to help you tell a story to the whole class.

Suggestions for using the stories:

- 1 Talk about the pictures. Get the pupils to identify people and objects they are familiar with. Take this opportunity to present key words.
- 2 Play the audio while the pupils listen and look at the pictures. A simple task is suggested in the teaching notes so that they have something to listen for. *or* Read the story, using gestures and mime to make the meaning clearer. (If you choose this method, remember to listen to the recording several times yourself when planning your lesson.)
- 3 If you have set a question, elicit the answer, but don't confirm it. Play the recording again, with pauses if necessary, so that everyone can find the answer.
- 4 Encourage pupils to help you tell the story. If it is appropriate, agree with them a mime or a sound effect to cue the words and phrases they know. Note: As pupils become familiar with the story, pauses without cues may be enough for the pupils to say the next bit of the story either the next word, or the next few words. If they can, they will do this automatically. If they are not yet ready to respond in English during the pauses, don't be discouraged. Let them produce the target language in their own time.
- 5 Recycle the stories in other lessons. Tell the story yourself, but make intentional mistakes. The pupils should listen and put up their hands when they hear a mistake. They can tell you what the correct version of the story is.

Pronunciation

Pronunciation is a key feature of *Primary 5*. Pronunciation practice should be made as entertaining as possible. It is easy to use humour in such activities, by exaggerating the mouth shape required to produce a particular sound, by using TPR to prompt pupils to mime when they are learning and practising sounds, or by using different tones of voice or different emotions when providing an example sentence.

The focus on words and phrases is designed to build up a solid foundation of pronunciation. The pupils have a natural gift for imitating sound and it is important to exploit this ability. Although you have a big part to play in teaching pronunciation, the pupils need a lot of additional exposure to recorded sounds, words and phrases. Make full use of the audio material at every opportunity.

Vocabulary practice

Vocabulary needs frequent recycling and this is built into the course. However, it is assumed you will take every opportunity to do this, too.

Vocabulary is recycled in activities throughout the course, as well as through games and using the picture/word cards. It is essential that you use games from time to time; the pupils will enjoy them and they are an excellent learning tool.

Question and answer exchanges

There are plenty of 'real life' pairwork activities in *Primary 5*, such as talking about family, routines and times, school subjects. These are practised in question and answer exchanges and short conversations. The key to these activities is good preparation. When you ask the pupils to work in pairs, they should be able to make a good attempt.

The opportunity to practise independently of the teacher not only provides more time for producing the language, but also lets the pupils develop confidence in their speaking ability.

A basic procedure for question and answer exchanges is as follows:

- 1 Elicit pronunciation of the prompt phrases from the pupils' material.
- 2 Practise with class repetition.
- 3 Divide the class into two groups; practise the exchange, prompting substitution with picture/ word cards.
- 4 Practise in open-class pairs.
- 5 Practise in pairs.

Note 1: When the pupils are working in pairs, it is not possible to monitor the whole class. Instead, you can go round listening to a few pairs to assess progress. Accept that they will make mistakes. If you feel the class is having too much difficulty, stop the activity and go back to group practice or open pair practice.

Note 2: Pair practice should take a short time, just long enough for the pupils to carry out the exchange. If you let it go on for too long, the pupils may become restless and misbehave.

Short conversations

There are a number of conversations in *Primary 5*. These will increase in subsequent courses as the pupils' vocabulary and language control develops.

Conversations put the language in a realistic setting with which the pupils can identify.

A basic procedure for exploiting conversations is as follows:

- 1 Discuss what is happening in the pictures.
- 2 Play the audio while the pupils follow the pictures.
- 3 Ask several check questions to consolidate understanding.
- 4 Play the audio line by line for the pupils to repeat.
- 5 Choose pupils to demonstrate the conversation.
- 6 Role-play the conversation in pairs.
- 7 Choose pupils to act out the conversation in front of the class.

Talking about pictures

Teachers should take every opportunity to capitalise on pupils' interest in a topic in this way. Pupils should be encouraged to talk about the material in English as much as possible, even if direct questions are not supplied in the teaching notes. Pupils should be encouraged to talk about the pictures in any way they can. This might involve one-word answers and mispronunciation. The job of the teacher is to accept the effort made by pupils and to remodel where appropriate.

In addition, you should provide the necessary prompts to engage the attention of the class.

Talking about the unit topics

The pupils will generally have a lot of things they want to say about new topics, but little English with which to express their ideas. During such a discussion, encourage them to use English where possible and make sure you tell them all the English words they need to know.

Further opportunities for speaking

There are many opportunities for speaking in the classroom. For example, you should prompt the

pupils to use English in group work and pairwork activities and when playing games. Use as much English as possible when setting up an activity; many of the necessary instructions should be familiar to the pupils and you can build on these. Pupils will not only improve in their ability to listen, but also start to use these words themselves. If explaining in English is too complicated, show the pupils how to do something by example.

If English lessons always take place in the same classroom, it is a good idea to display frequently used classroom language on the wall. You can write signs with useful phrases as the class learn them, such as:

Pardon? I don't understand. What does ... mean? Can you say that again, please? How do you spell ...? Can I borrow a pen?

If these signs are decorated by the pupils and then displayed on the walls, they can be used as prompts in class, until the pupils begin to use them naturally to carry out classroom business.

Reading

Reading tasks in *Primary 5* progress from recognition of single words and short phrases to global comprehension of short descriptions, sets of instructions, conversations and picture stories. Reading texts include:

- words, phrases, sentences and paragraphs
- instructions
- conversations
- descriptions
- short stories with visuals

There is an increase in the number of words on the pages of the pupils' material, compared with previous levels. Pupils should not be expected to read all this text, particularly the lyrics of songs or words in the stories. However, as the year progresses, they should be developing their ability to read independently with the help of illustrations.

Words, phrases and sentences

There are three main approaches to reading adopted in *Primary 5*. These are:

- 1 whole-word recognition and high-frequency words
- 2 a phonics-based approach
- 3 audio-assisted reading

Pupils make use of the reading strategies that they have learned and used in earlier levels to carry out reading activities. The synthetic phonics approach, which involves learning the sounds of the letters, enables pupils to sound out unfamiliar words. It also assists pronunciation and spelling. Pupils have been developing their understanding of the sound/spelling relationship since the beginning of the course. However, many words are not phonetically regular and children need to learn these words as whole units, using their visual memory.

To recognise words easily, the pupils need regular practice in identifying words.

A basic procedure for using picture/word cards is as follows:

- 1 Name the picture cards for the lesson with pupils and stick them on the board.
- 2 Get pupils to close their eyes. Take away one card and get pupils to open their eyes.
- 3 Point to the gap and ask, *What is it?* Let pupils call out the missing picture. Do this several times, with different picture cards.
- 4 Hold up a word card, say the name and get pupils to repeat. Put the word card below its corresponding picture card. Do this for all of the word cards. (To do this, you will need two sets of cards, or make your own set of word cards.)
- 5 Point to the picture cards and read the words with the class.
- 6 Take the picture cards and word cards off the board and distribute them to groups around the class. Say a classroom object and get the groups with that word card or picture card to stand up, holding the card.
- 7 Get the rest of the class to check that the two cards match. Do this several times with each classroom object.
- 8 Put the word cards back on the board (without the picture cards) and see if pupils can read the words.

Note: There are many variations to the steps above, some easier and some more challenging. Use variety when introducing and practising new words. This will keep pupils engaged and keen to meet the challenge.

Pupils should already be familiar with the words aurally and orally before they are asked to read them. Recognition practice need not be restricted to words; it can also be applied to short phrases and sentences. When individual words become familiar to the pupils, they can be used for sentence building.

Using word cards in sentences helps focus attention on grammatical features such as word order. Once the sentences have been built up, they can be manipulated by substituting other known words.

A basic procedure for sentence building is as follows:

- 1 Practise recognition of individual word cards for target vocabulary.
- 2 Stick word cards on the board to form a sentence; elicit pronunciation of each word as it is displayed. For example, *I go to school by car.*
- 3 Substitute individual cards to form similar sentences and elicit pronunciation from the class. For example, *I go to school by train/bike*.
- 4 Invite pupils to the front to substitute cards and form similar sentences.

High-frequency words

High-frequency words are often phonetically irregular and therefore do not fit into a phonic scheme. They are often difficult to represent visually since they tend to be grammatical words rather than nouns (for example, *the, have, who, what, said*). During the course, children meet such words in stories, but also as part of the functional language and structures they are using. In *Primary 5*, pupils learn to spell common high-frequency words using the 'Look, say, cover, write, check' strategy.

There are spelling practice grids throughout *Primary 5* and there is a spelling test page at the end of the AB, on page 108.

The audio-assisted reading approach involves the pupils listening to words, phrases, sentences and texts while following in their books. This helps them make a connection between sounds and spelling and reinforces recognition of individual words. Some of the listening activities focus on pictures, i.e., the pupils listen to the audio and point to the appropriate picture. There are also activities that involve listening and pointing to individual words, or attempting to identify words in sentences, for example, in a conversation. As the pupils develop their skills in this aspect of the English language, they will become more confident in recognizing words and also decoding words they have not seen before. They will gradually move on to reading phrases and short texts.

Individual learning

Children naturally develop and learn at different rates.

Praise

Whatever the children are doing, and however quickly or slowly they are progressing, do praise them at every possible opportunity, and keep corrections to a minimum. At this stage in their English language learning, your pupils need plenty of support and encouragement, and they need to know it is OK for them to make some mistakes. Remember that all types of participation in the classroom activities offer learning opportunities, not just completing formal tasks.

The classroom

Atmosphere and aids

- Try to create a bright and cheerful environment for learners by having pictures and posters on the walls. Pupils' drawings can also be displayed to encourage them, as well as to decorate the room. Putting up pupils' work shows them that you value what they do. They will also enjoy seeing what their classmates have done.
- Teachers of young learners need to be very active and having teaching aids permanently fixed to walls will save time and keep lessons moving at a good pace.
- Playing a song when the class are doing a colouring or drawing activity helps to promote a relaxed atmosphere. This also helps to ensure that the pupils continue hearing English throughout the lesson and they can sing or hum along quietly as they work, if they wish.

- If the pupils do not have their own colouring pencils or crayons, sets will be needed in the class.
- Sticky tack, magnets or drawing pins are useful to fix picture cards to the board.

Classroom organisation

Because language is a social activity, pupils need to be able to communicate and interact with each other in the classroom. Many classrooms have fixed desks and seating which will restrict how easily pupils can move around. Teachers have to make the best of the physical space and limitations of their classrooms. However, if desks are fixed or too heavy to move and space is limited, try to keep an area where children can stand up and move around for games and activities. Even with very limited, desk-only space, children can still stand up and do TPR-type activities next to their desks.

Classroom discipline

Though young children are active and energetic, they expect and respect rules and enjoy clear classroom routines. You need to establish firm and fair classroom rules from the beginning, within a secure atmosphere. Young children appreciate routine and like repetition. Therefore, from the start of the school year, set routines and expectations (e.g., how children come into the classroom, where they sit, what they do with their bags and other things, whether they take their books out straight away, etc.).

The teaching notes encourage you to establish lesson routines (e.g., begin every lesson by greeting the children and getting their response, end the lesson in a similar way, use standard classroom instructions *Open your book at page 8, please.*). You will have your own preferences and routines, but taking time to establish class rules and routines has long-term advantages. Your pupils will probably like to be involved in discussing what rules and routines they think are best!

Note: If a whole class is participating in a language activity, the room cannot be totally silent. Some activities will be quite noisy. However, this is different from uncontrolled noise, which should not be encouraged.

Tip 1: Use gestures to support your English instructions. Say *Ssh*! when you want quiet, and put

your finger to your lips; say *Go!* when you want the pupils to begin, and wave your arm as if starting a race; and say *Tiptoe!* when you want pupils to move from one place to another quietly, and mime tiptoeing in front of your desk.

Tip 2: Make use of a small bell, squeaky toy or other 'friendly' device to signal that you want the pupils to stop an activity.

Classroom language

There will be times when it is tempting to explain something in the pupils' first language, but there are other ways to convey meaning. If you can use mime or board drawings to aid understanding, do so. You can provide pupils with a great deal of real language by frequently using classroom instructions in English, supported by mime and gesture. Gradually, the pupils will understand the English, and some will even be able to produce it. Instructions on the audio are intended to work in the same way.

The list of essential classroom language below is included in the pronunciation audio material. It is not an exhaustive list, but is a good starting point. *Sit down, please.; Stand up, please.; Ssh! Quietly, please.; Hands up!; Come here, please.; Listen.; Listen again.; Listen and say.; Look at your book.; Look at me.; Look at the picture.; Look at page 8.; Open your book at page 8, please.; Close your book.; Altogether.; Point to the picture.; You need your colouring pencils.; Let's sing a song.; Let's play a game.; Good!; Well done!; Excellent!; Yes, that's right.; Can I have a pencil, please?; Thank you.*

Assessment

There was no formal assessment in the early primary grades. This occurs for the first time in *Primary 5*. However, you should evaluate your pupils' progress on a regular basis.

Evaluating pupils' progress

In order to keep track of every child in a class, it is useful to keep a progress chart. You should note progress in the following areas for each pupil:

- 1 Degree of confidence
 - a) to join in choral activities;
 - b) to produce language individually.

- 2 Degree of interest and enthusiasm for learning English.
- 3 Interaction with others.
- 4 Behaviour.

Monitoring progress regularly is very important and will allow you to be aware of children who are having problems, and to provide help for those who need it.

Try to make sure you get opportunities to observe each pupil individually, to assess their progress in general. In addition, look regularly at each pupil's work (drawing, colouring, tracing) to see how well their motor skills are developing.

When you are assessing progress, focus on:

Listening

- ability to concentrate on what is being heard;
- ability to imitate pronunciation models;
- ability to carry out TPR tasks;
- degree of understanding of what is heard.

Speaking

- ability to name people, colours and objects presented in the course;
- ability to respond to questions presented in the course;
- ability to initiate as well as respond in English;
- pronunciation;
- performance in 'ask and answer' pairwork activities.

Reading and writing

- recognition of letters and digraphs, numbers and the words and phrases that are presented;
- knowing the sounds of letters;
- ability to blend letter sounds to make words;
- writing skill development;
- ability to read unknown words, phrases and sentences;
- ability to write at word, phrase and sentence level.

Now I can ...

At the end of every unit, there is a set of **Now I can** ... statements, that are there to highlight what the pupils have learned in the unit. As well as being both useful and motivating in showing pupils how they are progressing, these statements serve as a good reference for parents wanting to follow their children's progress. The **Now I can** ... statements are also useful for teachers as they can highlight areas where pupils are having difficulty, and/or areas that need a bit more work. Teachers should work through the statements with pupils as a class, at the end of every unit.

Evaluating your lessons

Questions for you to ask yourself, and to note at the end of lesson plans, are:

- 1 How well did the lesson achieve its learning aim? If the answer is 'not very well', ask yourself: *Was there too much or not enough material? Was there something wrong with the material? Was it the methodology? Was it my lesson plan?*
- 2 Were the pupils engaged throughout the lesson? Why (not)?
- 3 How do the pupils feel about the lesson? It is a very good idea to ask a few questions at the end of any lesson to try to find out. For example, *Did you enjoy the lesson today? Did you like the song/rhyme/game today? Will you tell mum and dad about your lesson today?* Wherever possible, use the language presented in lessons to ask questions relating to the pupils themselves.
- 4 Good lesson planning often takes time at the beginning, but pays dividends later on and makes your daily teaching commitment easier; your pupils will enjoy their lessons more and they will learn more. Teachers will naturally feel more confident and more relaxed if they go into a lesson with a well-thought out lesson plan and that will help the pupils feel more confident and relaxed about the lesson, too.
- 5 Finally, remember that sharing ideas, successes and frustrations with other colleagues is really important and very beneficial.

Introduction

	Aims	Language
Unit 1	 Listen to and write descriptions of people. Revise consonant clusters: <i>bl</i>, <i>fl</i>, <i>pl</i>, <i>sl</i>, <i>cl</i>, <i>cr</i>, <i>pl</i>, <i>st</i>, <i>sl</i>, <i>gr</i>, <i>sw</i>. Learn vocabulary relating to playground objects. Read and write prepositions of movement. Talk about likes and dislikes. Read, talk about and write rules using <i>do</i> and <i>do not</i> (<i>don't</i>). Learn adjectives for describing people and things. Listen, identify and say opposites and comparatives. Listen to and say a rhyme. Use numbers 10–100. Read an email about school lessons. Talk about a school timetable. Ask and answer about belongings using <i>Whose</i>? Write sentences about belongings. Learn vocabulary for things in a school shop. Say where things are on shelves. Practise spelling high-frequency words (<i>here, there, than, whose</i>). Listen to and read a story. 	 I'm climbing up the ladder. Don't go too fast! In my bag, there are some books. I am taller than my brother. What's on Tuesday? First, it's maths. Then, it's English. Whose ruler is this? It's Lina's. Let's put the notebooks on the top shelf.
Unit 2	 Learn vocabulary relating to countries, languages and the weather. Learn to use capital letters with proper nouns. Ask and answer about where people are from. Read about Iraq, England and Jordan. Compare two countries using comparatives. Use numbers 100–1000. Listen to and say a rhyme. Play a game of bingo. Talk about school routines. Write and say consonant cluster: <i>th</i>. Talk about a picture. Listen to and write a puzzle. Practise spelling high-frequency words (<i>from, about, that, say</i>). Listen to and read a story. 	 I'm Adel. I'm from Libya. Where are you from? There are 900 children in my school. I go to school at 8 o'clock. I go to school on foot. On Tuesday, I have Arabic. I have my lunch at home. What's the time? It's 3.30. Can you help me? Yes, I'll try. Libya is a big country. It has high mountains and dry deserts. It has one leg and it moves its arms in the wind. It drinks water. Can you guess? What is it? I know! It's a tree!
Unit 3	 Listen and read about a school open day. Learn the months of the year. Listen to and say a rhyme. Ask and answer about birthdays. Revise and learn new vocabulary for food and drinks. Make requests using <i>can</i>. Talk about prices using <i>How much</i>? Put words into alphabetical order. Revise vocabulary relating to clothes and colours. Learn to use the possessive 's: Yousif's. Write and say consonant clusters: <i>sh</i>, <i>ch</i>, <i>ph</i>. Learn ordinal numbers (<i>1st</i>, 2nd, 3rd, 4th). Identify syllables in a word. Make a poster about an open day. Practise spelling high-frequency words (<i>our</i>, <i>your</i>, <i>very</i>, <i>want</i>). Listen to and read a story. 	 When is your birthday? It's in March. Can I help you? Can I have a cola, please? What do you want? I want a cup of tea. How much are the cakes? They're 2.5 LYD each. Who buys a cake? What does Nadia buy? Whose is this? This is Lina's T-shirt. It's Lina's. What's wrong? Yousif's trainers are too big. Who was first in the race? Tariq was first. The first race is running. The second race is the egg and spoon race.
Unit 4	 Review prepositions. Review comparatives. Write a rhyme. Make requests using <i>can</i>. Talk about how much things cost. Read and tell a story. Listen to a story. 	• Revision of Units 1–3

	\subset	Aims	Language
Unit 5	· · · · · · · · · · · · · · · · · ·	Learn and read words for talking about places to see. Read a fact file. Match words to definitions. Read and understand information in a graph. Ask and answer questions about the results of a class survey. Talk about future plans and buying things using <i>going to</i> . Role-play a conversation about a school trip. Talk about what people are doing. Talk about what people are doing. Talk about rules. Listen to and say a rhyme. Listen and complete a timetable. Learn vocabulary relating to the natural world. Identify and correct mistakes in a short factual piece of writing. Write a project about the world. Play a game revising comparatives and superlatives. Practise spelling high-frequency words (<i>now, many, much, their</i>).	 How many pupils want to see the seaside? 15. We're going to see a waterfall. I'm going to take my backpack. Yousif is drawing a picture. Tariq is sleeping. Sit quietly. Do not talk loudly. What are you going to buy? I'm going to buy cookies and a hat. A cow is bigger than a cat. The green apple is the biggest. Which is the biggest – a car, a truck or a train?
Unit 6	· · · · ·	Ask, answer and write Wh- questions. Identify the sounds /w/ and /h/ in wh- words. Read, understand and carry out instructions. Talk about yesterday, today and tomorrow. Read and match paragraphs to pictures in a story. Read and write the verbs go, be, play and do in the present simple and past simple tenses. Listen to and say a rhyme. Learn and practise regular past tense verbs. Listen to someone talking about their past. Read a description. Learn and practise irregular past tense verbs. Complete a story about the past. Complete an email and answer questions about it. Practise spelling high-frequency words (why, when, was, were). Listen to and read a story.	 Where did you go? We went to the cinema. What did you see? We saw a film about robots. Who did you go with? I went with my mum, dad and brother. What did you have? I had an ice-cream and popcorn. What was it like? It was a great day! Why are you laughing? Because the film is very funny. Yesterday, I went to school. My first lesson was maths. I played with my friends. On Monday, a cat slowly ate an ice-cream in the kitchen because it was hungry! When I was 9, I had long, black hair. When you were 11, you were a good pupil. When he was 10, he was good at football.
Unit 7	· · · · ·	 Write Wh- questions. Ask and answer Wh- questions. Talk about needs (You need). Identify the sound /ai/ in its written forms igh and y. Listen to and say a rhyme. Make singular and plural questions (Have you got a? Have you got any?). Learn and practise must and mustn't. Create a poster and a flag. Practise spelling high-frequency words (must, mustn't, any, need). Complete a form. Read and judge challenges. Listen to and read a story. 	 I am going to do the maths challenge. What do I need for maths? You need a ruler and a pencil. Who is ready? She has a T-shirt. She needs some trainers. Have you got any crayons? No, I haven't, but I need some. Can I borrow yours? First, you must put on your badges. Remember! You mustn't talk. I must eat healthy food. I mustn't eat lots of sweets.
Unit 8	• • •	Listen to a story. Review vocabulary and language from the book. Practise reading and telling a story. Practise pronunciation. Sing a song.	• Revision of Units 5–7

جميع الحقوق محفوظة لمركز المناهج التعليمية والبحوث التربوية ليبيا

Our School

Listening

Unit 1

- Listen to descriptions of people.
- Listen and identify a correct picture.
- Listen and identify playground objects.
- Listen, identify and say comparatives.
- Listen to and say a rhyme.
- Listen to and learn a song.
- Listen to and read a story.

Speaking

- Ask and answer about people.
- Name playground objects.
- Use prepositions of movement.
- Talk about rules using *do* and *do not* (*don't*).
- Talk about a school timetable.
- Decide where to put things using *top*, *middle*, *bottom*.

Reading

- Read prepositions of movement.
- Read rules.
- Read an email about school lessons.
- Read words for things in the school shop.

Writing

- Write about yourself.
- Write playground objects.
- Write classroom rules.
- Write a timetable.
- Write and add numbers 10–20.
- Write words for things in the school shop.
- Practise spelling high-frequency words (*here*, *there*, *than*, *whose*).

Key words

Lesson 1

Hello, I'm ... My name is ... -/he'ləʊ, aɪm ... maɪ neɪm ɪz .../ I'm 9. – /aɪm 9./ I'm tall for my age. – /aim toil foi mai eidz./ I'm older than ... – /aɪm 'əʊldə ðæn .../ best friend – /best frend/ long – /løŋ/ $short - /\int r(r)t/$ black hair - /blæk heə(r)/ $mum - /m_{\Lambda}m/$ dad - /dad/sister - /'sistə(r)/ tall/taller – /tɔːl/'tɔːlə/ bigger – /'bïqə/ best – /best/ favourite sport/colour -/feïvarit spo:(r)t/'kAlə(r)/ How old is ...? - /hau auld IZ ...?/ school – /sku1/ classroom - /'klass,rusm/ next door - /nekst dox(r)/

rule(s) - /ru:lz/
playground - /'plei,graund/
lesson - /'les(a)n/
swing(s) - /swin(z)/

Lesson 2

tunnel - /'tʌn(ə)l/ bars - /ba:(r)z/ roundabout - /'raundə,baut/ ladder - /'lædə(r)/ slide - /slard/ through - /θru:/ along - /ə'lɒŋ/ down - /daun/ up - /ʌp/

Lesson 3

stand – /stænd/ fast – /faːst/ balance – /'bæləns/ push – /pʊʃ/ both hands – /bəʊθ hændz/

Lesson 4

There are some ... – /ðeər aː sʌm .../

Lesson 5

young/younger - /jʌŋ/'jʌŋgə(r)/ old/older - /əʊld/əʊldə/ big/bigger - /bɪg/'bɪgə/ small/smaller - /smɔːl/'smɔːlə(r)/ tall/taller - /tɔːl/'tɔːlə/ short/shorter - /ʃɔːit/ʃɔːitə/

Lesson 7

top – /top/ middle – /'mɪd(ə)l/ bottom – /'bɒtəm/ Let's put the apple on the middle shelf. – /lets put ði 'æpl ɒn ðə 'mɪdl ʃelf./

Unit 1 Lesson 1: New Friends

Teaching note

• The *Activity Book* has two pages per lesson. This is to allow for harder, more complex activities which require of pupils more thought, more writing and therefore take longer to complete.

Warmer 4 mins

- Tell pupils they are going to start a new book *English for Libya Primary 5*. Discuss some of the following points with them: Find out what English words they already know. Get them to tell you what they like about learning English. Ask them when and where they hear and speak English.
- Introduce the lesson. Use appropriate language to tell pupils what they will do in the lesson. Explain that in this lesson the pupils will: meet some new characters find out about a new school

Teaching note

- 1
- Pupils have met the word *favourite* before. In this lesson they will see the sentences: My *favourite sport is running./My favourite* colour is red.
- On page 9, pupils will meet the expression *like something best*, for example *I like the swings best*. Explain that this is another way of saying

favourite when we want to use the verb *like*. So we can say:

I like running best./I like red best. and My favourite things in the playground are the swings.

- As you can see from the second example, the expression with *favourite* is more difficult to use if you do not know a suitable noun (e.g., here it would either be something complicated like 'playground apparatus' or you need to construct something with a general word like 'thing'. Therefore, it is good that pupils also know the construction 'like something best'.
- 2
- Punctuation in *Primary 5* the aim is to encourage pupils to use punctuation correctly. Therefore, in activities like the one at the bottom of *Activity Book* page 5, full stops are not given at the end of any 'write-on' lines. Teachers should remind pupils to think about when they use full stops and capital letters.

1 Listen and read. Match the numbers. 5 mins

- Hold up page 8 of the *Pupil's Book*. Say *Open your books on page 8*. Let pupils find the page. Ask pupils how many children they can see. Tell them that they will be learning English with these four new friends.
- Tell pupils they are going to listen to and read about four children describing themselves. As they listen, they should read the words in the speech bubbles. Play Track 1.

😡 Track 1

Listen and read. Match the numbers.

- Yousif: Hello, I'm Yousif and I'm 9. I'm tall for my age. I live with my mum, dad and my sister, Lina. She's 8. (picture 1)
- Nadia: My name is Nadia. I am 9, so I am older than Lina. She's my best friend. I have long black hair. (picture 2)
- Kareem: Hi, I'm Kareem. I'm 9. Yousif is my best friend. I have very short black hair. My favourite sport is running.

Unit 1 Our School

Yousif is taller than me, but I am bigger. (picture 3) Lina: Hello, I'm Lina. I'm in Grade 3 at school and I'm 8. I have long hair. My favourite lesson is English and my favourite colour is red. (picture 4)

- Play Track 1 again. This time ask pupils to listen again and match each description with the correct picture.
- Ask pupils to look at the speech bubbles. Play
 Track 1 again. This time pause after each speaker. Ask the pupils questions about the four children. For example: Speech bubble 1: How old is Yousif? Does he have a sister? What's her name? Speech bubble 2: What colour hair does Nadia have? Is her hair long? Speech bubble 3: What colour is Kareem's hair? What's his favourite sport? Speech bubble 4: How old is Lina? What's her favourite colour?
- Encourage pupils to give whole sentences, not one-word answers.

2 Listen, point and read. 6 mins

- Ask pupils to look at page 9 of the *Pupil's Book*. Ask for volunteers to say where the children are. Elicit *school*, *classroom*, *playground*. Get pupils to name the characters they can see in the pictures (*Nadia*, *Yousif*, *Kareem* and *Lina*). You may need to explain the words *playground* and *swing* if pupils haven't met them before.
- Play Track 2 and ask pupils to listen and track the text with their finger.
- Play Track 2 again and pause after each speaker. Ask pupils to repeat the sentences. Put pupils into groups of four and give each one a role to play (*Yousif, Nadia, Lina, Kareem*). If necessary, play the track again and then ask each group to role-play the dialogue.

😡 Track 2

Listen, point and read.

Yousif: This is my school. Come and see my classroom.

Kareem: *Here's our new classroom*. We're in Grade 4 now!

Lina:	I'm younger – I'm only 8, so I'm in
	Grade 3. My classroom is next door.
Nadia:	I like the swings best. My rule is don't
	stand on the swing.
Yousif:	Our playground is great! My class is
	writing the playground rules.

3 Ask and answer. 5 mins

 Get pupils to ask and answer the questions. Explain that all the answers can be found on *Pupil's Book* pages 8 and 9. Pupils should look at the conversation at the bottom of page 9 to help them. Monitor and support as necessary, making sure their pronunciation is correct.

4 Listen and check your answers.

• When pupils have asked and answered the questions, play **•** Track 3 to check.

😡 Track 3

Listen and check your answers.

- Voice 1: How old is Nadia?
 Voice 2: She's 9.
 Voice 1: Is Kareem in Grade 3?
 Voice 2: No, he isn't.
 Voice 1: What does Nadia like best in the playground?
- Voice 2: She likes the swings best.

Activity Book

- 1 Read and write about yourself. 6 mins
- Tell pupils that they are going to write about themselves. Check that everyone is sitting correctly and has a pencil.
- Say *Open your Activity Book on page 4*. Point to the picture of Nadia and elicit who it is. Read, or ask some pupils to read, the words in the speech bubbles aloud.
- Point to the lines below and tell pupils to write their name, age and who they live with. Pupils work individually to complete their personal details. Monitor and support where necessary.

- 2 Read and match. 4 mins
- Ask pupils to open their *Activity Book* on page 4. Point to the matching exercise and show they need to match the words on the left with the words on the right to make sentences: pupils should work individually to write the matching numbers in the blank number boxes in the middle.
- Check the answers by asking individual pupils to read out the complete sentences. Tell pupils there is more than one possible answer for some. (*Here's my school, This is my classroom, I like my school/my classroom* are all correct answers.)

Answers

- 1. Here's my classroom.
- 2. I like the swings best.
- 3. This is my school.
- 4. I have short black hair.
- 5. My favourite lesson is English.
- 6. I am 9.

3 Listen, say and write. 5 mins

- Write the rubric *Listen, say and write* on the board and read it with the class. Tell them that this is similar to the *Look, say, cover, write, check* activity they did in Grade 3.
- Tell pupils to open their *Activity Books* on page 5. Write *bl*, *fl*, *pl* and *sl* on the board. Play the first part of Track 4 and point to each consonant cluster as pupils listen. Play the next section of Track 4 and get pupils to say each word. Ask the class to repeat.

😡 Track 4

Listen, say and write.

bl fl pl sl black flower plant flag sleep plane

• Write <u>__ack</u> on the board. Then point to the picture of the *black paint* and say *black*. Write *bl* in the space. Cover the word with a piece of paper and ask pupils to say the word again.

• Ask pupils to complete each word in their books. Drill the words with the whole class and then ask individual pupils to say them. If there is time, ask pupils to cover the words and say them out loud to their partner.

4 Read about Lina. Write about yourself.

- Set the activity at the bottom of *Activity Book* page 5. Read the rubric together as a class. Point to the picture of Lina in the *Activity Book* and explain that she is talking about herself.
- Tell them that they should write about themselves in the same way as Lina. Make sure the pupils are managing to form the letters correctly.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Help the class to think of new questions to ask about Yousif, Nadia, Kareem and Lina. Use the information in the speech bubbles on *Pupil's Book* page 8 for ideas. This is good practice for questionmaking, which many pupils find difficult.
- Revise the words for describing people. Select pupils who have long hair, short hair, brown eyes, blue eyes, are tall, short, big, etc. Ask them to stand up, and ask *Who's got short hair? Who is tall?*, etc.

Unit 1 Lesson 2:

Our Playground

Aims:	To identify playground objects
	To learn prepositions of movement
	To read and write prepositions
	of movement
	To talk about likes and dislikes
Materials:	Pupil's Book pages 10–11
	Activity Book pages 6–7
	Tracks 5–7
	Set of 12 cards for
	playing Pelmanism

Warmer 3 mins

Welcome pupils and get them settled at their desks. Ask them the names of the new characters in the book. Elicit what they can remember about Yousif, Nadia, Kareem and Lina. Ask How old are they? What class are they in? What are their favourite lessons/sports/colours?, etc. If there is time, write the pupils' answers on the board and then get them to look at page 8 of the *Pupil's Book* again and check their answers.

Teaching note

 On Activity Book page 6, pupils are asked how many points they got in an activity. A point is a mark for a correct answer. So, for example, if they answer three questions correctly, they get 3 points. Pupils can add up their points by ticking correct answers and then counting the number of ticks. Points are used to count correct answers throughout the course.

1 Listen, point and say. 8 mins

• Ask the class to look at the picture on page 10 in the *Pupil's Book*. Write the word *playground* on the board. Ask if anyone can remember what it means.

- Talk about their playground, what's in it and what they would like to have in it.
- Play Track 5 and get pupils to listen and point to each playground object. Pause after each sentence and check that pupils are pointing to the correct object.

👽 Track 5

Listen, point and say. Voice 1: It's a roundabout. Voice 2: It's a ladder. Voice 1: It's a slide. Voice 2: It's a swing. Voice 1: It's a tunnel. Voice 2: They are bars.

• Play Track 5 again and get pupils to listen, point and repeat each sentence. You can extend this into a pair activity – one pupil says a word and the other pupil points, then pupils swap.

2 Read and write the names of things in the playground. 6 mins

- Tell pupils to read the sentences below the picture and complete each sentence with a playground object. Monitor and help with any vocabulary in the sentences that pupils are not sure about.
- Make sure they copy the spelling of the new words carefully.

3 Listen and check your answers.

• Play **•** Track 6 and ask pupils to listen to the sentences. After each sentence, pause the recording and get pupils to check their answers.

Unit 1 Our School

😡 Track 6

Listen and check your answers.

Lina:	Look at me! I'm flying up on
	the swing.
Kareem:	<i>Wow! I'm walking along the bars.</i>
Nadia:	I'm here. I'm climbing up the ladder.
Yousif:	I'm on my knees. I'm crawling
	through the tunnel.
Rana:	Look at me! I'm going down
	the slide.
Tariq:	Here I am! I'm spinning around
	on the roundabout.

4 Complete the sentences with the words in the box. 6 mins

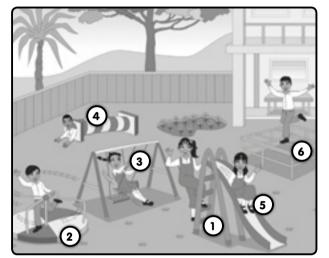
- Review the prepositions of movement. For example, mime walking up and down stairs, climbing through a window, walking along a line on the floor, spinning around. As you mime each preposition encourage pupils to call out the word, for example, *up* and then write the word on the board. Practise the pronunciation of each word.
- Ask pupils to look at page 11 in their *Pupil's Book*. Tell them to look at the pictures, read the sentences and write the correct words from the box on the lines.
- When pupils have finished, get them to stand up and do a Total Physical Response (TPR) activity. You say each word (*up*, *down*, *along*, etc.) or a sentence (e.g., *You are crawling through a tunnel*.) and pupils mime the action. They can do this while standing behind their chairs or even with their hands and fingers.

Answers

- 1. up
- 2. down
- 3. through
- 4. along
- 5. around

Activity Book 4 mins

- 1 Read and match.
- Ask pupils to open their *Activity Book* on page 6 and look at the six things in the playground. Tell them to match the words with the pictures and write the correct numbers next to each playground item.
- Check the answers by pointing to each picture and asking the class to say the word.



- 2 Write playground words. What are they? 4 mins
- Next, pupils read sentences 1–6 and answer the questions *What is it?/What are they?*
- 3 Listen and check your answers. 2 mins
- Play Track 7 and let pupils check their answers. Note: Explain that they get a point for each correct word (and getting the spelling correct) and that they should add up their points. Ask the class who has got full marks (6 points). You can use pupils' scoring to see if anyone is having a problem.

😡 Track 7

Listen and check your answers.

Voice 1:	You crawl through this. What is it?
	It's a (tunnel)
Voice 2:	You go down this. What is it? It's a
	(slide)

- Voice 1: You spin around on this. What is it? It's a _____. (roundabout)
- Voice 2: You climb up this. What is it? It's a _____. (ladder)

Voice 1: You walk along these. What are they? They are _____. (bars) Voice 2: You fly up on this. What is it? It's a _____. (swing)

4 Ask, answer and tick (\checkmark). 5 mins

- Get pupils to look at the table on page 7 in the *Activity Book*. Draw the table on the board and explain that pupils are going to ask each other about their likes and dislikes.
- Choose a pupil and write their name in the table. Then ask the question *Do you like the slide?* If the pupil says *Yes*, *I do*, write a tick in the box next to their name; if they say *No*, *I don't*, write a cross in the box. Choose another pupil, write their name and ask the same question.
- When pupils understand what they have to do, put them in groups or pairs and tell them to ask and answer the questions and complete the table. When they have asked about each item, tell them to find another partner and ask their new partner the same questions.
- Tell them to continue until the table is complete or you have no more time.

5 Match. 4 mins

• Ask pupils to look at page 7 of the *Activity Book*. Explain that pupils should read the five prepositions and match them to a picture. If necessary, review the prepositions of movement again. Mime each preposition and encourage pupils to call out the word. Then, ask pupils to complete the matching activity.

Answers

- 1. up
- 2. down
- 3. along
- 4. around
- 5. through

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Play 'Pelmanism' with the class. Make sets of 12 cards. On six cards write the prepositions from *Pupil's Book* page

13, e.g., *up* x 2, *down*, *through*, *along*, *around*; on the other six cards write the playground objects from page 10.

- Put pupils into groups and give each group a set of cards.
- Tell the pupils to put the cards out on the table or floor face down. It is important that they can't see what's on each card.
- To play the game, one pupil turns over two cards. If they turn over a preposition and a playground object which goes with the preposition, e.g., *through – tunnel*, then they can keep the cards. Otherwise they must turn them both back over and another pupil has a go. Keep doing this until all the cards have been paired and collected.
- Give pupils extra pronunciation practice of the new vocabulary. Hold up picture/ word cards of each item, e.g., *slide*, *roundabout*, etc. and ask pupils to call out the words.

Unit 1 Lesson 3: Playground Rules

Aims:	To read rules	
	To talk about rules using do and	
	do not (don't)	
	To learn a song to revise	
	playground objects	
	To write their own classroom rules	
	To revise consonant clusters: <i>cl</i> , <i>cr</i> ,	
	pl, st, sl, gr, sw	
Materials:	Pupil's Book pages 12–13	
	Activity Book pages 8–9	
	Tracks 8–11	

Warmer 3 mins

• Ask pupils what they would expect to find in a playground. Write their suggestions on the board and encourage them to think of the words they learnt in Lesson 2.

• Ask pupils if their school has any playground rules. *What are they?*

1 Read the rules then match them to the pictures. 4 mins

- Write *Walk* and a *tick* and *Run* and a *cross*. Elicit *Walk*. *Don't run*. Ask two volunteers to demonstrate the actions. Demonstrate *Don't run* by asking the pupil to run across the room and then say *Don't run!* The pupil should then stop and start walking.
- Say *Open your Pupil's Books on page 12*. Ask pupils to look at the five pictures. Review the vocabulary and then ask pupils, in pairs, to read the rules and match them to the pictures.

Answers

Do not stand on the swing.	(picture 5)
Do not go too fast.	(picture 3)
Hold on with both hands.	(picture 1)
Do not push.	(picture 4)
Do not balance on 1 leg.	(picture 2)

2 Listen and point to the correct picture. 4 mins

- Read the rubric: *Listen and point to the correct picture*. Explain that the pupils will hear people talking about children in a playground.
- Play **•** Track 8 and get pupils to point to the correct picture while they are listening. Move around the class to check they are following the descriptions and choosing the correct pictures.

😡 Track 8

Listen and point to the correct picture.

- Voice 1: Look at that girl on the roundabout. She's going too fast! Don't go too fast.
- Voice 2: That boy is pushing his friend. Do not push on the slide!
- Voice 3: Look at the bars. There's a boy balancing on one leg!
- Voice 4: That's dangerous! There's a boy standing on the swing!
- Voice 5: See that girl climbing up the ladder. She's not holding on with both hands.

Answers

Voice 1 – picture 3 Voice 2 – picture 4 Voice 3 – picture 2 Voice 4 – picture 5 Voice 5 – picture 1

3 What's wrong? Point and say the rules. 4 mins

- Write on the board *do not* = *don't*. Explain that *don't* means the same as *do not*, but when we're speaking it's easier to say *don't*. Get pupils to repeat the word *don't* after you.
- Explain to pupils that they have to work in pairs and ask and answer about the rules in the pictures on page 12. Demonstrate the activity first with two volunteers in front of the class. Then tell pupils to take it in turns to ask and answer about the pictures. If they aren't sure what to say remind them that the rules are in the box at the top of page 12.
- Use open pairs to check pupils' pronunciation.

4 Listen, point and sing. 7 mins

- Before playing the song, put pupils in pairs and do a quiet reading activity. Give pupils a few minutes to read the words to the song on page 13 of the *Pupil's Book*.
- Play **•** Track 9 and let pupils listen and follow in their books.

👽 Track 9

Listen, point and sing. The playground song Playing in the playground,

lots of games to play.

Playing in the playground. We do it every day.

Climbing up the ladder. Going down the slide.

Crawling through the tunnel, a clever place to hide!

Playing in the playground, lots of games to play.

Playing in the playground.

26 التعليمية والبحوث التربوية لمركز المناهج التعليمية والبحوث التربوية ليبيا (do it every day.

• Play Track 9 again and encourage pupils to join in. Ask them to point to the pictures in the appropriate places, e.g., *Climbing up*, *Going down* and *Crawling through*.

Activity Book 5 mins

1 Read and tick (\checkmark) or cross (X).

- Tell pupils to turn to page 8 of their *Activity Book*. Explain that these are some rules for the classroom. Ask them to point to the words as you say them. Say *stand*, *tables*, *not*, *floor*, *do*, *bin*, *eat*, *push*, *through*, *books*.
- Ask a few confident pupils to read a rule each to the class. Check pupils understand each rule and point out the difference between *Do* and *Do not*.
- Pupils work individually to complete the activity by putting a *tick* or *cross* in the box next to each rule.
- Ask pupils to check their answers with a partner. Check answers as a class by reading out each rule and asking a volunteer to say *tick* or *cross*.

Answers

- 1. Do stand on tables. (\mathbf{X})
- 2. Do not crawl on the floor. (\checkmark)
- 3. Do put rubbish in the bin. (\checkmark)
- 4. Do not eat in class. (\checkmark)
- 5. Do push your friends through the door. (\mathbf{X})
- 6. Do not open your books. (\mathbf{X})

2 Can you write two classroom rules? Use these words. 5 mins

- Tell pupils to look at the bottom of page 8 of their *Activity Books*.
- Explain that they need to write their own two rules using the words shown.
- Remind them that when they are writing they must make sure that they sit correctly. Tell them it is important to write their letters carefully and spell the words properly.

Sample Answer

- 1. Do play ball in the playground.
- 2. Do not sit under your desk.

3 Listen, point and say. 4 mins

• Tell pupils to open their *Activity Book* on page 9. Write the consonant clusters on the

board, but don't say them yet. Play **W** Track 10 for pupils to listen and point to the sounds they hear.

- Play **•** Track 10 again and this time tell pupils to repeat the sounds.
- Point to the consonant clusters on the board and ask the class to say the sounds. If necessary, say them first so they can repeat.

Track 10 Listen, point and say.

cl cr pl st sl gr sw

- 4 Listen and say these words. 4 mins
- Ask pupils to look at the second activity on page 9. Play Track 11 and get pupils to follow each line as it's said.
- Play **•** Track 11 again, pausing after each line for pupils to repeat it.

😡 Track 11

Listen and say these words.

- 1. playing in the playground
- 2. <u>standing in the street</u>
- 3. <u>clapping in the classroom</u>
- 4. <u>sl</u>eeping on the <u>sl</u>ide
- 5. <u>sw</u>eeping under the <u>sw</u>ing
- 6. <u>cr</u>awling with my <u>cr</u>ayons
- 7. I'm great in grade 4!

5 Draw your picture. 5 mins

• Get pupils to choose one line from the previous activity and draw a picture to illustrate it. When they have drawn their pictures, tell pupils to show their picture to a partner who has to guess which line they've drawn.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- For further practice of playground equipment, write the first letter on the board and then put dashes, one for each

letter, e.g., t ____ (*tunnel*). In groups, get pupils to write down the playground equipment, spelt correctly. When they have written down all the equipment, write them on the board or get pupils to come and write.

Unit 1 Lesson 4: What's in my school bag?

Aims:	To revise items often found	
	in bags	
	To learn adjectives for describing	
	people and things	
	To identify opposites	
Materials:	Pupil's Book pages 14–15	
	Activity Book pages 10–11	
	🚱 Tracks 12–14	
	Set of cards for playing Pelmanism	
	Bags with various items in for	
	guessing games	
	Two bottles – one big, one small	
	Large sheets of paper	

Teaching note

- The first activity on *Activity Book* page 10 looks at contracted forms. Show pupils how the vowel has gone and has been replaced by an apostrophe. You can use the face on page 10 to remind pupils what the five vowels are pupils should complete the track lines around each vowel. Make sure that you check this. Note: *can not* loses *n* as well as the vowel *o* in the contraction *can't*.
- **Contraction game idea:** You can make up Pelmanism cards (see Lesson 2 for how to play) using the full and contracted forms for pupils to match, e.g., Card 1 = It is, Card 2 = It's.

Warmer 3 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board.
- Play a game of 'I spy'. Remind pupils of the rules. A pupil chooses a thing they can see in the classroom. The pupil says *I spy something*. *It begins with [c]*. The other pupils have to guess what it is.
- Practise as a class saying *I spy something*. It begins with [c]. Tell the pupils to put their hands up if they want to answer. For example: Pupil 1: I spy something. It begins with 'c'. Pupil 2: Chair. If chair is not the correct word, Pupil 1 says No, try again. Pupil 3: Is it a crayon? Pupil 1: Yes, it is!
- Guess. Read and tick (√) Yes or cross (X) No. 4 mins
- Take a bag into the class with some everyday items in it, e.g., *a pen, a pencil, a ruler, some sweets*, etc. Ask *What's in my bag?* Ask pupils to guess what they think might be in your bag.
- Say Open your Pupil's Book on page 14. Point to the bag at the top of the page and ask Whose bag is this? Then point to the bag at the bottom of the page and ask Whose bag is this? Read the rubric with the class and tell them that they have to read both lists and guess what is in Yousif's bag and Lina's bag.
- Give pupils time to decide, either alone or in pairs. Then ask some pupils what they have guessed. Don't tell them if they are correct.

2 Listen. Are you correct? 4 mins

- Tell pupils that they are going to listen and check their answers. Play Track 12. Ask pupils to check their answers. If they don't hear everything the first time, play
 Track 12 again.
- Ask pupils to put up their hands if they got everything right.

😡 Track 12

Listen. Are you correct?

- Yousif: What's in my school bag? Well, there are some books and there's a rubber and a pencil. There are some crayons and there's a pencil case. There is a ruler and there are some pens.
- Lina: What's in my school bag? What did you guess? There's a notebook and there are some cakes. There is a pencil case and a ruler and there are some crayons. There's a pencil sharpener in my bag and there are some books.

Answers

Yo	usif	Yes	No
1.	there is a rubber and a pencil.	(🖌)	
2.	there are some books.	(🖌)	
3.	there is some paper.		(\boldsymbol{X})
4.	there is a ruler.	(🗸)	
5.	there is a notebook.		(\boldsymbol{X})
6.	there is a pencil sharpener.		(\boldsymbol{X})
7.	there are some crayons.	(🖌)	
Lin	a	Yes	No
	a there is a notebook.	Yes (✔)	No
1.			No (X)
1. 2.	there is a notebook.		110
1. 2. 3.	there is a notebook. there are some sweets.	(✓)	110
1. 2. 3. 4.	there is a notebook. there are some sweets. there is a pencil case.	(✓) (✓)	110
1. 2. 3. 4. 5.	there is a notebook. there are some sweets. there is a pencil case. there is a ruler.	(✓) (✓)	(X)

3 Are they the same? Tick (✓) Yes or cross (X) No. 4 mins

- Show the class two bottles one big and one small. Ask the pupils if the bottles are the same size. When pupils say No ask Why? Pupils should be able to tell you that one bottle is big and one is small.
- Tell pupils to turn to page 15 in the *Pupil's* Book. Hold up the book and point to the rulers at the top of the page. Ask Are they the same? When pupils say No ask them to put a cross in the correct box in the corner.
- Get pupils to look at the other three pictures and tick or cross the appropriate boxes. (*They are all No*). Don't check the answers at this point.

4 Choose two words for each picture. 3 mins

- Ask pupils to look at the words in the box. Explain that they need to choose two words from the box to match each picture above.
- Get pupils to write the words carefully. Monitor while they are writing to check they are forming the letters correctly.

5 Listen, check and say the words.

- Tell pupils to listen to check their answers. Play
 Track 13 once. Elicit the answers from the class. Check that pupils understand the meaning of each word.
- Play So Track 13 again and ask pupils to repeat each word. Drill the pronunciation of the words by playing So Track 13 again or saying the words yourself to make sure pupils can say the words for each picture properly.

ୢୄ୶	Track 13		
	Listen, che	ck and s	ay the words.
	Voice 1:	long	short
	Voice 2:	big	small
	Voice 1:	old	young

tall

Activity Book

Voice 2:

- 1 Look and think about the rule. 3 mins
- Say Open your Activity Books on page 10. Read the rubric as a class. Write *do not* = *don't* on the board. Point out the possessive 's and remind pupils about contractions.

short

- 2 What about these? Can you write the short word? 4 mins
- Now ask pupils to look at the next activity. Go through the example together. Say *I am* and write it on the board. Get pupils to repeat. Say *I'm* and write it on the board. Get pupils to repeat.
- Ask pupils to complete the activity. Once finished, pick pupils to say the correct answers.

Answers

- 1. I am = <u>I'm</u>
- 2. He is = <u>He's</u>
- 3. She is = $\underline{She's}$
- 4. It is = $\underline{It's}$
- 5. It is not = $\underline{\text{It isn't}}$
- 6. He can not = $\underline{\text{He can't}}$
- 7. There is = $\underline{\text{There's}}$
- 8. There is not = $\underline{\text{There isn't}}$
- 9. What is = $\underline{What's}$

3 Let's play. Can you guess? 5 mins

- Ask pupils to turn to the bottom activity on page 10 in the *Activity Book*. Tell pupils that they are going to work in pairs to guess what is in each other's bag.
- Read the speech bubbles with the class. Point out that the question starts with *Is* ...? or *Are* ...? then elicit what the answer will be; either *Yes, there is* or *No, there isn't* and *Yes, there are or No, there aren't*. Demonstrate with one or two volunteers by holding up your own bag and getting them to ask *Is there a* ...? or *Are there any* ...?
- Pupils work in pairs, asking and answering about the contents of their bags. While they are talking, walk around the class, monitoring and helping where necessary.

4 Write 2 words under each picture. 4 mins

• Ask pupils to look at page 11 of the *Activity Book*. Ask pupils to look at the four pictures and write the correct adjectives under each one. When they have finished elicit the answers from the whole class.

Answers

- Picture 1:big/smallPicture 2:short/tallPicture 3:long/shortPicture 4:young/old
- 5 Think of a word to match. 3 mins
- Tell pupils to look at the next activity in their *Activity Books*.
- Ask pupils to look at the example A big house and elicit other words that would go with big. Remind them that they can look in their Pupil's Book for ideas.

- 6 Listen. Here are some examples. 4 mins
- Play **•** Track 14 and let pupils see if they had any of the same answers and/or elicit examples of their answers.

😡 Track 14

Listen. Here are some examples.

- Voice 1: A big house. A big school.
- Voice 2: A small bag. A small car.
- Voice 1: A long scarf. A long road.
- Voice 2: A short pencil. A short tail.
- Voice 1: An old dress. An old book.
- Voice 2: A young cat. A young girl.
- Voice 1: A tall tree. A tall man.
- Voice 2: A short woman. A short giraffe.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Get pupils to make a poster of opposites to help them remember the adjectives, e.g., *big/small, long/short*, etc. Tell them to add more adjectives to this list as they learn them.

Unit 1 Lesson 5: What's the difference?

Aims:	To listen, identify and say	
	comparatives	
	To listen to and say a rhyme	
	To compare themselves to	
	other people	
	To count the numbers 10–100	
Materials: Pupil's Book pages 16-17		
	Activity Book pages 12–13	
	Tracks 15–19	
	Adjective and noun word cards	

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Show the class some items from Lesson 4, e.g., *a long and short ruler, a big and small book* and elicit the adjectives. Hold up page 16 of the *Pupil's Book* and tell pupils that in this lesson they are going to compare the items.

1 Listen and read. 4 mins

- Ask pupils who they can see in the two pictures. (Yousif and Lina.) Elicit what Yousif is holding. Ask *Are the two rulers the same?* Elicit that one of the rulers is *long* and one is *short*.
- Tell pupils to listen to Yousif and Lina speaking and ask them to read the speech bubbles as they listen.
- Play Track 15 and then drill the sentences with the class. You may prefer to play Yousif's sentence first and drill that and then repeat the exercise with Lina's sentence rather than play both together.

😡 Track 15

Listen and read.

Yousif: *This ruler is longer.* Lina: *I am younger than Yousif.*

2 Match. Write the numbers. 5 mins

- Ask the class *What's the opposite of 'long'?* Write the word *short* on the board.
- Hold up page 16 of the *Pupil's Book* and make sure that the pupils understand that they need to write a number from the left-hand column in the blank number boxes in the right-hand column. If necessary, do the first one with the class.
- While they are matching, copy the exercise onto the board. When they have finished, ask individual pupils to come up to the board and write in the numbers.

Answers

big – small (1) long – short (2) old – young (3) tall – short (4)

3 Listen and say. 5 mins

- Review the first activity at the top of page 16. Hold up two rulers and say *This ruler is longer*. *This ruler is shorter*.
- Tell pupils to look at the activity at the bottom of page 16. Ask pupils to look at the words and get them to tell you what they notice about the words on the right of the arrows. Explain that when we compare these words we add *-er*.
- Play Track 16 and ask pupils to follow the words with their finger. Some pupils may notice that the spelling of the word *big* changes to *bigger*. This isn't important for pronunciation but will make a difference when they do the writing activity.
- Play **•** Track 16 again and ask pupils to repeat the words.

😡 Track 16

Listen and say.

Voice 1:	long	longer
Voice 1:	short	shorter
Voice 2:	tall	taller
Voice 2:	short	shorter
Voice 1:	old	older
Voice 1:	young	younger
Voice 2:	big	bigger
Voice 2:	small	smaller

4 Listen and say the rhyme. 8 mins

- Get the class to look at page 17 in the *Pupil's* Book. Read the title of the rhyme together. Play
 Track 17 and get pupils to track the words with a finger as they listen. When they have heard the rhyme once, check they remember all the vocabulary.
- There is repetition and strong rhyme and rhythm here that will help pupils join in. Let pupils listen again and encourage them to tap out the rhythm of the words as they listen and to join in when they feel ready to. Play the recording a final time if necessary.

😡 Track 17

Listen and say the rhyme. Bigger and smaller

A ruler is longer than a pen, And number 12 is bigger than 10. A giraffe is taller than a bee, And my mum and dad are older than me. So I am younger than them, you see! A car is smaller than a van, And I am shorter than that man. Let's say these words together again: Longer, shorter, Older, younger, Bigger, smaller, Taller, shorter.

5 Make sentences and tell a friend.

- Ask pupils to look at the sentences at the bottom of page 17. Explain that in sentences 1 and 2 they need to write a name, in sentence 3 they need a comparative adjective and in sentence 4 they need both a name and an adjective. This may be quite difficult for some pupils so give them time and help to complete the exercise.
- While pupils are completing the sentences, monitor and give suggestions if they are struggling.
- When they have finished, put pupils into pairs and get them to read their sentences to their partner. You could ask one or two confident pupils to read out their sentences to the class.

Suggested answers

I am taller than my sister.
 I am younger than my father.
 My mum is taller than me.
 My sister is shorter then me.

Activity Book

- 1 Look at the pictures. Write sentences.
- Say Open your Activity Books on page 12. Read out the rubric (as a class or individually). Tell pupils they need to look at the three pictures

and write sentences about each picture using comparatives. Explain that the words they need are in the boxes. Remind pupils to remember to use full stops.

Answers

- 1. This boy is shorter than that boy.
- 2. This balloon is bigger than that balloon.
- 3. These rulers are longer than those rulers.

2 Listen and say. Let's count and trace. 5 mins

- Review numbers 1–20. You can choose a few counting games to refresh pupils' memories about these numbers counting in sequence, counting up from a given number, counting down from a given number, counting in twos, in threes, etc.
- Now write the numbers 30, 40, 50, 60, 70, 80, 90, 100 on the board. Say these numbers, pointing to each one you say. Ask pupils to look at page 13 of the *Activity Book*. Get pupils to point to the same numbers in their books. Repeat the process in a different order. Play Track 18 and ask pupils to repeat each number.
- Tell them to write the words, first by tracking.

😡 Track 18

Listen and say. Let's count and trace. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 (a hundred)

- 3 Listen and say these numbers. Then match. 4 mins
- Tell pupils to look at the next activity matching double-digit numbers. Play Track 19 and ask pupils to repeat each number. Ask pupils to match the words to the numbers by writing the correct letter in each box and then say them again in pairs.

😡 Track 19

Listen and say these numbers. Then match. thirty-two, sixty-four, forty-seven, twenty-eight, eighty-five, seventy-three

Answers

- a. thirty-two 32
- b. sixty-four 64
- c. forty-seven 47
- d. twenty-eight 28
- e. eighty-five 85
- f. seventy-three 73

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Play a guessing game. Ask pupils to write sentences about someone in the class, but without using their name. For example, put the following on the board for pupils to complete: *He/She is taller than* _____ *but shorter than*

_____. His/Her hair is longer than ______'s. He/She is older than me but younger than

Who is he/she?

Put pupils into groups and tell them to read their descriptions. The rest of the group have to guess who they are talking about.

- Write some adjectives and nouns on individual cards. Put pupils into groups and hand out the cards.
- For further practice of comparatives, give pupils more sentences to complete with spaces for either the adjective or the noun. Pupils can select either the adjective or noun that best completes each sentence. You can make this easier by giving the adjectives in the comparative form. For example:
- A car is smaller than a _____. (Noun ask pupils for suggestions. For example, A car is smaller than a bus.)
- A car is _____ than a train. (Comparative adjective – give pupils some comparative form word cards; see page 18 of the *Pupil's Book*.)

Unit 1 Lesson 6: Packing My School Bag

Aims:	To read an email about school		
	lessons		
	To talk about a school timetable		
	To ask and answer about		
	belongings using Whose?		
	To write sentences about		
	belongings		
Materials:	Pupil's Book pages 18–19		
	Activity Book pages 14–15		
	Tracks 20–21		

Teaching note

- In this lesson, pupils have to say who something belongs to, using the form *It's Lina's*. In *It's Lina's*, both words have an apostrophe with an s ('s), but the two uses have completely different meanings:
- In *It's*, the 's indicates a contracted (shortened) form: It's means *It is*.
- In *Lina's*, the 's indicates possession or ownership. For example, *Lina's book* means *The book which belongs to Lina*.
- It is easy for pupils to confuse these two uses of 's. Tell them that sometimes it shows that letters are missing, but sometimes it tells you who something belongs to. You could challenge them to identify which way it is being used in example sentences.

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Review school subjects with the class. Show pupils pictures that represent the subjects, e.g., 3 + 3 = 6 for maths, a picture of a map for geography, etc. Ask pupils to call out the subjects as they see them. They could do this in groups as a mini competition.

1 Read the emails. 8 mins

- Say Open your Pupil's Book on page 18. Get pupils to look at the picture and elicit what items they can see. This is a chance to review the words from Lesson 4. Point to different items and ask individual pupils to give you the answer. Make sure they are pronouncing the words correctly. If they're struggling, do a quick drill with the whole class.
- Tell pupils to look at the first email and ask: Who is the email to and who's it from? (To Yousif and from Kareem.). Elicit or tell pupils that Kareem can't remember what lessons he's got and is writing to Yousif to find out.
- Get pupils to read the email silently. While they are reading, monitor and help with any vocabulary.
- Ask pupils to look at the second email. Ask What's different about this email? (It's to Kareem and from Yousif.) Get pupils to read the second email silently. Then elicit what the email is about/what tomorrow's subjects are.

2 Look at your Activity Book. Listen and practise. 4 mins

 Tell pupils to look at the conversation between the two children at the bottom of page 18 of the *Pupil's Book* and at the top of page 14 of the *Activity Book*. Then ask them to read the speech bubbles quietly to themselves. Play Track 21. Pupils listen and repeat. Practise again, if necessary.

😡 Track 20

Look at your Activity Book. Listen and practise.

Boy:	What's on Tuesday?
Girl:	First, it's maths. Then, it's English.
	After that, it's PE.
Boy:	When's Arabic?
Girl:	It's on Sunday and Wednesday.

3 Listen. Whose things? Write Y (Yousif) or L (Lina). 5 mins

- Direct pupil's back to the *Pupil's Book*. Hold up page 19 of the *Pupil's Book*. Elicit what the four items in the pictures are (*a rubber, ruler, trainers and a pencil case*). Tell pupils they have to listen to the dialogues and write Y or L in the box next to each picture.
- Play STrack 21. Pupils listen and write. If necessary, play STrack 21 again.

Track 21

Listen. Whose things?

Voice 1:	Whose rubber is this?
Voice 2:	It's Lina's.
Voice 1:	Whose trainers are these?
Voice 2:	They're Yousif's.
Voice 1:	Whose ruler is this?
Voice 2:	It's Lina's.
Voice 1:	Whose pencil case is this?
х и: о	T., X7 ·()

Voice 2: It's Yousif's.

4 Complete the questions and answers. 5 mins

- Tell pupils to look at the sentences at the bottom of the page. Go through the example with the class and make sure they all understand what they need to do. Remind pupils that when we talk about more than one item, we change *this* to *these* (*Whose trainers are these*?) and *It's* to *They're*. Pupils complete the sentences individually and then check their answers with a partner.
- When they have finished, ask pupils to read out their sentences. The rest of the class check their answers are correct.

5 Ask and answer. 4 mins

• Tell pupils to look at the dialogue at the bottom of page 19. Read out the dialogue or ask for two volunteers to take the roles of Yousif and Lina and stand at the front of the class to read the dialogue.

- Practise the pronunciation of the word *Whose...?* and the answers *They're...* and *It's ...*
- Put pupils into pairs and ask them to ask and answer about all four pictures. Monitor that they're using *these* and *they're* correctly.

Answers

- 1. Whose rubber is this? It's Lina's
- 2. Whose trainers are these? They're Yousif's.
- 3. Whose ruler is this? It's Lina's.
- 4. Whose pencil case is this? It's Yousif's.

Activity Book

- 1 Look at the timetable. Ask and answer.
- Tell them to read the timetable and check that all the subjects are familiar. Check that they know what 'break' means. Ask: What's on Monday in Lesson 1? What's on Friday in Lesson 3? When you are confident pupils know what to do, put them into pairs to ask and answer about the timetable. Monitor and support as necessary, making sure their pronunciation is correct. If necessary, ask for volunteers to practise the dialogue in front of the class.
- When they have finished, write any words they have problems pronouncing on the board and practise them with the whole class.
- 2 Write your timetable for Monday and Tuesday. 3 mins
- Tell pupils to look at the blank timetable at the bottom of *Activity Book* page 14. Ask them to write in their own timetable for Monday and Tuesday. Check for correct spelling.

3 Whose things? Match. 4 mins

• Ask pupils to look at page 15 of the *Activity Book*. Read out the rubrics (as a class or individually). Tell pupils they need to match the items to the two children by drawing a line from each item. Pupils work in pairs matching the items to Lina and Yousif. Pupils can decide for themselves who owns which item; this is not important and is open to discussion. The important point here is that pupils use the possessive *s* (*'s*) correctly.

Answers

Yousif: baseball cap, shirt, ball, car Lina: scarf, yo-yo, bear, hat

- 4 Read and write the answers. 4 mins
- Now ask pupils to look at the bottom of the page. Read out the rubric (as a class or individually). Using their answers from the previous activity, explain that pupils should write in their answers. The important point here is that pupils use the possessive ('s). Ask for volunteers to answer the Whose X is it? questions.
- Monitor and help where necessary.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Put pupils into fairly big groups (6–8). Give each group a large bag that cannot be seen through. Ask each pupil to put one item of their own into the bag. Make sure they know the word for the items in English.
- One pupil then pulls out one item from the bag and says *Whose* _____ *is this?* The other pupils in the group have to guess. It's important that the person who owns the item doesn't shout out It's mine but pretends to guess with the others.
- When they have guessed correctly, another pupil takes the bag and pulls out another item and asks Whose____? Continue until all the items have been pulled out of the bag.
- For further practice of school subjects, write the first letter on the board and then put dashes, one for each letter, e.g., m _ _ _ (music). In groups get pupils to write down the subject, spelt correctly. When they have written down all the subjects, write them on the board or get pupils to come and write.

Unit 1 Our School

Unit 1 Lesson 7: At the School Shop

Aims:	To learn words for things in the		
	school shop		
	To listen and identify a		
	correct picture		
	To decide where to put things		
	using top, middle, bottom		
	To learn to spell four high-frequency		
	words (here, there, than, whose)		
Materials:	Pupil's Book pages 20–21		
	Activity Book pages 16–17		
	🔂 Tracks 22–23		
	Paper and crayons for drawing		

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask pupils what kinds of things they would expect to find in a school shop. Write their suggestions on the board.
- 1 Write the words. Choose 5 things and tick (✓). 5 mins
- Tell pupils to open their *Pupil's Book* on page 20. Tell them to look at the eight pictures at the top of the page. Elicit what they can see in each picture.
- Did pupils mention any of these items in the Warmer activity?
- Ask pupils to look at the words in the box. Say each word randomly and see if pupils can point to it. Write the words on the board and see if pupils can read them. Ask pupils to write the names of each of the shop items under the relevant picture. Monitor and support as necessary.
- Read the rubric together. Working in pairs, ask pupils to choose five things they would like to have in their shop at school.

Answers

1 pencils 2 milk 3 lemonade 4 apples 5 cookies 6 sharpeners 7 notebooks 8 sweets

2 Listen. Which is the correct picture? 6 mins

- Read the rubric together as a class and explain they should listen and decide which picture, *A* or *B*, is correct.
- Ask pupils to look carefully at the two pictures at the bottom of page 20. Give them a few minutes to identify the differences between the pictures. Then ask pupils to tell you what differences they can see.
- Elicit or teach *top*, *middle* and *bottom* shelf as they will need to understand this to complete the task.
- Play Track 22 and pupils choose the correct picture (*picture A*). If necessary, play the track again.

Answer Picture A

👽 Track 22

Listen. Which is the correct picture.

In my school shop there are lots of pencils. These are on the bottom shelf. On the top shelf, there are cans of lemonade and some apples. On the middle shelf there are sweets and sharpeners.

3 Listen. Where are the things? Write the letters on the shelves. 6 mins

- Get pupils to look at the picture at the top of page 21. Explain that Yousif and Tariq are arranging the school shop. Elicit what items pupils can see in the shop. Get them to read the words *top*, *middle* and *bottom*.
- Play Track 23 and get pupils to follow the dialogue. Ask pupils if they can say where any of the items are going to go.
- Play Track 23 again and pause to allow pupils to write letters A–F on the shelves.
- If there is time, ask one or two volunteers to act out the dialogue in front of the class.

😡 Track 23

Listen. Where are the things?

Yousif: Let's put the apple on the middle shelf. Tariq: No, it's better on the bottom shelf. Yousif: And let's put the cookies on the bottom shelf.

Tariq: Yes, that's good. And let's put the milk on the middle shelf.

Yousif: OK.

Tariq: Let's put the notebooks on the top shelf.

Yousif: OK. And let's put the pencils and sharpener on the middle shelf.

Tariq: No, they're better on the top shelf with the notebooks.

Yousif: Yes, that's good.

Answers

top: F, C, E middle: A bottom: D, B

4 Talk with your partner about your shop. 6 mins

- Explain to pupils that they are going to talk in pairs about their shop. Tell them that they need to decide where they are going to put all the items in the pictures. They have a choice of four places to put the items top, middle or bottom shelf, or on the table.
- Say *top shelf, middle shelf, bottom shelf* and ask the class to repeat after you. Tell them to look at the dialogue at the bottom of the page and practise with one or two open pairs.
- Pupils work together, talking and deciding where to put the items in their shop.

Sample answer

Let's put the sharpeners on the top shelf. No, they're better on the bottom shelf. Let's put the apples on the middle shelf. Yes, good idea.

Let's put the sweets on the top shelf. No, they're better on the table.

Activity Book

- Choose what's in your shop and tick (✓).
 5 mins
- Ask pupils to open their *Activity Book* on page 16. Tell them that the four boxes contain all the different items they can have in their shop. Explain that they need to choose the items they want and then tick the box below. They will then use these items in the next activity.
- 2 Draw your things on the shelves. 5 mins
- Encourage them to draw more than one of each item, e.g., several pencils, etc.
- Give pupils time to draw the items on the shelves in their shop which they chose in the last activity. Show them the two empty pictures that they need to complete and make sure they draw their items in the picture on the left-hand side. They will need to complete their partner's picture in the next stage of the lesson.
- 3 Listen to your partner and draw their things.
- Tell pupils to look at the dialogue at the top of page 17 of the Activity Book. Explain that they need to work in pairs and tell their partner where the items are in their shop. The pupil listening then draws the items in the picture on the right-hand side of page 16.
- Ask pupils to sit back to back so they can't see their partner's picture. If this isn't possible tell them not to look at their partner's picture whilst they are drawing. This will help improve their speaking and listening skills. As they do the exercise, monitor and help where necessary.

4 Look, say, cover, write, check. 4 mins

- Pupils should continue to spell common, highfrequency words using the 'Look, say, cover, write, check' strategy. The four words for this unit are *here*, *there*, *than*, *whose*. Lesson 5 of Unit 3 has a spelling test of these four words.
- Ask pupils to look at the activity at the bottom of page 17 of the *Activity Book*. Write the rubric 'Look, say, cover, write, check' on the board and read it with the class.

• Set the activity. Make sure that pupils know they must use the 'Look, say, cover, write, check' procedure and complete the 'Write 1' column. Remind them not to cheat, but to take the approach of testing themselves.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Ask pupils to draw the classroom shelves, or shelves at home, and label what's on them. In pairs, encourage them to describe what's on the shelves.

Unit 1 Lesson 8: The Lion and the Mouse

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask them what type of stories they enjoy listening to. Find out the names of their favourite stories.

1 Listen, look and read. 17 mins

• Write the words *lion* and *mouse* on the board and read them with the class. Ask *What are the differences between the two animals? (The lion is big and the mouse is small.)* Elicit other differences between the two animals and put them on the board under the correct heading.

- Tell the class they are going to listen to a story. Get them to look at pages 22 and 23 of the *Pupil's Book*. Give them some time to look at the pictures and guess what is happening.
- Read the title of the story with the class. Play
 Track 24 and encourage pupils to point and follow the pictures.

Track 24 Listen, look and read.

The Lion and the Mouse

- 1. Once, there was a big lion.
- 2. One day, a small mouse ran over the lion's head.
- 3. The lion caught the mouse. 'You are smaller than me and I'm going to eat you,' he said.
- 4. 'Let me go,' said the mouse. 'I am smaller than you, but I may help you one day.'
- 5. The lion laughed. 'You are too small to help me and you are too small to eat!' he said.
- 6. Because the lion was feeling happy, he let the mouse go.
- 7. Later that day, the lion went for a walk.
- 8. He saw the net, but it was too late and he was caught.
- 9. The lion roared and roared.
- 10. The mouse heard the lion. 'I must help my friend,' said the mouse.
- 11. 'How can you help me?' said the lion. He was very sad.
- 12. 'I will show you,' said the mouse. The mouse started chewing the net.
- 13. At last the lion was free!
- 14. 'Thank you,' said the lion. 'You are smaller than me, but you are a good friend.'
- Ask pupils if they enjoyed the story. Get them to tell you their favourite parts. Find out if any pupils have heard this story or a similar one. Ask what they learnt from the story – that if you are kind to someone, they will be kind to you. Use this opportunity to talk about the importance of helping others and friendship.
- Play Track 24 again. This time, pause at pictures 3–5, 10–12 and 14 and ask pupils to read what the lion and the mouse say, for example in picture 3, the lion says You are smaller than me and I'm going to eat you.

Activity Book

- Listen. Which numbers do you hear? Cross (X) the numbers. 4 mins
- You may want to start this activity by reviewing numbers again (see Lesson 5). Tell pupils to open their *Activity Book* on page 18 and look at the numbers in the grid in the first activity. Read the rubric and make sure pupils understand what they have to do.
- Play 😡 Track 25.
- Track 25
 Listen. Which numbers do you hear?
 Cross the numbers.
 11, 80, 54, 19, 90, 17, 82, 23, 98

2 Read and write the numbers. 4 mins

- Read the rubric for the next activity and ask pupils to read each number and then write the figures for that number. Show them the example done for them in number 1. If necessary, demonstrate what they have to do on the board. Let pupils work by themselves and then check their answers with their partner.
- **Note:** Encourage pupils to look back at the first activity as this will help them read words they are not sure about.

Answers

a.	twenty-one	21	e.	sixty-eight	68
b.	thirty-two	32	f.	seventy-three	73
c.	forty-nine	49	g.	eighty-four	84
d.	fifty-seven	57	h.	ninety-five	95

3 Can you say these numbers? Listen and repeat. 3 mins

- Read the rubric for the next activity.
- Before playing Track 26, let pupils think to themselves how they say the numbers. Play
 Track 26, pausing after each number for pupils to repeat.

🗑 Track 26

Can you say these numbers? Listen and repeat.

12, 15, 23, 36, 44, 57, 61, 78, 85, 92, 100

4 Write 6 numbers. Ask your partner to say them. 4 mins

• For the last activity on page 18, get pupils to write six numbers of their own and then dictate them to their partner for their partner to repeat. Pupils can check and mark each other's answers. Monitor and support as necessary.

5 Look at 'The Lion and the Mouse' story on pages 22 and 23 of the Pupil's Book. 3 mins

• Say Open your Activity Books on page 19. Encourage pupils to look back at 'The Lion and the Mouse' story again. Tell pupils to look at the two pictures from the story on page 19. Ask what numbers in the story the pictures are from. Elicit 11 and 14. Ask what the pictures say and invite confident pupils to read out the answer.

6 Complete the sentences. 3 mins

- Now ask pupils to look at the activity below. Explain that pupils should use the words from the story to complete each sentence.
- Once complete, ask volunteers to read out their completed sentences. Do a class check.

Answers

- 1. happy
- 2. a good friend
- 3. walk
- 4. net
- 7 Close your books. Who said it? Write 'Lion' or 'Mouse'. 3 mins
- Now ask pupils to close their *Pupil's Book*. Say *You are smaller than me* and get the pupils to repeat. Continue for each sentence.
- Ask pupils to think about 'The Lion and the Mouse' story and to complete the activity. Do a class check.

Answers

Lion, Mouse, Mouse, Lion

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Have a group spelling test. Put pupils into small groups. Let pupils look back at the words they have learnt in Unit 1. Each pupil chooses two words from the unit. Pupils take it in turns to read out two words for the other members of the group to spell (preferably in their notebooks). The 'reader' should then check the spellings of the rest of the group.
- Practise numbers by doing some simple maths questions. Write on the board sums such as 12 + 4 = ?, 20 6 = ?, 30 + 10 = ? Ask pupils to call out the answers. To make it more challenging dictate the sum to the pupils who have to write down the sum and then answer it.
- You can tailor this to the level of support required by your class, or groups within the class. For example, only doing numbers up to 20, etc.



Unit 2

Around the World

Aims

Listening

- Learn the names of countries.
- Listen to a rhyme.
- Practise listening to requests.
- Learn some geographical terms.
- Learn adjectives to describe a country.
- Listen to a puzzle.
- Listen to a story.

Speaking

- Ask and answer about where people are from.
- Talk about capital cities, languages and the weather.
- Compare two countries using comparatives.
- Say a rhyme.
- Talk about school routines.
- Say consonant cluster: *th*.
- Practise responding to requests.
- Talk about the geography of Libya.
- Talk about a picture.

Reading

- Read about Libya and England.
- Read a story.

Writing

- Learn to use capital letters with proper nouns.
- Use numbers 100–1,000.
- Write consonant cluster: *th*.
- Write a puzzle.
- Practise spelling high-frequency words (*from*, *about*, *that*, *say*).
- Write new words and phrases.

Key words

Lesson 1

America - /ə'merīkə/ Brazil - /brə'zīl/ China - /'tʃaīnə/ England - /'ɪŋglənd/ Libya - /'lībjə/ Russia - /'rʌʃə/ Hello I'm from ..., Where are you from? -/he'ləʊ aīm from ..., weər a:(r) juː from?/

Lesson 2

capital city - /'kæpɪ(ə)tl 'sɪti/ hot and dry - /hɒt ænd draɪ/ language - /'læŋgwɪdʒ/ mild and wet - /maɪld ænd wet/ weather - /'weðə(r)/ I live in ... - /aɪ lɪv ɪn .../ What's the capital of Libya? It's Tripoli. -/wɒts ðə 'kæpɪt(ə)l ɒv 'lɪbjə? ɪts 'trɪpəli./ What language do you speak? I speak Arabic. – /wøt 'læŋgwidʒ duː juː spiːk? aɪ spiːk 'ærəbɪk./ What's the weather like in Libya? It's hot and dry. – /wøts ðə 'weðə(r) laɪk ın 'lıbjə? its høt ænd draɪ./

Lesson 3

one hundred – /wʌn 'hʌndrəd/ one thousand – /wʌn 'θaʊz(ə)nd/ two hundred – /tuː'hʌndrəd/

Lesson 4

I go to school at ... – /aɪ gəʊ tuː skuːl æt .../ I go to school by/on ... – /aɪ gəʊ tuː skuːl baɪ/ɒn .../

Lesson 5

What's the time? It's 3.30. – /wpts ðə taım? Its θriː 'θɜː(r)ti./

Lesson 6

big - /bɪg/ city - /'sɪti/ desert - /'dezə(r)t/ dry - /draɪ/ field - /fi:ld/ green - /gri:n/ high - /haɪ/ lake - /leɪk/ long - /leŋ/ mountains - /'maontɪnz/ oil field - /ɔɪl fi:ld/ river - /'rɪvə(r)/ small - /smɔ:l/ stream - /stri:m/ village - /'vɪlɪdʒ/

Unit 2 Around the World

Unit 2 Lesson 1: Where are you from?

 Aims: To learn the names of countries To talk about where people are from To learn to use capital letters with proper nouns
 Materials: Pupil's Book pages 26–27 Activity Book pages 20–21

 Tracks 27–28 Poster: Map of the World

Teaching note

• You will see that on the map of the world on pages 26–27 of the *Pupil's Book* (and also on the Map of the World poster) the names of the continents are also given – each continent is represented in its own colour. It is up to the teacher whether or not these names are taught. It is probably best just to refer to the continents in passing and show them that Libya is in North Africa.

Warmer 5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Use the poster of the Map of the World or take in one of your own if the poster is not available and show it to the class. Say *This is a map of the world*. Check understanding of the word *world*. Ask if they can identify any of the countries. Find out what they know about these countries.

1 Listen and point to the countries.

- Hold up pages 26 and 27 of the *Pupil's Book*. Say *Open your Pupil's Books on pages 26 and* 27. Let pupils find the pages. Ask them how many children they can see on the two pages. Ask if the children are all from the same country.
- Tell pupils they are going to listen to some children talking about themselves.
- Play Track 27 and ask pupils to point to the countries and the children as they listen. If you have a map on the wall, check the answers by saying the country and asking pupils to come up and point to the correct country.
- Alternatively, say the name of a country and see if pupils can respond with the name of the child(ren) who come from that country.
- Get pupils to look at the map of the world again. Hold up the *Pupil's Book* and point to Sam and say *Who's this? Where's he from?* Elicit the answer (*England*).
- Play Track 27 again and ask pupils to follow the text in their books. When you have finished ask Where's Adel from?, Where are Pedro and Alex from?, etc. Get pupils to call out the answers.

😡 Track 27

Listen and point to the countries.

Sam:	Hello. My name's Sam. I'm from
	England. Where are you from?
Anna:	Hi. My name's Anna. I'm
	from Russia.
Amy:	Hi. My name is Amy. I'm from China.
Adel:	Hello. I'm Adel. I'm from Libya.
Pedro and	
Alex:	Hello. We're Pedro and Alex.
	We're from Brazil.
Liz:	Hi. I'm Liz. I'm from America.

2 Listen and say the names. 7 mins

• Play **•** Track 28 and get pupils to repeat the name of each country, first as a class and then individually. Make sure they are using the correct stress in each word.

Track 28 Listen and say the names. England Libya America Russia Brazil

China

• Ask the class to look at the Let's check! box on page 27 of the *Pupil's Book*. Read it aloud to the class. Explain that in English it is very important to use capital letters when writing names of people, countries, cities, etc.

Activity Book

- 1 Look, point, ask and answer. 5 mins
- Get pupils to look at the activity at the top of page 20. Tell them they are going to work in pairs and ask and answer about the children in the *Pupil's Book*.
- Before they start, read the Remember box with the class. Point out the contractions *Where's*, *He's*, *She's*, *They're* and explain that when we speak we use these contractions. Drill the pronunciation of the phrases before they do the pairwork activity.
- Monitor and support as necessary, making sure their pronunciation is correct.

2 Where are they from? Find and write the answers. 5 mins

- Ask pupils to look at the activity at the bottom of page 20 of the *Activity Book*. Read the rubric with the class and then ask pupils to answer the questions in pairs using the information in the *Pupil's Book* if necessary. Elicit what word they need to use after *He's*, *They're*, etc. (*from*).
- While pupils are writing, walk around the class monitoring. Make sure they are using capital letters correctly.

Answers

- 1. He's from Libya.
- 2. They're <u>from Brazil</u>.
- 3. He's from England.
- 4. She's from Russia.
- 5. She's from China.
- 6. I'm <u>from</u> ...

3 Close your Pupil's Book. Play a game.

- Explain that they are going to play a memory game. Tell pupils to close their *Pupil's Book*. Then ask them to look at page 21 in their *Activity Book*.
- Say to the class *It's red*. Pupils try and remember which country (England, Libya, America, Russia, Brazil or China) is red on the map and say *It's Russia*.
- In pairs, pupils ask and answer about the countries in the *Pupil's Book*. Monitor as they work and make sure they are pronouncing the countries correctly.

4 Look! What do these names have?

Ask pupils to look at the second activity on page 21. Ask pupils to identify what the four names have in common (*a capital letter*). They should identify which category the name is in (countries, people or languages), and write its capital letter in the correct box.

Answers

Names of countries	L
Names of people	L, Y
Names of languages	Е

- 5 Can you write the words with capital letters? 5 mins
- Ask pupils to look at the bottom activity on page 21. Read the rubric (as a class or individually). Point to the words in boxes and explain that they all need capital letters. They should write out the words correctly in the gaps provided.

Answers

Monday, Arabic, Friday, China, Kareem

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Have a competition with the names of countries. Put pupils into groups and hand out anagrams of the six countries on a piece of paper. Pupils work out

which country is which as fast as possible. The winning group is the first one which works out the anagrams correctly WITH a capital letter. Example anagrams: lgadnen – England lbzair – Brazil bylia – Libya niahc – China rasisu – Russia mciraae – America **Note:** Don't use any capital letters in the anagrams.

• Give pupils extra practice listening to the names and location of countries. For example, call out the names of countries in random order and get pupils to point to the correct country on pages 26 and 27 of the *Pupil's Book*. Alternatively, put pupils into groups and ask one person in each group to call out the name of a country for the rest of the group to point to the correct place. This has the advantage of practising speaking as well as listening.

Unit 2 Lesson 2: I'm from Libya.

Aims: To ask and answer about where people are from To read about Libya and England To talk about capital cities, languages and the weather
Materials: *Pupil's Book* pages 28–29

Activity Book pages 22–23
Tracks 29–32
A map of Libya
Two photos 1) hot and dry weather, 2) mild and wet weather to illustrate information in fact file

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Put a map of Libya on the board and elicit where the pupils live and what other places they have been to in Libya. Ask which is their favourite place in Libya.

1 Listen and read. 5 mins

- Say Open your Pupil's Book on page 28. Elicit what pupils can see at the top of the page – write the word *flag* on the board and practise the pronunciation. You might like to revise colours by asking *What colour is the Libyan flag?*
- Point to the two pictures at the bottom of the page and ask what pupils can see. Ask them if they know which cities are in the pictures.
- Tell pupils they are going to listen to Sam and Adel talking about where they come from.
 Play Track 29 and ask pupils to follow the dialogue as they listen.
- Play Track 29 again, stopping after each sentence for pupils to repeat what Adel and Sam say.

😡 Track 29

Listen and read.

Adel: Hi Sam, my name's Adel.
Sam: Hello Adel. Where are you from?
Adel: I'm from Libya. I live in Sabha. What about you?
Sam: I'm from England. I live in London.

2 Practise the conversation. 5 mins

Put pupils into pairs and tell them to practise the conversation with their partner. Encourage them to swap roles so they both have a chance to be Adel and Sam. If necessary, play Track 29 again so pupils can hear the correct stress and pronunciation.

3 Listen and read. 5 mins

- Ask pupils to look at page 29 of the *Pupil's Book* and look at the two photos at the top of the page do they recognise anything in them? Explain that they are going to listen to someone giving some facts about two countries. Elicit the names of the two countries (*Libya* and *England*).
- Play **•** Track 30 and ask pupils to read the fact files as they listen.
- Check that pupils understand the meaning of *hot* and *dry and mild and wet*. If possible, show them a photo of the two different weather conditions.

😡 Track 30

Listen and read.

This is a fact file about Libya and England. Let's start with Libya. Libya is a big country. The capital is Tripoli. In Libya they speak Arabic. The weather is hot and dry. England is a small country. The capital is London. In England they speak English. The weather is mild and wet.

4 Listen and say. Ask and answer.

- Tell pupils they are now going to listen to Sam and Adel talking about Libya. Explain that Sam is asking questions about the two countries and the country and Adel is answering. Play Track 31 and pause it after each line. Ask pupils to repeat the questions and answers as a class.
- Play Track 31 again and this time ask pupils to repeat the questions and answers individually. Monitor their pronunciation and sentence stress. When they are asking the question is their intonation rising slightly? You may like to model the dialogue first.

😡 Track 31

Listen and say. Ask and answer.

Sam: What's the capital of Libya?
Adel: It's Tripoli.
Sam: What language do you speak?
Adel: I speak Arabic.
Sam: What's the weather like in Libya?
Adel: It's hot and dry.

• When you are happy with the pupils' pronunciation and intonation, ask pupils to read the dialogue in pairs while you monitor them.

Activity Book

- 1 Read and write. 4 mins
- Say Open your Activity Book on page 22. Read out the rubric as a class. Explain that pupils should write the missing words in the gaps. Encourage them to attempt the activity before looking in the *Pupil's Book*. They should only look in the *Pupil's Book* to check their answers.
- 2 Look at pages 28 and 29 of your Pupil's Book and check your answers. 4 mins
- Once pupils have finished the activity above, get them to check their answers in the *Pupil's Book*.

Answers

Hi Sam, my <u>name's</u> is Adel. Hello Adel. Where are you <u>from</u>? I'm from Libya. I live in <u>Sabha</u>. What about you? I'm from <u>England</u>. I live in London.

- 3 Write about yourself. 4 mins
- Now direct pupils to the last activity on page 22. Explain that they should read the questions and write the answers in the gaps provided.
- Once pupils have finished writing, go through each question. Say *What's your name?* and elicit answers from different pupils. Continue for all four questions.

Answers

Answers will be individual.

- 4 Look and write the answer. 4 mins
- Get pupils to look at page 23 in the Activity Book. Ask them to read the fact file about Libya and explain that they are going to answer the man's questions.
- Get pupils to complete the dialogue in their *Activity Book*.
- 5 Listen and check your answers. 5 mins
- Now ask pupils to listen and check their answers.

😡 Track 32

Listen and check your answers.

Man: What's the capital of Libya?
Girl: It's <u>Tripoli</u>.
Man: What language do they speak?
Girl: They speak <u>Arabic</u>.
Man: What's the weather like?
Girl: It's <u>hot and dry</u>.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Write out fact files for other countries, e.g., America, China, Russia, Germany, etc. Give each student a fact file and ask them to ask and answer about their country with a partner.
- Give pupils extra pronunciation practice of the new vocabulary. Point to the various countries at the bottom of page 26 of the *Pupil's Book* and ask pupils to say the words correctly, either as a class or individually.

Unit 2 Lesson 3: Are they the same?

Aims: To compare two countries and review comparatives

 To learn numbers from 100
 to 1,000
 To listen to and say a rhyme
 To play a game of bingo

 Materials: Pupil's Book pages 30–31

 Activity Book pages 24–25
 Tracks 33–34
 Plain paper for bingo grids
 Pieces of card

Warmer 5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask pupils what they can remember about England. Ask *How is England different from Libya?* Write their suggestions on the board.

1 Listen and find the information.

- Tell pupils to open their books on page 30 of the *Pupil's Book*. Explain that they are going to hear someone giving details about Libya and England.
- As they listen ask them to read the fact file and find the information.
- Play Track 33 and get pupils to point to the facts as they hear them. If necessary, review any vocabulary that pupils are unsure about.

😡 Track 118

Listen and find the information.

Summer in Libya is very hot. It is about 30°C, but it can be hotter. Winter in Libya is mild. It is usually about 19°C.

The weather in England is mild. In summer it is usually about 19°C and in winter about 7°C.

Note: Temperatures are given as X°C, which stands for 'degrees Celsius'. Pupils can either say 30°C or 30°Celsius. The audio for Track 33 uses 30°C.

2 Read and tick (\checkmark) Yes or No. 5 mins

- Read the rubric with the class. Explain to pupils that they need to read the sentences and decide if they are true or false.
- Ask pupils to read the sentences silently and tick *Yes* or *No*. While they are working, walk around the class, monitoring and helping where necessary.
- Set a time limit and when pupils have finished, elicit the answers from the whole class.

Answers

- 1. Yes
- 2. Yes
- 3. No

3 Listen and say the rhyme. 5 mins

- Get the class to look at page 31 of the *Pupil's* Book. Read the title of the rhyme together. Play
 Track 34 and get pupils to track the words with a finger as they listen.
- There is repetition and strong rhyme and rhythm here that will help pupils join in. Let pupils listen again and encourage them to tap out the rhythm of the words as they listen.

😡 Track 34

Listen and say the rhyme. Big Numbers

One hundred, two hundred Three hundred, four ... Five hundred, six hundred Seven hundred, more ... Eight hundred, nine hundred Ten hundred? NO! We say one thousand, one thousand Now let's all have a go!

• Play **•** Track 34 again and encourage pupils to join in.

4 Point and say the number. 5 mins

- Write a few large numbers on the board, for example, *100, 500, 900* and elicit the numbers. Make sure pupils are pronouncing the numbers correctly.
- Tell pupils to look at the number wheel at the bottom of the page and the two speech bubbles. Explain that they are going to work in pairs, testing one another on the numbers. If there is time, ask one or two pupils to do the activity at the front of the class.

Activity Book

- 1 Listen and read. 5 mins
- Tell pupils to look at page 24 of their *Activity Book*. Ask what countries are being compared in this fact file.
- Play Track 35 and tell pupils to read the fact file and find the information.

😡 Track 35

Listen and read.

This is a fact file about Libya and Russia. Let's start with Libya. Libya is a big country. The capital is Tripoli. In Libya they speak Arabic. The weather is hot and dry. Russia is a very big country. The capital is Moscow. In Russia they speak Russian. The weather is mild in the summer but very cold in the winter.

- 2 Read and tick (\checkmark) Yes or No. 5 mins
- Read the rubric with the class and ask pupils to help Yousif with his homework by using the fact file and ticking *Yes* or *No* to each sentence.
- Check answers with the whole class.

Answers

- 1. No
- 2. Yes
- 3. Yes
- 4. No
- 5. Yes
- 3 Write the numbers in order. 5 mins
- Say Open your Activity Books on page 25. Read the rubric together as a class and explain the first one has been done. If necessary, ask what number comes after 25 so they all understand what they need to do.
- Do a class check once pupils have finished writing.

Answers

25	50	100	300
10	70	95	400
8	17	35	1,000
5	15	60	500

- 4 Let's play. Listen to the teacher and cross (X) the numbers. 5 mins
- Ask pupils to look at the game cards at the bottom of page 25 in their *Activity Book*. They have played this game before so should be familiar with the rules, but if necessary draw a game card on the board and demonstrate how to play by crossing out numbers on your 'game card' on the board.
- Put pupils into groups of three one pupil is Pupil A, one pupil is Pupil B and the third pupil is the 'caller'.
- Explain that the caller has to call out a number between 11 and 900 at random. Make sure the higher numbers are all numbers ending in zero or double zero, e.g., 20, 60, 100, 500, etc. The caller must not look at the *Pupil's Book* when they're thinking of and calling out the numbers. If Pupil A or B has that number, they cross it out. Note: Tell the caller to keep a record of the numbers they call out in case it needs to be checked later.
- The first pupil to cross out all the numbers on their board shouts, Winner! and wins the game. Note: An alternative version to the game is to ask pupils in their pairs to write the numbers 11–900 on bits of paper (again only using numbers above 20 ending in zero). Tell them to shuffle the papers up and put them into a hat, bag, pencil case, etc. First Pupil A pulls out a number and says what it is, then puts the paper to one side. If either pupil has the number they can cross it out. Then Pupil B pulls out a number and so on.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Play another round of the game, but this time ask pupils to create their own number cards. Tell them to use the numbers 1–900, but again tell them after 20, the numbers have to end in zero.
- Practise saying and writing large numbers. In groups, ask pupils to write

down the large numbers on pieces of card, one number on each card. Tell them to put the numbers upside down in a pile and one pupil picks up a card, turns it over and reads the number. The other pupils write down the number as they hear it. To make it more challenging, get pupils to write the numbers in words rather than numbers.

Unit 2 Lesson 4: Different Days

Aims:	: To talk about routines	
	To revise telling the time	
	To write and say consonant	
	cluster: <i>th</i>	
Materials:	Pupil's Book pages 32-33	
	Activity Book pages 26–27	
	Tracks 36–38	
	Paper and crayons to	
	make posters	
	-	

Warmer 5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Play a game of 'I spy'. Remind pupils of the rules. A pupil chooses a thing they can see in the classroom. The pupil says *I spy something*. *It begins with ['r']*. The other pupils have to guess what it is.
- Practise as a class saying *I spy something. It* begins with ['r']. Tell the pupils to put their hands up if they want to answer. For example: Pupil 1: *I spy something. It begins with 'r'*. Pupil 2: *Rubber*. If rubber is not the correct word, Pupil 1 says No, try again. Pupil 3: *Is it a ruler?* Pupil 1: Yes, it is!

1 Read, find and write the words.

- Get the class to look at page 32 of the *Pupil's Book*. Ask them to look at the photo and elicit who the picture is of (*Adel*).
- Explain that Adel has written about his school day, but some of the words are missing. The words are in the box below the rubric. Tell pupils that they need to read the text and use the picture clues to work out the missing words. Check that pupils understand the words in the box.
- Pupils read and complete the information about Adel's school day in pairs.

Note: PE is the commonly used abbreviated form of 'physical education'.

2 Listen and check. 3 mins

When they have finished, play **W** Track 36 to check the answers.

😡 Track 36

Listen and check.

Adel: My school day by Adel Today is Tuesday. I go to school at 8 o'clock. I go to school on foot. There are 900 children in my school. On Tuesday, I have Arabic, PE, maths and history. I have my lunch at home. I play with my baby sister and brother.

Answers

8 o'clock, on foot, 900, maths, lunch, sister

3 What about you? 4 mins

• When you have checked the answers to Adel's school day, tell pupils to complete the two sentences at the bottom of page 32 about themselves.

4 Read, find and write the words.

- Get the class to look at page 33 of the *Pupil's Book*. Ask them to look at the photo and elicit who the picture is of (*Liz*).
- Explain that this time they need to complete Liz's day in the same way as they completed Adel's day.
- This time encourage them to work alone rather than in pairs.

5 Listen and check. 3 mins

• When they have finished play **W** Track 37 to check the answers.

😡 Track 37

Listen and check.

Liz: My weekend by Liz Today is Saturday. I go shopping with my mum at 10 o'clock. We go shopping by bus. There are lots of cars and shops. On Sunday, I play with my friends in the park. There is a swing, a slide, bars and a roundabout. We have lunch in a café. I like rice and chicken. I go home at 3 o'clock.

Answers

1 mum, 2 bus, 3 cars, 4 park, 5 a slide, 6 a café, 7 3 o'clock

What about you? 5 mins

• When you have checked the answers, tell pupils to complete the two sentences at the bottom of page 33 about themselves. If there is time, ask pupils to read out some of their sentences to the class.

Activity Book

- 1 Read about Yousif's school day. 4 mins
- Say Open your Activity Books on page 26. Read out the rubric (as a class or individually). Tell pupils they need to read about Yousif's school day.

2 Write about your school day. Draw pictures. 6 mins

- Ask pupils to look at the next activity. Explain that now they should write about their own school day and draw pictures in each of the boxes to illustrate it.
- 3 Listen, say and write. 4 mins
- Tell pupils to open their *Activity Book* on page 27. Write *th* on the board and then say the sound. Ask pupils to repeat the sound as a class.
- Point to each picture and say the words, bathroom, thousand, thumb, teeth, think, three.
 Play Track 38 and get pupils to repeat the words, first as a class and then individually.
- Ask pupils to complete each word with *th*. Monitor while they are writing to check they are forming the letters correctly.
- Drill the pronunciation of the words by playing
 Track 38 again or saying the words yourself to make sure pupils can pronounce them properly.

😡 Track 38

Listen, say and write.

bathroom, thousand, thumb, teeth, think, three

- 4 Cover and write the words again. 3 mins
- Once completed, get pupils to cover the pictures and write the words again. Do a class check.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Get pupils to make a poster of their school day to go on the wall. Encourage them to draw pictures to illustrate the poster.

Unit 2 Lesson 5: About Time

Aims: To revise telling the time – o'clock To learn to tell the time using minutes To practise listening and responding to requests
Materials: Pupil's Book pages 34–35 Activity Book pages 28–29
✓ Tracks 39–40 A wall clock (optional) Notebooks or plain paper Cardboard/paper, marker pens, fasteners for making a clock

Teaching note

In this lesson, pupils listen to and read a conversation about telling the time. At this stage, pupils learn to say the time using standard numbers: *It's 2.45 [two forty-five]*. *It's 3.30 [three thirty]*., etc. In a later level, pupils will learn to use time expressions with past and to: *It's quarter past three*. *It's half past nine*. *It's twenty to four.*, etc. For now, however, they do not need to know these expressions.

Warmer 5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Hold up a big wall clock or draw a clock on the board. Move or draw the hands to show *one o'clock*. Ask *What's the time?* Elicit *It's one o'clock*. Repeat with different hours of the day, getting the whole class to say the time.

1 Look and listen to Lina and Yousif.

• Tell pupils to open their *Pupil's Book* on page 34. Elicit who they can see (*Yousif and Lina*) and ask what they are doing.

- Tell pupils to listen to Yousif and Lina speaking and ask them to point to the pictures as they listen. Play Track 39 and check that pupils are following correctly.
- Point to the two clocks on page 34 and ask What's the time? Elicit It's 3 o'clock and It's 3.30. Point out that we don't add o'clock after times which are not on the hour.
- Tell pupils to look at picture 5 on page 125 and practise saying the numbers as a class. Then write some times on the board, for example, 2.30, 4.40, 7.10, 11.15, etc. Point to each time and say *What's the time?* Get the class to respond together, *It's two thirty*, *It's four forty*, *It's seven ten*, *It's eleven fifteen*, etc.

😡 Track 39

Look and listen to Lina and Yousif.

Yousif and Lina are at home. They are doing homework. Lina is doing English homework.

Lina: *Can you help me?* Yousif: Yes, I'll try.

Lina: What's the time?

Yousif: That's easy. It's 3.30. Look. Count the minutes. 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60. Lina: I see. 3 and 30 minutes. It's 3.30!

2 Listen again and practise. 5 mins

- Play Track 39 again then put pupils into pairs and ask them to practise saying the conversation between Yousif and Lina.
- Move around the class monitoring them as they speak. If you hear any problems with pronunciation, especially with the numbers, go through them with the whole class when everyone has finished.
- Practise with open pairs questioning and answering the time.

3 Act out the conversation. 6 mins

• Tell pupils that this time you want them to act out the conversation in pairs. Explain that they should change the times so that they can practise saying the different numbers. If necessary, ask one or two pupils to demonstrate first in front of the class.

Activity Book

- 1 Listen, point and say. Write the times.
- Get the class to look at page 28 of the *Activity Book*. Explain that they are going to listen to two children talking about the time. They need to listen and write down the time under each clock.
- Play **•** Track 40 and get pupils to point to the correct clock.
- Play Track 40 again and this time ask pupils to write down the time under the clocks. Make sure they are spelling the words correctly. While they are doing this, draw the nine clocks on the board.

😡 Track 40

Listen, point and say.

Girl:	Can you help me?
Boy:	Yes, I'll try.
Girl:	What's the time?
Boy:	It's 1 o'clock.
It's 1.30.	
It's 10.45.	
It's 10.30.	
It's 9.15.	
It's 11.40.	
It's 4.25.	
It's 7.20.	
It's 6.50.	

- 2 Point, ask and answer. 5 mins
- Point to the clocks on the board and ask *What's the time?* Pupils tell you the correct time, so you can write the time under the clock. You might like to encourage the pupils to come up and write the time on the board instead of you. If you only draw the clock faces, pupils can add both the hands and the time under the clock. This will be more fun and will help pupils remember better.
- 3 Game: Can you help me? 10 mins
- Ask pupils to open their *Activity Book* on page 29. Tell them that they are going to play a game. Divide them into pairs. Pupil A looks

at the top half of the page and Pupil B looks at the bottom half.

- Tell them they need to take it in turns to ask each other to do a variety of tasks, including spelling, drawing and speaking.
- Pupils take it in turns to ask each other and respond appropriately. In this activity it is important that pupils can pronounce the words correctly so their partner can understand. Monitor as they work, helping if necessary.
- When they have finished, encourage pupils to check each other's work.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Pupils practise listening and writing the times. Ask pupils to work in pairs. Before they start they should write down a list of times on a piece of paper, but tell them not to show this paper to their partner. They then take it in turns to ask and answer about the time. One pupil says the time on their paper and the other writes the time down (in numbers or in words depending on how good your pupils are). When they have finished writing down the times, they can check their answers against their partner's list.
- Pupils practise telling the time in pairs. Get pupils to make their own clocks out of cardboard. Tell them to draw a clock and put the numbers on it similar to the clock on page 35 of the *Pupil's Book*. They can create hands either by cutting them out of paper, making a hole in the centre of the clock and fastening the hands with a brass fastener or they can draw the hands on in pencil and rub them off each time they want to change the time. When they have their clocks, pupils take it in turns to ask each other the time. They can move the hands so that all the numbers are practised.

Unit 2 Lesson 6: Geography: Country Profile

Aims:	To talk about the geography of Libya	
	To learn some geographical terms To learn adjectives to describe	
	a country	
Materials:	To talk about a picture Pupil's Book pages 36–37	
	Activity Book pages 30–41 Tracks 41–42	
	A map of Libya	
	Coloured pencils and crayons for colouring	
	Set of cards for playing Pelmanism	

Warmer 5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Put a map of Libya on the board. Point to various places on the map, for example cities, mountains, etc. and ask what they know about these places. Do they know the names of the cities, mountain ranges, etc.?
- Alternatively, instead of a map of Libya, put up pictures of mountains, rivers, villages, etc. and ask pupils if they have ever been to places like these.

1 Listen, point and say. 5 mins

- Say Open your Pupil's Book on page 36. Get pupils to look at the picture and elicit what they can see. Write the words on the board for them.
- Play **•** Track 41 and ask pupils to point to the different places as they listen.
- Play Track 41 again and this time pause after each word and ask the class to repeat. If there is time, ask individual pupils to say each word.

😡 Track 41

Listen, point and say.

mountains stream desert field lake city river village

oil field

2 Listen and read. Number the pictures. 6 mins

- Tell pupils to look at page 37 of the *Pupil's Book* and point to the compass. Elicit what *North* and *South* mean. Ask *Is Tripoli in the north or south* of *Libya?* to check pupils understand.
- Explain that they are going to listen and read about the geography of Libya. Play Track 42 and tell pupils to follow the text with their finger.
- When they have heard the track, ask pupils to look at the three pictures and elicit what is in each one (*desert*, *oil field*, *mountains*). Ask questions such as: Where are the mountains in Libya? Where is the desert? Where are the oil fields?, etc. Encourage answers such as in the north, in the south, etc.

😡 Track 42

Listen and read.

Libya is a big country. It has high mountains and dry desert. Libya has the third largest desert in the world. The Sahara desert is as big as the United States. Libya has big cities and small villages. It has green fields for farming. There is lots of oil in Libya.

Answers

- 1. mountains
- 2. desert
- 3. oil field

3 Read and match. Write the numbers. 5 mins

- Tell pupils to read the text again and then match the adjectives on the left with the nouns on the right.
- Check the answers by asking pupils to read the words aloud.

Answers

- 1. long river
- 2. big city
- 3. high mountain
- 4. green field
- 5. dry desert
- 6. small village

Activity Book

- Read and match. 6 mins
- Say Open your Activity Book on page 30. Read the rubric as a class. Explain that pupils should read words 1–9 and match them to the picture by writing the number in the circle. Once pupils have finished writing, do a class check.

Answers

The correctly labelled diagram is on page 36 of the *Pupil's Book*.

2 Write the missing words. 4 mins

Now tell pupils to look at the bottom activity on page 30. Most pupils will remember the positions of 'north' and 'south' but are more likely to get 'west' and 'east' confused. Show pupils that the first letters of the words spell the word 'we' to help them to remember.

Answers

North, East, South, West

- 3 Complete the sentences with the words in the box. 5 mins
- Tell pupils to open their *Activity Book* on page 31. Explain to pupils that they need to complete each sentence with one of the words from the box. Tell them to complete the sentences alone and then check their answers with a partner. Monitor and help if required.

You might like to ask some pupils to read out the completed sentences when you check the answers.

Answers

- 1. green
- 2. high
- 3. dry
- 4. long
- 5. big

4 Choose a picture and colour it. 4 mins

• When pupils have finished completing the sentences, ask them to choose a picture to colour. Give them time to do this.

5 Tell your partner about your picture.

• Once they have finished their pictures, get pupils to talk about their picture using the words they have learnt from the lesson.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Play 'Pelmanism' with the class. Make sets of 18 cards. On nine cards write the words from page 36 in the *Pupil's Book*, e.g., *mountains*, *stream*, etc. and on the other nine cards draw pictures or use photographs of the places. Follow the instructions in Unit 1 Lesson 2 for playing Pelmanism.

Unit 2 Lesson 7: Guess what it is!

Aims: To revise geographical words To listen to a puzzle and guess what it's about To write a puzzle To practise spelling high-frequency words (*from*, *about*, *that*, *say*)
Materials: *Pupil's Book* pages 38–39 *Activity Book* pages 32–33
Image: Track 43 Photos or pictures of Lesson 6 vocabulary (mountains, rivers, villages, etc.) Sheets of plain paper

Teaching note

In this lesson, pupils have to guess a word from a written or spoken description. The description gives clues, but it doesn't say what the word is – pupils have to use their imaginations! This sort of guessing game can be called a puzzle or a riddle. In the second activity on *Activity Book* page 112, pupils have to write their own puzzle for a partner to solve. The puzzle can be a very simple description. For example, if they choose the word *park*, pupils could write *You can play here*.

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Revise the vocabulary from Lesson 6 by showing photos or pictures of mountains, rivers, villages, etc.

1 Listen and guess. 10 mins

• Tell pupils to open their *Pupil's Book* on page 128 and look at the picture. Ask *Who can you see in the picture? What do you think they are doing?*

- Play Track 43, Part 1. Pupils listen to the four children talking. Elicit what kind of game the children are playing.
- Ask pupils to see if they can guess what the children are describing each time as they listen.

😡 Track 43

Part 1. Listen and guess.

Nadia:	It's my turn. Listen. What is it? It
	has roots in the ground. It is high
N7 .C	and it has a cap of snow.
Yousif:	I know!
Kareem:	
Lina:	And me!
Lina:	It's my turn. Listen. What is it? It is
	big and noisy. It has lots of people
	and cars and trucks.
Yousif:	I know!
Kareem:	Me too!
Nadia:	And me!
Yousif:	It's my turn. Listen. What is it? It is
	long. It flows like a snake. It is wet
	because it is water.
Lina:	I know!
Kareem:	Me too!
Nadia:	And me!
Kareem:	It's my turn. Listen. What is it? It is
	big and dry. It is brown. It can move
	with the wind. It is hot in the day
	and cold at night.
Lina:	I know!
Yousif:	Me too!
Nadia:	And me!

2 Listen again, check and write your answers. 6 mins

- Explain that pupils are going to listen again and this time they must write down the answer. Point out that each line represents one letter.
- Play **•** Track 43, Part 2, and give pupils time to write down the words. If necessary, play the track again.

• Elicit what each child said as the answer and ask the class to spell each word. Write the words on the board.

Track 43 Part 2. Listen again, check and write your answers.

your un.	SW CI 3.
Nadia:	It's my turn. Listen. What is it?
	It has roots in the ground. It is high
	and it has a cap of snow.
Yousif:	I know!
Kareem:	Me too!
Lina:	And me!
Yousif:	It's a mountain!
Lina:	It's my turn. Listen. What is it? It is
	big and noisy. It has lots of people
	and cars and trucks.
Yousif:	I know!
Kareem:	Me too!
Nadia:	And me!
Nadia:	It's a city!
Yousif:	It's my turn. Listen. What is it? It is long. It flows like a snake. It is wet because it is water.
Lina:	I know!
Kareem:	
	And me!
	It's a river!
Kareem:	It's my turn. Listen. What is it? It is big and dry. It is brown. It can move with the wind. It is hot in the day and cold at night.
Lina:	I know!
Yousif:	Me too!
Nadia:	And me!
	It's a desert!

Answers

Nadia	mountain
Lina	city
Yousif	river
Kareem	desert

3 What is it? Ask your partner.

- Get pupils to look at the pictures at the top of page 39. Tell them that they are going to read puzzles to one another. Explain that the person listening needs to guess what their partner is describing.
- Put pupils into pairs. Tell Pupil A to read the puzzles on the left side and Pupil B to read the puzzles on the right side.
- Monitor as they speak, checking their pronunciation and word stress. If there are any words which many pupils are having problems with, write them on the board when everyone has finished. Then drill the words with the whole class.

Answers

A a tree, a village

B a mountain, oil

Activity Book

- 1 Read the puzzles. Can you guess? 5 mins
- Tell pupils to open their *Activity Book* at page 32. Explain to pupils that they are going to do some puzzles together. Read the first sentences with the class and elicit what the answer is (*a mountain*).
- Put pupils into pairs to complete the other three puzzles. Then check the answers with the whole class.

Answers

- 1. mountain
- 2. desert
- 3. river
- 4. city
- 2 Can you write a puzzle? Choose a word.
- Tell pupils they are going to write their own puzzles similar to the ones in the previous activity.
- Explain that they need to choose one of the words at the bottom of *Activity Book* page 32 and then write a puzzle about it without using the word.

- Before pupils start, you might like to do one as a whole-class activity. Choose one of the words and write it on the board. Ask pupils to suggest ways of describing this word and write their suggestions on the board. Make sure they give you complete sentences. Tell them to write no more than three sentences in their puzzle.
- If possible, get pupils to write their puzzles on separate pieces of paper so you can redistribute them later on. They should write their names on the paper.
- Give them time to write their puzzles, either in pairs or individually. Monitor whilst they are working, helping with vocabulary and spelling.
- When they've finished, collect the papers, shuffle them and hand them back to the class. Each pupil should have a puzzle from another member of the class. Tell them to read the puzzle and write down what it's about. Then hand back the papers to the pupils who wrote the puzzles to mark. Ask *How many people got the right answer?*
- 3 Write the words with the correct spelling.
 5 mins
- Say Open your Activity Books on page 33. Read out the rubric (as a class or individually). Explain that pupils need to use the letters to make words. Do a class check.

Answers

- 1. river
- 2. field
- 3. city
- 4. mountain
- 5. village
- 6. desert

4 Look, say, cover, write, check. 4 mins

• Now ask pupils to look at the bottom activity. This is practice in using the 'Look, say, cover, write, check' strategy. The four words for this unit are *from*, *about*, *that*, *say*. Elicit what pupils have to do. If necessary, copy the table onto the board and remind pupils that this time they will use 'Write 1' column.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- For further writing and vocabulary practice, ask pupils to write puzzles about other things they have learnt about in their English classes. For example, transport, toys, food, shops, etc. When they have finished their puzzles they could give them to other pupils in the class to read and guess.
- Alternatively, you could put the puzzles on the wall and during the term ask pupils to read them and write the answers.

Unit 2 Lesson 8: City Mouse and Village Mouse

Warmer 5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Elicit the name of the story in Unit 1 (*The Lion and the Mouse*). Ask them what they can remember about the story.
- Write *City Mouse* and *Village Mouse* on the board and read them with the class. Ask pupils how they think life would be different for a mouse living in a city compared to one living in

the country. Ask Do you think it is better to live in the city or the country?

1 Listen, look and read. 20 mins

- Tell the class they are going to listen to a story. Get them to look at pages 40 and 41 in the *Pupil's Book*. Give them some time to look at the pictures and guess what is happening.
- Read the title of the story with the class. Play
 Track 44 and encourage pupils to point and follow the pictures.

Track 44 Listen, look and read. City Mouse and Village Mouse

- 1. City Mouse and Village Mouse were friends.
- 2. One day, City Mouse went to visit Village Mouse.
- 3. They had a picnic of bread and cheese.
- 4. City Mouse: This food is boring. City food is better.
- 5. Village Mouse went to visit City Mouse in his big city house.
- 6. City Mouse showed Village Mouse lots of *delicious* food.
- 7. Village Mouse ate and ate. There was lots of food and it was very rich.
- 8. The door opened.

Village Mouse: zzzz

Cat: Meow!

9. A big, scary, orange cat jumped up to the table.

City Mouse: Run!

10. City Mouse and Village Mouse ran as fast as they could.

Village Mouse: Help!

- 11. When they were safe, Village Mouse said, 'I don't like the city. I am going home to the country. It's quieter in the village.'
- 12. When he got home, Village Mouse had a lovely lunch of bread and cheese.Village Mouse: I love my simple food.
- Ask pupils if they enjoyed the story. Get them to tell you their favourite parts. Find out if any pupils have heard this story or a similar one.

- Play Track 44 again. Check their understanding by asking some questions, for example What did they eat in the village? What did City Mouse think about the village? What did they eat in the city? What frightened them? Why did Village Mouse want to go home?
- Use this opportunity to find out what pupils learnt from the story – that we are often happiest in the place we know best with our family and friends around us.

Activity Book

- Look at the 'City Mouse and Village Mouse' story on pages 40 and 41 of the Pupil's Book. 3 mins
- Tell pupils to open their *Activity Book* on page 34 and look at the pictures and the question below them.
- 2 Which mouse do you like? 4 mins
- Get them to look back at the story and think about which mouse they prefer – City Mouse or Village Mouse. When they have decided ask them to complete the sentence.
- 3 Write the words. 4 mins
- Get pupils to look at the words in boxes in the bottom activity. Explain that this is a writing activity. Tell them to find all the words and phrases in the story and elicit the meaning of each word or phrase.
- Ask pupils to write the words under the correct heading. Monitor as they do this to make sure they are forming the letters correctly and spelling the words properly.

Answers

City	Village
rich food	quiet
scary cat	simple food
big house	
delicious food	

4 Read and circle the odd word. 4 mins

- Say Open your Activity Books on page 35. Explain that pupils should read the words and circle the odd word out.
- Once pupils have finished, do a class check.

Answers

- 1. Tripoli
- 2. lemonade
- 3. socks
- 4. sharpeners
- 5. lunch
- 6. green

5 What are the groups? Write the words.

• Now ask pupils to look at the bottom activity on page 35. Read the rubric (as a class or individually). Read through the words in the box. Explain that the groups relate to the numbers in activity 4.

Answers

Group 1 words are for countries Group 2 words are for things at the park Group 3 words are for classroom things Group 4 words are for food Group 5 words are for school lessons Group 6 words are for size

- Note: Direct students back to page 33 of the *Activity Book*. Explain that they should follow the 'Look, say, cover, write, check' procedure and complete the 'Write 2' and 'Write 3' column.
- **Test preparation:** Explain that pupils will have a spelling test in the next lesson. They will be tested on the four words they have been practising (*from, about, that, say*).

Unit 2 Around the World

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Have a group spelling test. Put pupils into small groups. Let pupils look back through the unit. Each pupil should choose two words, e.g., *England* and *stream*. Pupils take it in turns to read out their two words for the other members of the group to spell (preferably in their notebooks). The 'reader' should then check the spellings of the rest of the group.

Unit 3

Open Day

Aims

Listening

- Listen about a school Open Day.
- Learn the months of the year.
- Listen to a rhyme.
- Identify syllables in a word.
- Listen to a story.

Speaking

- Say a rhyme.
- Ask and answer about birthdays.
- Make requests using *can*.
- Talk about what you want.
- Talk about prices using *How much* ...?
- Talk about things which are wrong.
- Say consonant clusters: *sh*, *ch*, *ph*.
- Talk about dates.

Reading

- Read a menu.
- Revise the alphabet.
- Revise vocabulary relating to clothes and colours.
- Learn ordinal numbers (1st, 2nd, 3rd, 4th).
- Read a story.

Writing

- Write a spelling test.
- Revise and learn new vocabulary for food and drinks.
- Put words into alphabetical order.
- Learn to use the possessive 's: Yousif's.
- Revise the present continuous.
- Write consonant clusters: *sh*, *ch*, *ph*.
- Make a poster about an open day.
- Practise spelling high frequency words (our, your, very, want).

Key words

Lesson 1

open day – /'əʊpən deī/ stall – /sto:// sell/selling - /sel/'selin/ cakes - /keiks/ drinks - /drinks/ races - /reisiz/ games - /geimz/ exciting - /ik'saitin/ every month – /'evri m $n\theta$ / January – /'dʒænjuəri/ February – /'februəri/ March - /max(r)tf/April – /'eɪprəl/ May - /mei/ June – /dʒuːn/ July – /dʒʊ'laɪ/ August – /ɔː'gʌst/ September - /sep'tembə(r)/ October - /pk'təubə(r)/ November – $/n a \upsilon' vemba(r) /$ December - /di'semba(r)/What month is it? -/wpt m/n θ iz it?/ When is your birthday? – /wen iz joi 'bai@dei?/ When is the next holiday? – /wen IZ ða nekst 'høladeI?/

Lesson 2

coffee - /'kvfi/ orange juice - /'vrɪndʒ dʒuːs/ lemonade - /,lemə'neɪd/ cola - /'kəʊlə/ water - /'wɔːtə(r)/ mango juice - /'mæŋgəʊ dʒuːs/ tea - /tiː/ milk - /mɪlk/ Can I help you? -/kæn ar help ju:?/ What do you want? A cup of tea and some milk, please. -/wøt du: ju: wønt? ə kʌp av ti: ænd sʌm mɪlk, pli:z./ Can I have an orange juice, please? -/kæn ar hæv ən 'ørɪndʒ dʒu:s, pli:z?/ I want a ... - /ar wønt er .../

Lesson 3

delicious - /dɪ'lɪ[əs/ watermelon - /'wɔːtə,mɛlən/ cookies – /'kukiz/ sandwiches - /'sænwidzız/ pizza - /'pirtsə/ sweets - /'eksə(r)saız/ cakes - /drink 'woitə/ How much are the cakes? They're 2.5 Libyan Dinars each. -/hau mʌtʃ aː ðə keiks? ðeə tuː ænd a harf 'libian 'dirnar(r)z irtf./ Who buys watermelon? -/huː baɪz 'wɔːtə,melən?/ What does Khaled buy? -/wpt dAz Khaled bai?/

Lesson 4

egg and spoon race – /eg ænd spu:n reis/ good luck! – /gud lʌk!/ This is Yousif's T-shirt. – /ðis iz Yousif's 'tiːʃɜːt./ Whose is this? It's Yousif's. – /huːz iz ðis? it's Yousif's./

Lesson 5

first - /f3:(r)st/
running race - /'rʌnɪŋ reɪs/
skipping race - /'skɪpɪŋ reɪs/
hopping race - /'hɒpɪŋ reɪs/

Lesson 6

second - /'sekənd/
third - /θ3:(r)d/
fourth - /f2:(r)θ/
rosette - /rəʊ'zet/

Unit 3 Lesson 1: Welcome to our Open Day!

Aims:	To listen and read about a school
	open day
	To learn the months of the year
	To listen and say a rhyme
	To ask and answer about
	birthdays
Materials:	Pupil's Book pages 44–45
	Activity Book pages 36–37
	\mathbf{O} Tracks 45–48
	A large wall calendar
	5

Teaching note

• The idea of a school Open Day is introduced in this unit. In the UK, an Open Day is a day in the summer, at the end of the school year, when pupils' families come to the school to celebrate pupils' work. The celebration includes sports, fun activities and food and drink. The word *stall* is introduced in this unit. A stall is a temporary shop, usually set up on a table outside, with a parasol or a tent for shade.

Spelling test 4 mins

- Help pupils to find the Spelling Tests grid on *Activity Book* page 108. Explain that you will say the four words they have been practising and they should write down each word you say in the box for Unit 2.
- Check that pupils are ready to write. Say the first word *from*. Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*about*, *that*, *say*).
- You may want to collect in the books and mark them yourself. Alternatively, get pupils to read the words back to you while you write them on the board. Pupils should then swap books and mark their partner's spellings.

Warmer 3 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask pupils if they know if they have an Open Day at their school. If they do, what happens? Are there races? Stalls selling drinks and food? When is it?

1 Listen, look and read. 4 mins

- Ask pupils to open their *Pupil's Book* on page 44. Let pupils find the page. Ask them what they can see in the picture? This is a good opportunity to revise playground objects with the class.
- Tell pupils they are going to listen and read about Lina's school Open Day.
- Play **?** Track 45 and ask pupils to follow the words as they listen.

😡 Track 45

Listen, look and read.

Welcome to our Open Day! In May we have our school Open Day. Lots of people come to our school. My mum and dad are coming and my little sister, Salwa. My class has a stall and we are selling cakes. Yousif's class has a stall and they are selling drinks for the children and the parents. There are lots of races and games for everyone. It is very exciting!

2 Read and tick (\checkmark) or cross (X). 4 mins

- Get pupils to look at the sentences under the text. Explain that the sentences are about Lina's Open Day and that some of the sentences are right and some are wrong. Read all the sentences with the class and check everyone understands them.
- Play Track 45 again if necessary and then ask pupils to decide if the sentences are correct or not. Tell them that they should read the text as many times as they need in order to answer the questions.

Answers

1. X 2. ✓

3. 🗸

- 4. ✓
- 5. X

3 Listen and say the rhyme. 4 mins

- Hold up a large wall calendar and ask pupils what it is. Point to each month and say the word, then get pupils to repeat after you.
- Get pupils to look at page 45 in the *Pupil's Book*. Explain they are going to hear a rhyme about the months of the year. Play Track 46 and get pupils to track the words with a finger as they listen.
- There is repetition and strong rhyme and rhythm here that will help pupils join in. Let pupils listen again and encourage them to tap out the rhythm of the words as they say the rhyme.

😡 Track 46

Listen and say the rhyme.

January, February, March April, May, June July, August, September October, November, December

4 Ask and answer. Write the words.

- When pupils are able to pronounce the months well, ask them to look at the activity at the bottom of page 45.
- Point to the first picture of Khaled and read the question, *What month is it?* to the class. Elicit the answer *It's November* (or whatever month it is) from the whole class and ask them to write the answer on the line. Then move onto the next two questions from Khaled, asking individual pupils about their birthday and the next holiday. If necessary, remind pupils what *birthday* means.
- As a class, use open pairs to get pupils asking and answering their fellow pupils. So that pupils don't keep repeating the same month, point to a different month on the calendar when pupils ask about what month it is or when the next holiday is.

Activity Book

- 1 Read and write the missing words. 4 mins
- Ask pupils to look at page 36 of the Activity Book. Tell them that they are going to complete a text about Lina's school Open Day. Point to the words in the box at the top of the page and explain that these words go in the gaps.
- Tell pupils to complete the text and while they are writing, walk around the class monitoring. Make sure they are spelling the words correctly.
- When they have finished ask several pupils to read the text to the class. Each pupil reads one sentence. If there are any pronunciation difficulties, go through them at the end.

Answers

- 1. people
- 2. mum
- 3. dad
- 4. sister
- 5. cakes
- 6. races
- 7. egg and spoon

2 Look at these words. Put them in groups.

Ask pupils to look at the bottom activity on page 36 of the *Activity Book*. Read the rubric together as a class. Explain that they need to complete the word groups with the words in the box. Encourage them to check their answers after they have finished the activity. When they have checked their answers ask them to say the words aloud.

Answers

Numbers: twenty, one thousand, sixteen, twelve People: Lina, Salwa, Yousif, Kareem Countries: China, Russia, Libya, England

- 3 Listen and say the rhyme. Write the missing months. 3 mins
- Say Close your *Pupil's Books*. Write the four missing months (*March, May, July, December*) on the board. Get pupils to look at the top activity on page 37 of their *Activity Books*. Ask pupils to write the missing months. You can play the rhyme on Track 46 again while they are doing this the more often pupils hear the

rhyme, the quicker they will remember the order of the months. Play the recording once more for the pupils to join in.

😡 Track 47

Listen and say the rhyme. Write the missing months. Repeat **W** Track 46.

Answers

March, May, July, December

- 4 Look at page 45 in your Pupil's Book. Are you correct? 3 mins
- Ask pupils to work with a partner. They swap books and check each other's work referring to *Pupil's Book* page 45. Ask them to pay particular attention to spelling. While pupils are working, write the eight months from *Activity Book* page 37 on the board, leaving gaps for the four missing months. Remember to rub out the missing months from activity 3.
- Ask volunteers to spell out the missing months for you to write them on the board in the spaces, or if you feel your class is confident enough, ask for four volunteers to write a month each.
- When all 12 months have been written on the board, recite them chorally as a class.

5 Listen to Nadia and Lina. 4 mins

Tell pupils to open their *Activity Book* on page 37 and look at the dialogue between Nadia and Lina. Play Track 48 for pupils to listen and read along. Choose two pupils to demonstrate the dialogue and then put them into pairs to practise.

😡 Track 48

Listen to Nadia and Lina.

Lina:	Can you help me?
Nadia:	Yes, I'll try.
Lina:	What month is it?
Nadia:	It's June.
Lina:	When is your birthday?
Nadia:	It's in July.
Lina:	My birthday is in September.

- 6 Answer the question. Practise the conversation. 4 mins
- Tell pupils to answer the question *When is your birthday?* Make sure they write a complete sentence. Put pupils in pairs to practise the conversation in activity 5 about themselves.
- Note: Direct pupils back to page 33 of the *Activity Book*. Explain that they should follow the 'Look, say, cover, write, check' procedure and complete the 'Write 2' and 'Write 3' column.
- **Test Preparation:** Explain that pupils will have a spelling test in the next lesson. They will be tested on the four words they have been practising (*do*, *don't*, *your*, *how*).

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Practise spelling the months of the year. On a piece of paper, write the first letter of each month followed by dashes to indicate the number of letters in the month, e.g., J _ _ _ _ _ . Ask pupils to write in the letters to complete the months. You might like to do this activity as a regular activity, giving one or two months at a time, until pupils can spell the 12 months.
- To practise saying the months and learning the correct order, say a month and then ask a pupil to say the next month. That pupil points to another pupil who says the next month and so on. You may like to ask the class, rather than individual pupils to respond if they are less sure of the months.

Unit 3 Lesson 2: What do you want to drink?

Aims:	To revise the names of food
	and drinks
	To make requests using can
	To talk about what you want
	To read a menu and write down
	the words for food and drink
	To revise the alphabet
	Do a spelling test
Materials:	Pupil's Book pages 46–47
	Activity Book pages 38–39
	Tracks 49–51
	Poster paper

Spelling test 4 mins

- Help pupils to find the Spelling Tests grid on *Activity Book* page 108. Explain that you will say the four words they have been practising and they should write down each word you say in the second box for Unit 3.
- Check that pupils are ready to write. Say the first word, *do*. Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*don't*, your, how).
- You may want to collect in the books and mark them yourself. Alternatively, get pupils to read the words back to you while you write them on the board. Pupils should then swap books and mark their partner's spellings.

Warmer 2 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask pupils to give you the names of some local shops and cafés where they buy drinks. Get them to tell you what kind of drinks they buy and what their favourites are.

1 Tick (🗸) the drinks you want. 🖪 mins

- Say Open your Pupil's Book on page 46. Point to the title and the picture and elicit what a stall is. Ask Who's in the picture? Where are they? Get pupils to tell you what Yousif and Nadia are doing. Explain that in this lesson they're going to be talking about the drinks you can find on a stall.
- Read the sentences under the picture with the class. Ask *What drinks do Yousif and Nadia* have on their stall now? (none) How many different drinks can they have? (five).
- Ask pupils to look at the eight drinks at the bottom of the page. Point to each one and say the word(s). Drill the pronunciation.
- Explain that they need to choose five drinks to put on the stall. Get pupils to tick five drinks that they want.

2 Colour the drinks you want. 4 mins

- Get pupils to then colour those five drinks in the picture. They should do this activity individually. Monitor as they work, making sure they are colouring in the correct pictures.
- When they have finished ask one or two pupils which drinks they chose.

3 Listen and read. 4 mins

- Ask pupils to turn to page 47 of the *Pupil's Book* and look at the picture. Elicit what they think is happening.
- Explain that they are going to read the words and listen to the audio. Play Track 49. Ask comprehension questions to check pupils have understood, for example, What drink does the little girl want? (milk) What drink does her mother want? (tea and milk) Does anybody want cola? (Yes) Does anybody want coffee? (No), etc.

😡 Track 49

Nadia:	What do you want?
Mother:	A cup of tea and some milk, please.
Little girl:	Can I have milk?
Yousif:	Can I help you?
Boy:	Can I have an orange juice, please?
Child 1:	I want a cola.
Child 2:	I want a lemonade.

4 Listen again and say. 3 mins

• Play **•** Track 49 again. Ask pupils to repeat the questions and answers as a class and then individually.

5 Ask and answer. 3 mins

- Explain that pupils are now going to practise asking and answering the questions. Before you begin, tell them to choose the drinks they ticked on page 46 when answering.
- Start by using open pairs to get pupils asking and answering and then you can put pupils into groups of four to practise the conversation.

Activity Book

- 1 Look at the menu and read. 2 mins
- Get pupils to look at page 38 in the *Activity Book*. Ask them to read *The Yummy Stall* menu. Explain that they are going to listen to Kareem and Nadia talking about what they want.
- 2 Listen to Kareem and Nadia. What do they want? Write 'K' for Kareem and 'N' for Nadia. 3 mins
- Point to the notepad at the bottom of page 38 and tell pupils that as they listen they should write K or N next to each item.
- Play **W** Track 50 and pupils write the answers.

😡 Track 50

Listen to Kareem and Nadia. What do they want?

Waiter:	Can I help you?
Kareem:	Yes, please. Can I have a pizza
	with cheese and olives?
Nadia:	Can I have a chicken sandwich
	and lemon cake?
Kareem:	I want a chocolate cake, please.
Waiter:	What do you want to drink?
Nadia:	Can I have an apple juice, please?
Kareem:	Can I have a cola, please?

Answers

Kareem – pizza, chocolate cake, cola Nadia – chicken sandwich, lemon cake, apple juice

- 3 Listen again and check. 2 mins
- Play **W** Track 50 again to check answers.
- 4 Write what you want. 3 mins
- Say Open your Activity Books on page 39. Tell pupils they need to choose at least two food items and one drink but can choose more if they want. Remind them to check their spelling when they write.
- 5 Look at the menu. How much is your food and drink? 3 mins
- Point out the last question How much is your food and drink? Get pupils to work out the cost. Ask a few confident pupils to tell you what they want and how much it will cost.
- 6 Listen and say the alphabet. 3 mins
- Note: The activities on *Activity Book* page 39, along with other activities in this unit, help pupils to become familiar with alphabetical order. Ultimately, pupils should know the positions of the various letters without having to recite the alphabet from A. An intuitive knowledge of the alphabet prepares pupils well for using dictionaries and other learning tools at higher levels.
- Tell pupils they are going to revise saying and then writing the alphabet. Pupils should be familiar with the names of the letters by now.
- Explain that they're going to hear an alphabet song which is very popular with British children when they are learning the alphabet.

• Play **•** Track 51 and tell pupils to just listen. Then play it again and ask pupils to join in as they listen. They can look at the alphabet on *Activity Book* page 39 to help them.

😡 Track 51

Listen and say the alphabet.

abcdefghijklmnopqrstuvwxyz

- 7 Cover the alphabet. What comes next?
- Ask pupils to cover the full alphabet in activity 6 and look at the letters at the bottom of *Activity Book* page 39 and tell them to work in pairs to decide what letters go in the gaps. When they have finished the first puzzle ask them to do the second one. While pupils are working, write the two puzzles on the board. To check the answers, ask one or two pupils to come and write the correct letters in the gaps on the board.

Answers

- 1. ABCD<u>EFG</u>HIJK<u>LMNOP</u>QRS<u>TUV</u>WXYZ
- 2. A<u>BCDEFGHIJKLMNOPQRSTUVWXYZ</u>
- 8 Make your alphabet puzzle. Give it to your partner. 4 mins
- Finally, ask pupils to write their own alphabet puzzles. When they have finished, tell them to give their puzzle to their partner to complete.
- If there is time, finish with the class saying or singing the alphabet.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Get pupils to set up their own stall with a menu in the corner of the classroom. Encourage them to write a menu with drinks and food plus prices. They can also draw a poster with pictures of the food and drink available.
- When the stall is ready, get pupils to roleplay asking for different items on the stall using the language from the lesson.
- **Note:** If there isn't room to set up a permanent stall, get pupils to create a temporary stall using tables/desks which can then be put back at the end of the lesson.

Unit 3 Lesson 3: What do you want to eat?

Aims: To learn and revise food To talk about prices using How much ...? To put words into alphabetical order
Materials: Pupil's Book pages 48–49 Activity Book pages 40–41
✓ Tracks 52–53

Warmer 3 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Review the *Activity Book* exercise from Lesson 2 and ask pupils to tell you how much their food and drink cost. Find out who 'spent' the most money in The Yummy Stall.

1 Read and write the names of the foods. 3 mins

- Say Open your Pupil's Book on page 48. Find out what pupils can remember from Lesson 2, including which class had the drink stall (*Class 4*).
- Tell them that this time they are going to find out what Class 5 are selling on their stall. Read the two sentences above the pictures with the class. Ask *What are Class 5 selling?* (food).
- Read the words in the box with the class then ask pupils to look at the pictures. Tell pupils to write the correct word under each picture. Monitor as they work, making sure they spell the words correctly.

Answers

1 watermelon, 2 sweets, 3 cookies, 4 sandwiches, 5 cakes, 6 pizza

2 Listen and say. 4 mins

- Note: LYD is an abbreviation for Libyan Dinar.
- Get pupils to look at the pictures again and explain that the number in the corner of each picture is the price. Tell them that they are going to listen to people asking about the price of each item.
- Play **•** Track 52 and tell pupils to repeat the questions and answers as a class and then individually.

😡 Track 52

Listen and say.

- Voice 1: How much is the watermelon?
- Voice 2: It's one dinar fifty.
- Voice 1: How much are the sweets?
- Voice 2: They're two dinar.
- Voice 1: How much are the cookies?
- Voice 2: They're one dinar each.
- Voice 1: How much are the sandwiches?
- Voice 2: They're 12 dinar each.
- Voice 1: How much are the cakes?
- Voice 2: They're two dinar fifty each.
- Voice 1: How much are the pizzas?
- Voice 2: They're 18 dinar each.

3 Ask and answer. 4 mins

- Explain that pupils are now going to practise asking and answering the questions. If necessary, play Track 52 again.
- Start by using open pairs to get pupils asking and answering and then you can put pupils into groups of four to practise the conversation.

4 Listen. What did Lina's friends buy?

• Ask pupils to look at page 49 of their *Pupil's Book*. Tell them that they are going to listen to Lina's friends buying things from the stall. Explain that they need to write in the number of items each child buys, for example, *Tariq buys two cookies*, so they write the number 2 in the box.

• Play **•** Track 53 and pupils listen and complete the table. If necessary, play the track again for pupils to check their answers.

😡 Track 53

Listen. What did Lina's friends buy?

Lina:	Can I help you, Tariq?
Tariq:	Yes, please. A sandwich and two
	cookies, please.
Lina:	That's 14 dinar, please. What do you
	want, Rana?
Rana:	Can I have three cakes and a
	watermelon, please?
Lina:	Three cakes!
Rana:	Yes, one for me, one for my mum and
	one for my dad.
Nadia:	Can I have a pizza and a cake, please?
Lina:	That's 18 dinar for the pizza and
	two dinar fifty for the cake. Twenty
	dinar fifty.
Khaled:	I want five cookies, please. They're for
	me and my friends.
Lina:	Here you are. That's five dinar, please.

Answers

Tariq – 1 sandwich, 2 cookies Rana – 3 cakes, 1 watermelon Nadia – 1 pizza, 1 cake Khaled – 5 cookies

5 Answer the questions. 5 mins

• When you have checked the answers to the listening activity, get pupils to answer the questions. Use the example to explain what they have to do.

Answers

- 1. Tariq
- 2. five cookies
- 3. Rana
- 4. pizza and cake

6 Ask and answer. 4 mins

• Tell pupils to look at the dialogue at the bottom of page 49. Explain they are going to practise

similar conversations using the information in the table above.

• Start by using open pairs to get pupils asking and answering and then you can put pupils into groups of four to practise the conversation.

Activity Book

- 1 Look at the alphabet. Put the words in alphabet order. 4 mins
- Ask pupils to say the alphabet and as they do so write the letters across the top of the board. Then write these names on the board, *Nadia*, *Lina*, *Khaled*, *Yousif*, *Rana*, *Tariq*. Tell pupils that you need to rearrange the names in alphabet order and elicit or explain what this means.
- Get pupils to look at the names and tell you which one starts with the earliest letter in the alphabet. Write *Khaled* on the board. Elicit the next name and write *Lina*. Continue until the pupils have given you all the names.
- Ask pupils to open their *Activity Book* on page 40 and look at the list of food. Ask *Are these words in alphabet order?* (*No*). Point to the first and last words in the list and get pupils to put the rest of the words in the correct place in the list.
- Monitor while they are working. To check the answers, say *cakes* and ask pupils to call out the remaining words in the correct order.

Answers

- 1. cakes
- 2. lemonade
- 3. milk
- 4. orange
- 5. pizza
- 6. sandwich
- 7. tea
- 8. watermelon

2 Read the words. Are they in alphabet order? Tick (1). 3 mins

• Now ask pupils to look at the next activity on page 40 of their *Activity Books*. Read the rubric together as a class. Ask pupils to read the words and to work out if the words are in alphabet order. Tell pupils to tick *Yes* or *No*. Do a class check.

Answers

- 1. No
- 2. No
- 3 Now write the words in the correct order.
- Now ask pupils to look at the last activity on page 40. Explain that they should look at the words from the previous activity and write them in alphabet order.
- To check the answers, say the first word (*classroom/apple*) and ask pupils to say the next correct word.

Answers

- 1. classroom, friend, long, playground, slide
- 2. apple, old, pencil, taller, young
- 4 Write 5 words about a stall. Ask your partner to put them in alphabet order.

 3 mins

 3 mins
- Tell pupils to look at the two boxes on page 41. Explain that each pupil needs to write down five words, not in alphabet order, and then give their list to their partner.
- Pupils then put their partner's words into alphabet order. They should then check each other's work. Monitor and help with any disagreements about the correct order.
- **Note:** You might like to make this into a race.
- 5 What's wrong? Spell the words correctly. 3 mins
- Now ask pupils to look at the bottom activity on page 41. Read the rubric together as a class. Explain that the pupils should look at the words and write them again with the correct spelling. Do a class check.

Answers

- 1. cookies
- 2. milk
- 3. tea
- 4. pizza
- 5. water
- 6. sweets

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Explain to pupils that alphabet order doesn't just mean the first letter of the word. If there are two words starting with the same letter, e.g., *school* and *stall*, they need to look at the next letter in the word so 'sc' comes before 'st'. If the first two letters are the same they need to look at the third letter, e.g., *sell* and *second* – 'sec' comes before 'sel'.
- Give pupils lists of words, e.g., *cat*, *class*, *coffee*, *cola*, *can*, *cup*, etc., and ask them to put them in order. You might like to make it a race between groups.
- Put pupils into groups and ask them to think of words for food and drink.
 Explain that each food or drink item must start with a different letter in the alphabet, for example, *a – apple*, *b – banana*, etc.
- Set a time limit and see which group has found the most words. Get the pupils to spell the words they have found and write them on the board.

Unit 3 Lesson 4:

At the Races

Aims: To revise clothes

 To revise colours
 To learn to use the possessive 's: Yousif's

 Materials: Pupil's Book pages 50–51

 Activity Book pages 42–43
 Track 54
 Pictures of clothes

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board.
- Take in coloured pictures of various items of clothing and revise them with the class. At the same time use the pictures to revise colours as well.

1 Look, listen and read. 4 mins

- Get the class to look at page 50 of the *Pupil's Book*. Ask them to look at the picture and elicit what they can see. Ask *How many children are there? What children do you recognise? What are they doing?*
- Explain that they are going to listen to the teacher telling his pupils about the races. Tell them to listen and read what the teacher says.
- Play **W** Track 54 and encourage pupils to follow the words with their finger.

😡 Track 54

Look, listen and read.

Teacher: Hello everyone! It's 2.30 now. It's time for the races soon. Please put on your sports trousers, your T-shirts and your trainers. Remember, Team A is the Yellow Team and Team B is the Brown Team. The first race is running. The second race is the egg and spoon race. Good luck!

Listen and read again. Draw a line under words for colours and for clothes. 4 mins

- Tell pupils they are going to listen to the teacher again, but as they listen they need to draw a line under any word related to colours or clothes.
- Do the first one (sports trousers) as an example with the class.
- Play **•** Track 54 again as pupils underline the words. If necessary, play the track once more. Then elicit the answers from the class and write the words on the board.
- Check pupils have understood the text by asking: What colour is Team A? (yellow), What's the first race? (running) What colour is Team B? (brown), What is the second race? (egg and spoon race).

Answers

Colours: yellow, brown Clothes: sports trousers, T-shirts, trainers

3 Look and say. 4 mins

- Tell pupils to open their *Pupil's Book* on page 51. Point to the picture of the T-shirt and say *This is Yousif's T-shirt*. *It's Yousif's*.
- Point to the green apostrophe and the letter 's' after the name *Yousif* and elicit or tell the pupils why it is there. Explain that when we talk about possessions in English we add an apostrophe 's after the name to show who owns it. Ask the class to look at the next two pictures and find the green 's in each sentence. If necessary, explain that the possessive 's doesn't change if the following noun is singular or plural, e.g., *Yousif's T-shirt, Yousif's trousers*.
- Say each sentence and ask the class to repeat them one by one. Make sure they pronounce the 's' clearly. Drill the sentences as a class and then select individual pupils to say the sentences.

4 Write the sentences. 5 mins

• Tell pupils to look at the pictures below, point to the T-shirt and say *Whose is this?* Elicit *It's*

Lina's. Get them to write sentences next to each picture. Monitor while they are working, making sure they are putting the possessive '*s* after the name.

• If you have time, check the answers by asking pupils to write the sentences on the board.

Answers

This is Lina's T-shirt. It's Lina's. These are Lina's trainers. They're Lina's. These are Lina's trousers. They're Lina's.

5 Point, ask and answer. 4 mins

- Before pupils start the activity at the bottom of *Pupil's Book* page 51, drill saying *Whose is this?* with the class.
- In pairs, ask pupils to point to the different pictures on the page and ask and answer about each item.

Activity Book

- 1 Read. Then cover and remember. 4 mins
- Say Open your Activity Book on page 42. Tell them to read the text carefully then cover it with a piece of paper. Explain that they are going to have to answer questions about the text.
- 2 Answer the questions. 4 mins
- Explain that they must now answer the questions without looking back at the text. Tell them they don't need to write complete sentences, just one-or two-word answers.

3 Check your answers with your partner.

- When they have finished put pupils into pairs to check their answers. Tell them to take it in turns to ask and answer the questions and encourage them to use full sentences when they answer, for example, *It's four o'clock*. *They put on ...*, etc.
- Monitor pupils as they ask and answer, helping with pronunciation and grammar if necessary.

Answers

- 1. It's 4 o'clock.
- 2. The children put on T-shirts and trainers.
- 3. Team A is red.
- 4. Team B is green.
- 5. The first race is skipping.
- 4 Point, ask and answer. Say and write if they are Yousif's or Lina's. 4 mins
- Ask pupils to open their *Activity Book* on page 43. Explain that this is a similar exercise to the one they have done earlier in the *Pupil's Book* except in this activity they have to decide who owns which item of clothing.
- If necessary, point to each picture and ask *What's this?* Make sure all the pupils know the name of each item of clothing and how to pronounce it.
- Monitor the pairs as they work, helping with pronunciation.
- 5 Put the words in order. Write the sentences.
- Now ask pupils to look at the last activity on page 43. Read out the rubric (as a class or individually). Explain that pupils should read the words and put them in the correct order to make sentences.
- Go through the first example together. Point to the words and say *It is Yousif's shirt*. Remind pupils that sentences start with a capital letter and end with a full stop. Make sure pupils are remembering to write the possessive 's. Monitor and support as necessary. Do a class check.

Answers

- 1. It is Yousif's shirt.
- 2. It is Lina's skirt.
- 3. It is Yousif's cap.
- 4. They are Lina's shoes.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Put pupils into groups of six and ask them to point to each others' clothes and say Whose is this? It's Tell pupils to take it in turns to ask and answer, making sure they use the possessive 's at the end of the names.
- Give pupils further practice in writing names with the possessive 's by writing items of clothing on the board, for example, green T-shirt, red trousers, black shoes, etc. Ask pupils to look through their Pupil's Book and find these items and write down who owns them, for example green T-shirt Kareem's green T-shirt.

Before the next lesson

- Pupils will play a game in Lesson 5. Write numbers between 0 and 1,000 on small bits of card and put them into a bag or box. Make sure all the numbers on the game cards in *Activity Book* page 44 are included.
- **Note:** Direct pupils back to page 33 of the *Activity Book*. Explain that they should follow the 'Look, say, cover, write, check' procedure and complete the 'Write 2' and 'Write 3' column.
- **Test Preparation:** Explain that pupils will have a spelling test in the next lesson. They will be tested on the four words they have been practising (*here*, *there*, *than*, *whose*).

Unit 3 Lesson 5:

What's wrong?

Aims:	To talk about things which
	are wrong
	To revise the present continuous
	(Rana is wearing)
	To practise spelling familiar words
	To write and say consonant
	clusters: <i>sh</i> , <i>ch</i> , <i>ph</i>
	To revise numbers up to 1,000
	Do a spelling test
Materials:	Pupil's Book pages 52–53
	Activity Book pages 44–45
	Tracks 55–58
	Bag with game numbers

Spelling test 4 mins

- Help pupils to find the Spelling Tests grid on *Activity Book* page 108. Explain that you will say the four words they have been practising and they should write down each word you say in the box for Unit 3.
- Check that pupils are ready to write. Say the first word *here*. Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*there*, *than*, *whose*).
- You may want to collect in the books and mark them yourself. Alternatively, get pupils to read the words back to you while you write them on the board. Pupils should then swap books and mark their partner's spellings.

Warmer 3 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask pupils what they remember from Lesson 4

 what the children are doing, what clothes they
 are wearing, etc. Write their ideas on the board.

1 Look and answer. How many things are wrong? 5 mins

- Tell pupils to open their *Pupil's Book* on page 52. Ask them to look at the picture and elicit what they think is wrong. *How is it different from the picture in Lesson 4? For example, Rana is wearing a hat, a scarf and a coat, Lina's egg is bigger than the spoon, the teacher's trousers are short, Tariq has an orange on his spoon,* etc.
- Ask pupils how many things they found (7). Don't check the answers yet as the answers are in Exercise 2.

2 Match. Write the numbers. 3 mins

- Get pupils to look at the matching exercise and explain what they have to do. Read the first sentence half *Yousif is* and ask pupils to choose the correct answer (*hot*). Tell pupils to work in pairs to match all the halves of the sentences.
- To check they have the correct answers, ask individual pupils to read out the complete sentence. Ask the rest of the class if it's correct. If they think it's wrong ask them to correct it.

Answers

- 1. Yousif is hot.
- 2. Lina's egg is bigger than the spoon.
- 3. Rana is wearing a hat, a scarf and a coat.
- 4. Tariq has an orange on his spoon.
- 5. Nadia is sad.
- 6. The teacher's trousers are too short.
- 7. The moon is <u>in the sky.</u>
- 8. Nadia's trainers are too big.

3 Listen and read Lina's email. 4 mins

- Ask pupils to look at page 53 in their *Pupil's* Book. Get them to tell you what they can see (two emails). Ask Who is the first email to? (Suzan) Who is it from? (Lina). What are the emails about? (Lina's school Open Day).
- Tell pupils to read the first email as they listen to the recording. Play Track 55 and make sure pupils follow the words with their finger.

• When Lina's email has finished, ask some questions to make sure they have understood, for example What race did Lina run in? (egg and spoon race) Did she come second? (no, first) What race was Yousif in? (running race) Did he win? (yes) What did Lina's class have on their stall? (cakes, cookies, etc.) What was on Yousif's class stall? (drinks).

😡 Track 55

Listen and read Lina's email.

Lina: Hi Suzan

Today was our school Open Day. I ran in the egg and spoon race. I was first! My brother, Yousif, was the winner in the running race. My class had a stall with cakes, cookies and lots of nice things to eat. Yousif's class had a stall with drinks. It was fun! Lina

4 Listen and read Suzan's email.

4 mins

 Get pupils to look at the second email and ask Is this email from Lina? (No, it's from Suzan, to Lina.), What's it about? (Suzan's school Open Day). Play Track 56 and again ask some check questions.

😡 Track 56

Listen and read Suzan's email.

Suzan: Hi Lina

What cakes did you make? I am good at making cookies. Can you come to my school Open Day in June? There is a skipping race and a hopping race! I am in the blue team. What colour is your team? Here is a picture of me skipping. Suzan

Activity Book 4 mins

1 Write the missing letters.

• Say Open your Activity Books on page 44. Read the rubric (as a class or individually). Explain

that pupils should read the sentences and write the missing letters in the gaps to spell the words correctly. Go through the first example. Say *The moon is in the sky*. Point out where the missing letters have been filled in.

• Tell pupils to try and spell the words correctly first, before checking on *Pupils Book* page 52. Do a class check.

Answers

- 1. The moon is in the sky.
- 2. Yousif is <u>ho</u>t.
- 3. Tariq has an orange on his spoon.
- 4. Lina's egg is too big.
- 5. Rana is wearing a hat, a scarf and a coat.
- 6. <u>The teacher's trous</u>ers are too short.
- Let's play. Listen to the teacher and cross (X) the numbers.
- Ask pupils to look at the game cards at the bottom of page 44 in their *Activity Book*. They have played this game before so should be familiar with the rules, but if necessary draw a game card on the board and demonstrate how to play by crossing out numbers on your 'game card' on the board.
- Divide pupils into As and Bs so that one pupil has the Pupil A card and one pupil has the Pupil B card.
- Pull out a number from the bag (it can be any number between 0 and 1,000, but make sure all the numbers on the two cards are included).
- The first pupil to cross out all the numbers on their board shouts, *Winner!* and wins the game.
- **Note:** You might like to put the pupils into groups to play the game on their own. This would be good speaking and listening practice.
- 3 Listen and say. What sound do these letters make together? 3 mins
- Tell pupils to open their *Activity Book* on page 45. Write *sh* on the board and then say the sound. Ask pupils to repeat the sound as a class. Repeat with the other two sounds, *ch* and *ph*.
- Play So Track 57 and get pupils to repeat each sound first as a class and then individually.

Track 57 Listen and say. /sh/ /ch/ /ph/

- 4 Write the words you know. 4 mins
- Point to the table below and ask pupils to write down as many words as they can think of with the sounds 'sh', 'ch', 'ph' in them. Pupils may notice the box of words at the bottom of the page, but if they do, tell them not to look at the words but to think of their own. Monitor while they are writing to check they are forming the letters correctly. You might like to set a time limit for this exercise.
- 5 Did you write these words? Listen and say.
- When pupils have finished writing their own words in the table, ask them to look at the box at the bottom of the page. Ask them to compare their words with the words in the box. Ask *How many different words did you have?*
- Play **\$** Track 58 and get pupils to repeat each word.

😡 Track 58

Listen and say.

shirt	cheese	sharpener	shark	watch
shoes	shoulders	chicken	alphabet	phone
photo	fish	shelf	wash	brush

- 6 Now write the words in the table. 4 mins
- Tell pupils to work in pairs, saying each word to one another and then writing the word in the correct column in the table.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Ask pupils to look through their books and around the classroom to find other examples of words with 'sh', 'ch' and 'ph' sounds in them. Get pupils to record these words in a notebook and to practise saying them.
- Get pupils to practise their writing by asking them to look back at the matching exercise on page 52 of the *Pupil's Book* and write out the sentences they matched earlier in the lesson.

Unit 3 Lesson 6: What's first?

Aims: To learn ordinal numbers 1st, 2nd, 3rd, 4th
To learn to talk about dates
To learn to identify syllables in a word
Materials: Pupil's Book pages 54–55 Activity Book pages 46–47
♥ Tracks 59–63 Large wall calendar
Card in two different colours
Paper and coloured pens for a poster

Warmer 2 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Hold up a large wall calendar and revise the days and months.

1 Look, listen and say. 3 mins

- Say Open your Pupil's Book on page 54. Get pupils to look at the 'calendar' at the top of the page. Point to the four sentences below and read them to the class. Elicit or explain the meaning of 1st, 2nd, 3rd and 4th.
- Ask pupils to look at the Open Day Programme. Before they listen, read the example sentence in the speech bubble, then see what pupils can tell you about the events in the programme. For example, *Healthy habits is the second thing in the programme*.
- Play **•** Track 59, pause after each sentence and ask the class to repeat.

😡 Track 59

Look, listen and say. Open Day Programme.

The first thing in the programme is The Lion and the Mouse, a play by Primary 4 pupils. It is from 11 to 11.30. The second thing in the programme is Healthy Habits, a song by Primary 2 pupils. It is from 11.30 to 12.

The third thing in the programme is the Spelling Competition, with Primary 3 and Primary 4 pupils. It is from 12.10 to 12.25. The fourth thing in the programme is the Music Show, with Primary 5 pupils. It is from 12.30 to 12.45.

2 Listen and repeat. 3 mins

- Get pupils to look at the box at the bottom of page 54 of the *Pupil's Book*. Explain that they need to listen and repeat the ordinal numbers.
- Play **•** Track 60 and ask pupils to repeat as a class. If there is time, ask individual pupils to stand up and say the ordinal numbers in order.
- Write on the board the numbers 1–4 and then ask pupils to look at the words in the box. Elicit what is added to each number to change it from *one* to *first*, *two* to *second*, etc. It is important that they notice the different letters 'st', 'nd', 'rd' and 'th' that go after the numbers.

😡 Track 60

Listen and repeat.

first ... second ... third ... fourth Now you say! Now try by yourself! Yes, that's right: first ... second ... third ... fourth! Well done!

3 Look and answer. Who was first?

• Ask pupils to look at the picture at the top of page 55 and elicit who they can see. Ask *What are the children doing? What race did they run?* (egg and spoon) Who came first? (Lina).

4 Let's say it! 2 mins

- Tell pupils to look at the *Let's say it!* activity. Read the four sentences and explain or elicit what a *rosette* is. A rosette is a special badge which looks like a flower. The winners of a race are given rosettes to wear as a prize. Ask pupils if they have ever had a rosette for anything.
- Get the class to repeat the sentences after you.

5 Look and say. 3 mins

- Tell pupils to look at the table at the bottom of page 55 of the *Pupil's Book*. Elicit which subjects are being talked about and point to the speech bubbles at the bottom of the page.
- Explain that pupils are going to talk about the results in pairs.
- Give them a minute to read the table and then ask them to talk together. Monitor and support as necessary, making sure their pronunciation is correct.

Activity Book

1 Are the balloons in the correct order?

- Say Open your Activity Books on page 46. Ask Are the balloons in the correct order? Elicit No. Tell pupils to write their answer in the box.
- 2 Write the numbers in the correct order.
- Now ask pupils to look at the next activity. Read the rubric (as a class or individually). Explain that pupils should now write the numbers from the previous activity in the correct order.
- Do a class check, asking confident pupils to read out the numbers in the correct order.
- 3 Look, listen and say YES or NO. 3 mins
- Ask pupils to look at the third activity on page 46. Tell pupils to look at the table and ask What three subjects are at the top of the table? (Arabic, RE and Art).
- Explain that this table shows the scores that each child got in these three subjects. Tell them

that they are going to listen to some sentences and that they must decide if the answer is correct or not. If it is correct they should say *Yes* and if it's wrong they should say *No*. Instead of having pupils shout out, you might like to give out small pieces of different coloured card – one colour is for *Yes*, and one is for *No*. Pupils hold up the correct colour card when they hear the question.

• Give pupils time to study the table and work out who came first, second and third in each subject. Then play Track 61 and the pupils answer the questions.

😡 Track 61

Look, listen and say YES or NO.

Tariq was first in RE. (Yes) Kareem was second in Arabic. (Yes) Rana was third in art. (No) Nadia was second in art. (Yes) Yousif was first in Arabic. (Yes)

- 4 Look and complete the sentences. 4 mins
- Now ask pupils to look at the bottom activity on page 46. Read the rubric (as a class or individually). Explain that pupils should look at the table and use the information to write the sentences.
- Monitor and support as necessary. Do a class check.

Answers

- 1. Yousif was first in Arabic.
- 2. Kareem <u>was third</u> in art.
- 3. Nadia was second in art.
- 4. Rana was <u>fourth</u> in Arabic.
- 5. Accept any true answer for Tariq.

5 Listen, say and clap each syllable. A syllable is a small part of a word. 4 mins

 Ask pupils to look at page 47 in the Activity Book. Point to the rubric and examples and tell pupils that a syllable is a small part of a word and some words have only one syllable, e.g., mum, some have two syllables, e.g., sister and some have three syllables, e.g., Nadia and it is important that when they speak they stress the correct syllable. As you read each example clap the syllables to help pupils identify them.

- **Note:** There are words with more than three syllables, but they are not going to be focused on now.
- Get pupils to look at the examples in the first activity and then play **?** Track 62. After they have listened to the track ask pupils to say the words. Tell them that as they say the word they should clap each syllable.
- Ask pupils to say and clap as a class and then select individual pupils to say the word and clap at the same time.

👽 Track 62

Listen, say and clap each syllable. mum dad sister classroom Nadia holiday

- 6 Listen, say and clap these words. 3 mins
- When everyone is happy with clapping the syllables ask them to look at the box.
- Get them to read the words in the box and explain that they are going to hear the words in the same order as they are in the box. They need to listen and then say each word, clapping the syllables as they speak.
- Play **W** Track 63 as many times as necessary to make sure pupils can identify each syllable.

😡 Track 63

Listen, say and clap these words.

triangle pencil hand eye horse lemonade exercise garden school frog crocodile library

- 7 Write the words. 3 mins
- Ask pupils to write the words from the box into the table. They should do this individually, saying the words and clapping if they are unsure of the number of syllables.
- While they are writing, draw the table on the board so that pupils can complete it when they have finished. Get pupils to come and write the words in the correct column and then ask the rest of the class to say the word to make sure it is in the right place.

Answers

1 syllable: hand, eye, horse, school, frog

- 2 syllables: pencil, garden, library
- 3 syllables: triangle, lemonade, exercise, crocodile

- 8 Write 3 words. Say the words. How many syllables? 3 mins
- When they have finished, ask them to write three more words in the bottom table and write down the number of syllables each word has. Make sure they don't let anyone else see what they've written in this table.
- 9 Now test your partner. Remember to clap the syllables. 3 mins
- Working in pairs, get pupils to say the words and clap the syllables to their partner. Their partner must say how many syllables they heard in each word.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Get pupils to create a poster with different examples of one-, two- and three-syllable words. If possible, put the poster on the wall and encourage pupils to practise saying and clapping the syllables on a regular basis.
- During the school term they can add new words to the poster as they learn them.

Unit 3 Lesson 7: Making a Poster

 Aims: To plan and create a poster about an Open Day To complete a table about a poster To judge other posters To revise using ordinal numbers To practise spelling high-frequency words
 Materials: Pupil's Book pages 56–57 Activity Book pages 48–49 Card, crayons, glue, scissors, pictures to make a poster

Teaching note

• In this lesson, pupils work together to create posters, assess each other's work and give prizes. These activities are designed to encourage creativity, collaboration and critical thinking.

Warmer 3 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask pupils if they have any posters at home and what's on the poster. Elicit what makes a good poster. Get them to think about artwork, photos, amount of writing, etc. Ask if any of them have a favourite poster and if they do, what it is.

What do you need for your poster? Tick (√) or cross (X). 4 mins

- Tell pupils to open their *Pupil's Book* on page 56 and ask them to look at the pictures.
- Ask pupils to work in pairs deciding if the items in the pictures are needed to make a poster. There is no correct answer as pupils may think different things are necessary.
- When they have finished write some of their ideas on the board.

2 Look and write. What's on your poster? 5 mins

- Tell pupils to look at page 57 of the *Pupil's Book* and ask what they can see (a poster for an open day). Ask *What's the name of the school?* (*Green Tree*), *When is the Open Day?* (4th June), *What races are there?* (*skipping race and running race*), etc.
- Then ask them to look at the table on page 56 and point to the headings. Explain that the information on the left-hand side of the table is about the Green Tree School Open Day. Ask if there is any other information mentioned that you haven't already discussed, e.g., time of races, stalls, etc.

• Put pupils into groups and get them to complete the right-hand side of the table with information about their own poster. Monitor the groups as they do this to make sure they have completed the table correctly.

3 Now make your poster. 12 mins

- Put pupils back into the same groups they were in for activity 2. You might like to have groups of mixed abilities so that all the pupils are involved.
- Hand out all the equipment required for making the poster.
- Give pupils time to create their poster. Monitor and help with spelling where necessary.

4 Read other posters. Give prizes.

- When pupils have finished ask one person from each group to come to the front of the class and hold up their poster for everyone to see. Or, if possible, put the posters on the wall.
- Ask the pupils to decide which poster they think is best and write 1st on that poster, or stick a rosette on it (you can make a simple rosette from paper). Pupils then vote on the second, third and fourth best posters.

Activity Book

- 1 Look and write the missing words.
- Get pupils to look at page 48 of their *Activity Book*. Explain that they need to complete the poster about Snowy Mountain School using the poster in the *Pupil's Book* page 57 to help them.
- Pupils work in pairs to complete the poster. When they have finished elicit the answers and if necessary, write them on the board.

Suggested answers

- 1 Open Day
- 2 July
- 3 cookies
- 4 ice-creams

- 5 hopping
- 6 3.30
- 2 Look at the poster. Give it a prize in the box. 4 mins
- Ask pupils to look at the poster and to decide in pairs which prize to give it. Have the pairs share their decision with the class and justify their opinions.
- Monitor and help where necessary.
- 3 Help Adel to write the email. 4 mins
- Ask pupils to read the email and fill in the gaps with the words in the box. Monitor and help where necessary.
- Once pupils have finished, do a class check.

Answers

1 Race, 2 green, 3 jumping, 4 third, 5 sandwiches/drinks, 6 sandwiches/drinks, 7 great

- 4 Look, say, cover, write, check. 4 mins
- Pupils should continue to spell common, highfrequency words using the 'Look, say, cover, write, check' strategy. The four words for this unit are *our*, *your*, *very*, *want*.
- Ask pupils to look at the activity at the bottom of Activity Book page 49. Write the rubric 'Look, say, cover, write, check' on the board and read it with the class. Elicit what pupils have to do. If necessary, copy the table onto the board and remind pupils that this time they will use 'Write 1' column.
- Check that pupils are ready to write. Get them to follow the 'Look, say, cover, write, check' procedure and complete the 'Write 1' column.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Help pupils to add more information to their posters. Encourage them to think about different types of races, different food and drink for sale, prices, etc.
 Allow them to be as creative as possible as long as the language used is correct.

 Help the less confident pupils to take an active part in creating the poster, by encouraging them to draw, colour or stick pictures. This way they will be taking part in the creative process but won't feel so much pressure to write and spell in English.

Unit 3 Lesson 8: Races on the Sports Field

Aims: To listen to and read a story To review adverbs To review pronunciation of numbers *thirteen* and *thirty*, etc.
Materials: *Pupil's Book* pages 58–59 *Activity Book* pages 50–51

Tracks 64–66

Note

- 1 The 'Races on the Sports Field' story in the Pupil's Book contains lots of adverbs of manner, such as *loudly* and *carefully*. Adverbs of manner are the focus of Activity Book page 50. When you are doing the activities on this page, you can use TPR activities to help your pupils understand how adverbs combine with verbs. For example, tell your pupils to walk around the classroom. Then use different adverbs to give instructions, such as Walk slowly! and Walk carefully! Pupils have to respond to your instructions by changing the way they walk. You can model the different ways of walking. When pupils have gained confidence, you can use different verbs as well: Talk quietly! Turn around quickly!
- 2 The word *Yippee!* appears at the end of the story. *Yippee!* is a special word which is used to celebrate when you are very happy.
- 3 On *Activity Book* page 51, the focus is on stressed syllables. A hammer icon and underline are used to indicate the stressed syllable in each word. When you are rehearsing pronunciation with your pupils, you can teach them different actions for stressed and unstressed syllables. For example, move your open hand from left

to right for the unstressed syllables, and strike downwards with a fist for the stressed syllable. Actions like this help pupils to understand and to remember.

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Explain that they are going to listen to and then read a story about running races. Ask pupils to tell you how often they take part in running races.

1 Listen, look and read. 18 mins

- Write the title of the story on the board and read the title with the class. Get pupils to look at the pictures on pages 58 and 59 in the *Pupil's Book* and tell you what they can see. Ask *How many children can you see? What colour T-shirts are they wearing? What kind of race are they running?*
- Tell the class they are going to listen to a story. Give them some time to look at the pictures and guess what is happening.
- Read the title of the story again with the class.
 Play Track 64 and encourage pupils to point and follow the pictures.

😡 Track 64

Listen, look and read. Races on the Sports Field

- 1. It was a sunny day in May. At school, it was Open Day and there were races on the sports field.
- The first race was a running race. The teacher shouted loudly. Teacher: Ready, steady, go!
- 3. Some children ran quickly and some children ran slowly.
- Next, it was the egg and spoon race. The teacher shouted loudly. Teacher: Walk carefully!
- Nadia was in front. She was winning the race, but she walked too quickly and dropped her egg. Nadia: Oh, no! My egg!

- 6. Lina walked quickly but carefully. She was first! Tariq was second! Child 1: Well done! Child 2: Well done, Lina! Child 3: Tariq is second!
- 7. The teacher gave a gold star to all the children. Everyone was happy and cheered loudly. Teacher: Did you enjoy the races? Child 1: Yes, we did! Child 2: It was great! Child 3: Yes!
- Kareem and Lina were first in their races. Tariq and Rana were second and third in the egg and spoon race. Kareem, Lina, Tariq, Rana: Yippee!
- Ask pupils if they enjoyed the story. Get them to tell you their favourite part and why they liked it best.
- Play Track 64 again. Check their understanding by asking some questions: Which race was first? Which race was second? What did Nadia do in the race? Who came first in the egg and spoon race?, etc.

Activity Book

- Look at the 'Races on the Sports Field' story on pages 58 and 59 of the Pupil's Book. Find these words. 4 mins
- Tell pupils to open their *Activity Book* on page 50 and look at the words in the box, *loudly, carefully, slowly, quickly.* Get pupils to look back at the story in their *Pupil's Book* and find the four words. Elicit what they mean. You might like to explain that the four words are adverbs and they describe verbs (doing words).
- 2 What verbs come before each one? Write the words. 4 mins
- Explain to pupils that they need to read the story again and find the adverbs. They then need to write the verb in front of the adverbs in their *Activity Book*.
- When they have finished, say the phrases to the class, *shouted loudly, ran slowly,* etc. and get the class to repeat after you.

Answers

- 1. <u>shouted</u> loudly
- 2. <u>ran</u> slowly
- 3. walked (too) quickly
- 4. <u>walked</u> carefully
- 5. <u>cheered</u> loudly

3 Write a word under each picture. 3 mins

- Now tell pupils to look at the next activity. Read the rubric (as a class or individually). Explain that pupils should read the words in the box and match them to each picture.
- Elicit answers from the class. Point to a picture and elicit the correct word from the class.

Answers

- slowly picture 4 quickly picture 3 loudly picture 1 carefully picture 2
- 4 Complete the sentences. 4 mins
- Tell pupils to look at the final activity on page 50. Explain that pupils should use the words from the previous activity to complete the sentences. Explain that pupils can use the pictures for help. Say each sentence and elicit answers from the class.

Answers

- 1. Wash the baby <u>carefully</u>.
- 2. Don't talk too loudly.
- 3. The boys ran <u>quickly</u>.
- 4. It walked <u>slowly</u>.
- 5 Listen, look and say. 4 mins
- Tell pupils to open their *Activity Books* on page 51.
- Play Track 65 and get pupils to read the numbers as they listen. Point out that they need to listen to the stress in each word.

😡 Track 65

Listen, look and say.

thir <u>teen</u> (13)	<u>thir</u> ty (30)
four <u>teen</u> (14)	<u>for</u> ty (40)
fif <u>teen</u> (15)	<u>fif</u> ty (50)
six <u>teen</u> (16)	<u>six</u> ty (60)
seven <u>teen</u> (17)	<u>seven</u> ty (70)
eigh <u>teen</u> (18)	<u>eigh</u> ty (80)
nine <u>teen</u> (19)	<u>nine</u> ty (90)

- 6 Listen and write the numbers you hear.
- Tell pupils to look at the table at the bottom of the page. Explain that they need to write the numbers they hear in the correct column.
- Play **•** Track 66 and get pupils to write the numbers. If necessary, explain that they can write the numbers in digits first before writing them out in words, for example 13, 30, 40, etc.
- This will make it easier as writing the word and spelling it correctly at speed may be too difficult for some pupils.
- Elicit the answers and check that the numbers have been spelt correctly. Then drill the numbers, making sure that pupils stress each word in the right place.

😡 Track 66

Listen and write the numbers you hear.

forty	sixty
fifteen	fourteen
sixteen	fifty
eighty	
nineteen	
seventeen	
eighteen	

Answers

fifteen	forty
sixteen	eighty
nineteen	sixty
seventeen	fifty
eighteen	
fourteen	

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Have a group spelling test. Put pupils into small groups. Let pupils look back at the words they have learnt in Unit 3. Each pupil chooses two words from the unit. Pupils take it in turns to read out two words for the other members of the group to spell (preferably in their notebooks). The 'reader' should then check the spellings of the rest of the group. Whoever gets the most words right could be awarded a 1st badge.



Unit 4

Revision (1)

Aims

Listening

- Listen to a dialogue about how much things cost.
- Listen to a story.

Speaking

- Practise pronunciation and spelling of new words.
- Make requests using *can*.
- Talk about how much things cost.
- Tell a story.

Reading

• Practise reading and telling a story.

Writing

• Write a rhyme.

Key words

Revision of Units 1-3

Unit 4 Lesson 1: The Challenge

Teaching note

- Units 4 and 8 are revision units. There is less material to cover in the four lessons that make up these units than in the other lessons. The intention is to give teachers the opportunity, at these points in the school year, to:
 - catch up with unfinished work
 - review particular areas that pupils found difficult
 - do more of the 'Extras' that follow each lesson
 - let pupils have time to do the more creative, project-based types of activity, for example, Unit 3, Lesson 2 – building a stall in the classroom and role-playing buying food and drink from the stall.

Spelling test 4 mins

- Help pupils to find the spelling test grid on *Activity Book* page 108. Explain that you will say the four words they have been practicing, and they should write down each word you say in the box for Unit 3.
- Check that pupils are ready to write. Say the first word, *our*. Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*your*, *very*, *want*).
- You may want to collect in the books and mark them yourself. Alternatively, get pupils to read the words back to you while you write them on the board. Pupils should then swap books and mark their partner's spellings.

Warmer 3 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask pupils how often they take part in quizzes, either at school or outside school. Elicit the kind of quizzes they have done and whether they enjoy them.
- 1 There is a school challenge. Can you help? Choose your team: A or B? 4 mins
- Ask pupils to open their *Pupil's Book* on page 62 and tell them that they are going to take part in a school quiz. Ask *How many teams are there?*(2) What is the name of each team? (Team A and Team B) Who's in each team? (Team A: Nadia, Yousif, Tariq; Team B: Kareem, Lina, Rana).
- Put pupils into small groups, tell them to choose which team they want to be in and to write the letter on page 62. Make sure that half the class choose *Team A* and half choose *Team B*.

2 Answer your team's questions.

- Ask teams to answer the Team A or Team B questions and get them to write their answers on a piece of paper.
- When they have finished tell Team A to exchange their answers with Team B.
- Monitor and help where necessary.

3 Listen and check. ✓ = 1 point. Who is the winner? ^{8 mins}

- Play **•** Track 67 and get pupils to check the answers of the opposite team. Ask them to add up the total number of points, write them at the bottom of the page and give the answers back.
- Elicit how well each team did and which questions they got wrong.

🗑 Track 67

Listen and check. \checkmark = 1 point. Who is the winner?

Team A

- 1. Voice 1: How old is Lina? Voice 2: She's 8.
- 2. Voice 1: I'm going down the slide.
- 3. Voice 1: There are some pens in my bag.
- 4. Voice 1: Where are you from? Voice 2: I'm from Libya.
- 5. Voice 1: A ruler is longer than a pen.
- 6. Voice 1: I go to school by bus.

Team B

- 1. Voice 1: How old is Nadia? Voice 2: She's 9.
- 2. Voice 1: *I'm climbing up the ladder.*
- 3. Voice 1: There is a toy bear in my bag.
- 4. Voice 1: What language do you speak? Voice 2: I speak Arabic.
- 5. Voice 1: A van is bigger than a car.
- 6. Voice 1: I go to school at 8 o'clock.

Activity Book

- 1 Write your own rhyme and choose a name. 20 mins
- Elicit what they can remember about the rhyme in Unit 3. (*It was about the months of the year.*)
- Ask pupils to open their *Activity Book* on page 52. Tell them that they are going to write a new rhyme using the words in the boxes and the outline of the rhyme at the bottom of the page.
- Tell them to read all the words in the boxes and make sure they understand them. Then ask pupils to read the outline of the rhyme at the bottom of the page.
- Point out that the numbered spaces in the outline need to be completed with a word from the corresponding box. Explain that they can choose any word they want to make their own rhyme unique. Once they have finished their rhyme ask them to think of a title for it and write the title at the top of the outline in the space provided.
- When they are happy with their rhymes, ask individual pupils to read them aloud to the class.

Possible answer

- 1 A river is longer than a banana,
- 2 And number 99 is bigger than 10.
- 3 A cat is taller than a bee.
- 4 And my brother and sister are older than me.
 - So I am younger than them, you see!
- 5 A grape is smaller than a watermelon,
- 6 And I am younger than that man. My rhyme is called: Funny Rhyme

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- When doing any writing or spelling task, encourage pupils to use the Word list at the back of the *Pupil's Book*. You can play 'Find' games to help pupils become more familiar with the Word list, for example: alphabetical order find words beginning with g, k, w, etc. This will help pupils understand that the words in the dictionary are listed in the same way as the alphabet. They can be reminded of the alphabet sequence by chanting Track 51.

Unit 4 Lesson 2: My Progress

Warmer 5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Play the 'Number game'. Hand out pieces of plain paper and draw a grid on the board (4 squares x 4 squares). Working individually or in pairs, get pupils to copy the grid and write a number between 10 and 1000, making sure the numbers all end in zero, in each square. Remind pupils how to play the game and, if necessary, demonstrate the 'Number game' using the grid on the board before starting the game.

1 Complete the sentences. 3 mins

- Say Open your Pupil's Book on page 63. Point to the box on the left and read the words out loud to the class. Write on the board An elephant is a very ______animal. Ask pupils to choose a word from the box to complete the sentence and write it in the space.
- Tell pupils to complete the four sentences using one of the words in the box.
- Check answers with the whole class.

Answers

- 1. big
- 2. bigger
- 3. high
- 4. dry

2 Listen and practise. 10 mins

- Tell pupils to look at the conversation. Elicit or tell pupils what 2.5 LYD means (2,5 Libyan dinars). Explain that it is written with a capital LYD followed by the number, but it is said Two and a half Libyan dinars.
- You may also need to explain that *each* means *every* in this sentence. To check they have understood write on the board, 1 *cake* = 2.5 *LYD*, 2 *cakes* = 5 *LYD*. Ask: *How much are three cakes*? (7.5 *LYD*).
- Play **•** Track 68 and ask pupils to listen and follow. Then practise with open pairs asking and answering.

Track 68

Listen and practise.

Kareem:	Can I help you?
Girl:	How much are the cakes?
Kareem:	Two and a half Libyan dinars each.
Girl:	Can I have two, please?
Kareem:	Yes, here you are.

3 Look and write the answers. 3 mins

- Tell pupils to work individually and write the answers to the questions.
- Monitor and help where necessary.
- Check answers with the whole class.

Answers

- 1 12
- 2 April
- 3 August

Activity Book

- 1 Write the missing words. (3 mins)
- Tell pupils to look at page 53 of their *Activity Book*. Elicit what kind of text is at the top of the page (*an email*).
- Explain that they need to complete the email using the words in the box. Ask them to complete the email alone or in pairs.
- Do not check answers yet. Answers will be checked in activity 5.

Answers

- 1 up
- 2 down
- 3 through

2 Put the words in order. Don't forget the full stops. 3 mins

- Tell pupils to look at activity 2. Ask pupils to put the words in order and remind them not to forget the full stops. Ask them to work alone or in pairs.
- Monitor and help where necessary.
- Do not check answers yet. Answers will be checked in activity 5.

3 Answer the questions. 3 mins

- Have pupils work alone and answer the 3 questions about themselves. Remind pupils to write complete sentences.
- Monitor and help where necessary.
- Do not check answers yet. Answers will be checked in activity 5.

4 Match. 3 mins

- Ask pupils to work in pairs and match the adjectives on the left to the nouns on the right.
- Monitor and help where necessary.
- Do not check answers yet. Answers will be checked in activity 5.

5 Listen and check your answers. 12 mins

- Play So Track 69 and have pupils listen to check their answers.
- Pause after each activity to check answers with the whole class.
- Ask pupils to count how many answers they got right. Elicit which ones they had the most problems with and if a large number had the same problem then this could be an area to work on in class.

😡 Track 69

Listen and check your answers. Write the missing words.

Dear Sam

It is Saturday. I went to the playground. First, I climbed up the ladder and then I went down the slide. After that I played with my friends and we crawled through the tunnel. Then we had a running race. I was first! I am good at running. It was fun! Adel

Put the words in order. Don't forget the full stops.

- 1. Do not stand on the swing.
- 2. Hold on with both hands.
- 3. Do not go too fast.
- 4. Do not balance on 1 leg.

Answer the questions.

- Voice 1: Where are you from?
- Voice 2: I'm from Libya.
- Voice 1: What language do you speak?
- Voice 2: I speak Arabic.

Voice 1: What's the weather like in your country?

Voice 2: It's hot and dry.

Match.

- 1. delicious food
- 2. dry desert
- 3. famous date palm
- 4. green field
- 5. high mountain
- 6. hot country
- 7. long river
- 8. quiet village

Answers

See transcript above.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Play category games. Have pupils find three or four words for food, drink, places to visit, etc.
- Do some scanning activities which word comes before or after *cookie*, *sandwich*, etc.? This sort of activity encourages pupils to use their knowledge of the alphabet to locate these words and to concentrate on reading to find the required information. This is a useful first step for pupils to learn on the way to becoming proficient readers.

Unit 4 Lesson 3: The Magic Bird

Aims: To practise reading and telling

 a story
 To review adjectives
 To review how to use capital letters

 Materials: Pupil's Book page 64

 Activity Book pages 54
 Track 70
 A card to write on for a game

Warmer 6 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Write Races on the Sport Field on the board and remind pupils that this is the title of the story in Unit 3. Ask questions about the story, for example: What was the weather like? (sunny) Who came first in the egg and spoon race? (Lina) How did she feel? (happy) Did Nadia drop her egg? (Yes) How did she feel? (sad) What colour T-shirts did they have? (yellow and brown), etc.
- Write the adjectives on the board and tell pupils that they are going to use these and other adjectives to complete a story.

1 Write the words you want. Listen and read. 10 mins

- Say Open your Pupil's Book on page 64. Tell pupils to look at the pictures and explain that they tell a story. Ask them if they can think what happens in the story just by looking at the pictures. Make sure all pupils tell their opinion.
- Point to the words in the box below each picture and tell pupils that they need to choose a word, or words, from the box to complete the story so it matches the picture.
- Give pupils time to look at the pictures and read the sentences and select the correct word. You might like to ask pupils to work in pairs for this activity.
- When they have completed all the gaps, play
 Track 70 and ask pupils to listen and check.

😡 Track 70

Write the words you want. Listen and read. 1

Narrator: There was an old man. He lived in a small village next to a long river. One day, he walked to the river and saw a very big bird. 2 Narrator: The bird had a green face and pink legs. 3 Narrator: The old man was sad. The bird looked at the old man. Bird: Can I help you? 4 Narrator: The old man looked at the bird. Old man: I want to be young again. 5 Narrator: There was a yellow light. The old man wasn't there. Bird: I give you your wish! 6 Narrator: Oh no! The old man is younger than he wanted to be!

2 Tell your story to a partner. 10 mins

- Tell pupils to close their books and retell the story from memory to their partner. Explain that it doesn't matter if they don't remember every single word as it's more important to speak fluently.
- They can take it in turns to tell the story, one picture at a time, and help each other if they get stuck.
- Monitor whilst they are speaking and help with vocabulary and pronunciation.

Activity Book

- 1 Read Kareem's homework. Is it correct?
- Ask pupils to open their Activity Book on page 54. Point to the heading and ask What's Kareem's homework about?
- Tell pupils to read Kareem's homework and decide if it has any mistakes. Elicit the answer (*Yes*) and move on to activity 2.

2 Circle Kareem's mistakes and correct them. 5 mins

- Ask pupils to read the homework again carefully and circle all the mistakes they can find.
- When they have found the mistakes, ask them to correct them.
- Check answers as a class.

Answers

Answers benghazi - Benghazi libya - Libya tripoli - Tripoli arabic - Arabic english - English [x2] libya - Libya march - March

- 3 Write four words with capital letters.
- Get pupils to think of four more words which need capital letters and write them in the boxes at the bottom of page 54. Encourage them to find words from Units 1–3.
- Ask individual pupils to write their words on the board and get the rest of the class to say if they have the same words. If pupils have different words, ask them to write their words on the board so that you finish with a large number of different words that need capital letters. If anyone writes up a word that doesn't need a capital letter, explain why it's wrong and get the pupil to erase it.

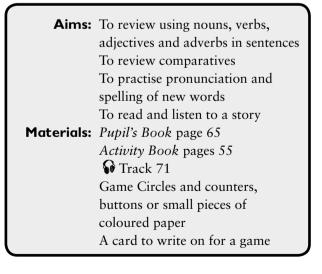
Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Put pupils into groups to write their own story. Either ask pupils to look back through Units 1–4 and write a story about something which happened, for example the food and drink stalls at the Open Day, playing in the playground, or daily routines. Tell pupils to write 3–4 sentences using adjectives whenever

possible. Monitor and check the work as they write. When they have finished put the stories on the wall. Other pupils could judge the stories they like best and give them 1st, 2nd, 3rd and 4th prizes or rosettes.

- To help pupils learn to use capital letters correctly, ask them to write out Kareem's homework in their own notebooks. This will help them remember how to use capital letters.
- Another way to help pupils to decide if a capital letter is needed is to play a word game. Give them a card with ten nouns on it. Some of the nouns should be proper names which need capital letters, e.g., *Nadia, Arabic, March* and some which don't, e.g., *brother*, *sandwich, cookie*, etc. Ask pupils to decide which nouns need a capital letter and correct them.

Unit 4 Lesson 4: Snakes and Ladders



Warmer 8 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Write a collection of different words on the board, some nouns, verbs, adjectives and adverbs which pupils have learnt in Units 1–3. For example, *roundabout*, *through*, *small*, *quickly*, etc.
- Put pupils into teams of four.
- Point to a word on the board and ask the team to say a sentence containing that word. The first team to give a correct sentence gets a point. Keep playing until all the teams have had a chance to say a sentence.
- At the end, get the teams to add up all the points they have and see which team is the winner.

1 Play the game. 20 mins

- Get the class to look at page 65 of the *Pupil's Book*. Tell them that they are going to play a game called 'Snakes and Ladders'. Pupils should know how to play this game, but remind them quickly that you go up the ladders and down the snakes. For example, if your counter lands on *city*, you go up the ladder to *tall*. If your counter lands on *down*, you go down the snake and back to *pizza*.
- Make sure each pupil has a counter. Pupils put their counters on the 'Start' square. Check that everyone can see a Game Circle at the back of their *Activity Book*. Pupil's take turns to close their eyes and select a number randomly by touching a number on the Game Circle. Pupils move their counter forward by the number they selected.
- There are several ways of playing this game depending on how much time you have and how strong the pupils are at English. In addition, you could group pupils of the same ability together and give different groups slightly different games. For example:
 - Pupils select a number from the Game Circle, move their counter along the board and say the word that they land on. Other pupils in the group need to check

that their pronunciation is correct. If they mispronounce the word, they miss a turn.

- 2. Pupils select a number from the Game Circle, move their counter along the board and then use the 'Look, say, cover, spell' approach and spell out the word to the group. If they spell the word incorrectly, they miss a turn.
- 3. Pupils select a number from the Game Circle, move their counter along the board and then make a complete sentence using the word they land on. If the sentence is grammatically wrong or doesn't make sense, they miss a turn.
- 4. If they can't say or spell the word or make a sentence, they miss a turn.
- If the group disagree with the pronunciation or sentence that has been created, they should ask you to make the final decision.

Activity Book

- 1 Read the story and number the speech bubbles. 7 mins
- Write the title of the story on *Activity Book* page 55 on the board and read it with the class. Get pupils to look at the pictures and tell you what they can see. Ask *What is the boy doing?* Where is he going? What is wrong with his clothes? What does he do at the end of the story?
- Tell the pupils that they are going to read the story of 'The Wrong Shoes'.
- First, ask them to look at the speech bubbles at the bottom of the page. Explain that the story is not complete and that they need to decide where the speech bubbles go.
- Get them to read the speech bubbles in pairs, making sure they understand them. Point out that each set of speech bubbles has a number which they need to put into the squares in each picture.
- Pupils read the story on their own and write in the numbers.
- 2 Listen and check your answers. 10 mins
- When they have all finished activity 1, play
 Track 71 for them to listen and check their answers.

• Ask pupils if they enjoyed the story. Get them to tell you their favourite parts. Elicit if this has ever happened to them and if so, what did they do.

😡 Track 70

Write the words you want. Listen and read.		
	1	
Narrator:	It is Wednesday morning. It's	
	8.30 and Sam is late for school.	
	School starts at 8 o'clock.	
Sam:	I'm late for school!	
	2	
Narrator:	He gets dressed quickly. He puts on	
	trouser, a shirt and some shoes. He	
	runs to school.	
Sam:	I must run quickly!	
	3	
Narrator:	At school the teacher points to the	
	school rules on the wall.	
Teacher:	Don't be late!	
Sam:	I'm sorry!	
	4	
Narrator:	Sam's friends laugh. His trousers	
	are shorter than his legs. His sleeves	
_	are longer than his arms.	
Boy:	You're wearing your brother's	
	trousers!	
Boy:	You're wearing your dad's shirt!	
N .7	5	
Narrator:	Sam's friends point to his shoes.	
D.	His shoes are bigger than his feet!	
Boy:	You're wearing your dad's shoes!	
Narrator:	6 The togehow tells Same to go house	
inarrator:	The teacher tells Sam to go home again and change his clothes. Sam	
	8	
Teacher:	is happy now. Do you want to go home?	
Sam:	Yes, please! I will come	
Jain.	back quickly.	
	ouch quickiy.	

Answers

See transcript above

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Ask pupils to work in pairs or groups to create their own 'Reading game' with different words. Encourage them to think of words they have learnt in the first three units. Give them card to draw a grid similar to the one on page 65 of the Pupil's Book.
- Encourage everyone in the group to write a word in each of the squares. Explain that it is important to write the words neatly so that their classmates will be able to read what they have written.
- If time, ask teams to exchange their game boards with another team and play the game again.

Places to See

Aims

Unit 5

Listening

- Learn words for talking about places to see.
- Review comparatives: good, better, best.
- Listen to a rhyme.
- Listen and complete a timetable.
- Learn vocabulary relating to the natural world.
- Identify syllables in a word.
- Listen to a story.

Speaking

- Ask and answer questions about the results of a class survey.
- Talk about future plans and buying things using *going to*.
- Role-play a conversation about a school trip.
- Talk about what people are doing.
- Talk about rules.
- Say a rhyme.
- Play a game revising comparatives and superlatives.

Reading

- Read words for talking about places to see.
- Match nouns and their adjectives.
- Read a fact file.
- Match words to definitions.
- Read and understand information in a graph.
- Review comparatives and superlatives: *highest, coldest,* etc.
- Read a story.

Writing

- Write a spelling test.
- Practise spelling new words.
- Listen and complete a timetable.
- Correct mistakes in a short factual piece of writing.
- Write a project about the world.
- Practise spelling high-frequency words (now, many, much, their).

Key words

Lesson 1

ancient - /'eɪnʃ(ə)nt/ beautiful - /'bjuːtəf(ə)l/ cave - /keiv/ cave painting - /keiv 'peintin/ famous - /'feɪməs/ forest - /'fprist/ high – /haɪ/ interesting - /'IntrəstIŋ/ lake – /leik/ large - /lar(r)dz/ mosaic – /məʊ'zeɪɪk/ museum – /mjuː'ziːəm/ pattern - /'pætə(r)n/ ruin - /'ruɪɪn/ statue - /'stætʃuː/ stone - /stəʊn/ tablet - /'tæblət/ waterfall - /'wɔːtə(r),fɔːl/

Lesson 2

a hat and a scarf – /ə hæt ænd ə ska:(r)f/ do a project about waterfalls – /du: ə 'prødʒekt ə'baʊt 'wɔ:tə(r)fɔ:lz/ go on a train – /gəʊ ɒn ə treɪn/ have a picnic – /hæv ə 'pɪknɪk/ school trip – /sku:l trɪp/ see high mountains with snow – /si: haɪ 'maʊntɪnz wīð snəʊ/ take my backpack – /teɪk maɪ 'bæk,pæk/ vote - /vəut/ wear boots - /weə(r) bu:ts/ How many pupils want to see the seaside? - /hau 'meni 'pjuiplz wont ta si: ðə 'si:said?/ I'm excited. We're going to see a waterfall. - /aım ık'saıtıd. wıə(r) 'gəuıŋ ta si: ə 'wɔ:tə(r)fɔ:l./

Lesson 3

forget your hats and bags -/fə(r)'get jɔ:(r) hæts ænd bægz/ talk loudly - /tɔ:k 'laʊdli/ walk around - /wɔ:k ə'raʊnd/ Sit quietly. - /sɪt 'kwaɪətli./ Do not eat your lunch on the train. -/du: nɒt i:t jɔ:(r) lʌntʃ ɒn ðə treɪn./

Lesson 4

activities – /æk'tɪvətiz/ arrive at – /ə'raɪv æt/ leaves at – /liːvz æt/ timetable – /'taɪm,teɪb(ə)l/ I'm going to buy one mug, two notebooks and a cookie. – /aɪm 'gəʊɪŋ ta baɪ wʌn mʌg tuː 'nəʊtbuks ænd ə 'kʊki./

Lesson 5

bridge - /brɪdʒ/ clouds - /klaʊdz/ mountain range -/'maʊntɪn reɪndʒ/ plants - /pla:nts/ oasis - /əʊ'eɪsɪs/ salt lakes - /sɔ:lt leɪks/ sand dunes - /sænd dju:nz/ snow - /snəʊ/ tall buildings - /tɔ:l 'bɪldɪŋz/ west - /west/

Lesson 6

biggest = /'brgrst/ longest = /'løngrst/ smallest = /'smɔ:lrst/ tallest = /'tɔ:lrst/ high, higher, highest = /har 'harə(r) 'harıst/

Unit 5 Lesson 1: Different Places

Aims: To learn and read words for talking about places to see To match nouns and their adjectives To read a fact file To match words to definitions To practise spelling new words Do a spelling test
Materials: Pupil's Book pages 68–69 Activity Book pages 56–57 Tracks 72–73
Set of cards for playing Pelmanism

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask pupils about any famous places to visit in their areas. Find out which ones they have been to and what they saw there. Ask *Which is your favourite place to visit?* If pupils mention several places write them on the board and elicit which one is the most popular.
- 1 Look, read and write. 4 mins
- Ask pupils to open their *Pupil's Book* on page 68. Ask *What can you see in each picture? Were any places like these mentioned in the Warmer?*
- Read the words in the box with the class and ask pupils to match each word with a picture.

Answers

1 waterfall, 2 lake, 3 museum, 4 cave, 5 ruin, 6 forest

2 Listen, point and say. Then listen and match. 6 mins

• Tell pupils they are going to hear a description of each picture. As they listen, they should point to the picture and the words. Play Track 72.

• Play Track 72 again and get pupils to repeat each sentence. If necessary, drill the sentences with the class. Check pupils are saying *It's a* ... not *It is a*

Track 72

Listen, point and say. It's a waterfall. It's a cave. It's a lake. It's a ruin. It's a museum. It's a forest.

• Play Track 73. This time ask pupils to match the places with the adjectives used to describe them.

😡 Track 73

Listen and match.

- 1. It's a high waterfall.
- 2. It's an interesting museum.
- 3. It's a famous cave.
- 4. It's a large forest.
- 5. It's a beautiful lake.
- 6. It's an ancient ruin.
- Note: Track 73 gives one possible set of matches for the nouns and adjectives. Please note that other combinations are possible and, if necessary, explain this to your pupils. For example, a museum can be described as famous, large and possibly beautiful or ancient; a forest can be described as interesting, famous, beautiful and ancient. There are other combinations that are less likely.

3 Read and point. 4 mins

- Get the class to look at the top of *Pupil's Book* page 69. Explain that they are going to read about each of the objects in the pictures.
- Read the fact file once to the class and then allow pupils time to read it independently pointing to the corresponding picture as they read.
- Go round the class and check pupils understand the text and are pointing to the correct pictures.

4 Find and write the word. 5 mins

- Read the first sentence in the activity at the bottom of *Pupil's Book* page 69 and ask *Which object does this describe?* Elicit *cave*.
- Pupils write *cave* on the first line and fill in the remaining words next to the correct definitions.
- When they have finished, read each sentence to the class and ask individual pupils to give you the answer.

Answers

- 1. cave
- 2. tablet
- 3. statue
- 4. mosaic

Activity Book

- 1 Complete the sentences with the words in the box. 5 mins
- Ask pupils to look at the first activity on page 56 of the *Activity Book*. Read out the rubric (as a class or individually). Ask pupils to read the words in the box and say them aloud to the class. You may need to remind them that an adjective describes a noun and they need to use the ones in the box at the top of the page in both activities. Pupils need to read the sentences and then decide which words from the box go in each gap.
- Check with the class by asking for volunteers to read a sentence each.

Answers

- 1. high
- 2. ancient
- 3. famous
- 4. beautiful
- 5. large
- 6. interesting

2 Use the words again in new sentences.

• Explain that this time, pupils use the same adjectives from the box in the first activity to make new sentences. Point out that the first letter of each word has been given to help

them. Allow pupils to work in pairs to complete these sentences.

• Check answers by reading each sentence out loud and stop for pupils to tell you which word goes in which gap.

Answers

- 1. famous
- 2. large
- 3. beautiful
- 4. high
- 5. ancient
- 6. interesting
- 3 How do you spell these words? Look, read and say. 4 mins
- Tell pupils to look at the activity at the top of page 57 in the *Activity Book* and look at the words in the box and the dialogue below. Choose two pupils to demonstrate the dialogue, making sure they pronounce the letters correctly.
- Get them to continue the dialogue in pairs, taking it in turns to ask and answer about all the words in the box.
- 4 Read the sentences. What is it? 4 mins
- Tell pupils to look at the activity at the bottom of the page. Divide the class into As and Bs and explain that this activity is similar to the one they did on page 69 of the *Pupil's Book*.
- Tell them that they need to read their own sentences and write the answers on the line underneath.
- 5 Ask your partner. Can they guess your words? 4 mins
- When they have finished answering their own questions, put them into pairs, A and B. Explain that they should read their sentence to their partner who has to guess the answer. You might need to demonstrate with an open pair first.
- While they are speaking, check they have written the correct answers.

Answers

A: museum, lake, cave, forest B: boat, pencil, waterfall, ruin

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Play 'Pelmanism' with the class. Make sets of 12 cards. On six cards write the places from *Pupil's Book* page 68, e.g., *museum*, *lake*, *cave*, etc. and on the other six cards write their matching adjectives. Put pupils into groups and give each group a set of cards.
- Tell the pupils to put the cards out on the table or floor face down. It is important that they can't see what's on each card.
- To play the game, one pupil turns over two cards. If they turn over a noun and a suitable adjective, e.g., *ancient – ruin*, then they can keep the cards. Otherwise they must turn them both back over and another pupil has a go. Keep doing this until all the cards have been paired and collected.
- Practise spelling the new adjectives they have learnt. On a piece of paper, write the first letter of each adjective followed by dashes to indicate the number of letters required, e.g., a _____. Ask pupils to write in the letters to complete the adjectives.

Unit 5 Lesson 2: A School Trip

 Aims: To read and understand information in a graph To ask and answer questions about the results of a class survey To learn to talk about future plans using *going to* To role-play a conversation about a school trip To review comparatives: *good*, *better*, *best* Materials: Pupil's Book pages 70–71 Activity Book pages 58–59
 Tracks 74–77 Notebooks or large sheets of paper

Warmer 3 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask pupils if they have ever been on a school trip. If they have, find out where they went, what they did and whether they enjoyed it. Ask if there is anywhere they would like to go on a future school trip and why.

1 Listen and read. 4 mins

 Say Open your Pupil's Book on page 70. Read the title and elicit or explain the word *trip*.
 Point to the text box at the top of the page and play Track 74 to introduce the topic of the lesson. Encourage pupils to read the text as they listen.

🗑 Track 74

Listen and read.

Classes 3 and 4 are going to have a school trip. What are they going to see? They can vote for their favourite place.

2 Here are the votes. Look and count. 3 mins

- Explain to the class that the pupils in Classes 3 and 4 all voted and the results can be seen in the two graphs on *Pupil's Book* page 70. Give pupils some time to study the graphs and understand the results. Ask *How many pupils in the class want to see the seaside? (five) How many pupils want to see the seaside? (ten) How many pupils altogether want to see the seaside? (fifteen).*
- Get pupils to note down the total number of pupils who voted for each of the places.

Answers

Seaside 15 Waterfall 30 Cave 15 Museum 15 Ruin 10

3 Listen, ask and answer. 5 mins

- Tell pupils to look at the speech bubbles at the bottom of page 70 and explain that the children are asking and answering about the results of the class vote.
- Play Track 75 and ask pupils to write the answer to the question at the bottom of the page on the line. Then put pupils into pairs to take it in turns asking and answering about each of the places and which were the most and least popular. If necessary, ask for volunteers to demonstrate a question and answer in front of the class first.
- Move around the class monitoring them as they speak. If you hear any problems with pronunciation, note them down and go through them with the whole class when everyone has finished.

😡 Track 75

Listen, ask and answer.

Boy: *How many pupils want to see the seaside?* Girl: 15.

Boy: How many pupils want to see the ancient ruin?

- Girl: 10. Which is the favourite place?
- Boy: It's the waterfall. It has 30 votes.

4 Listen to Yousif and Lina. They are talking about their school trip. 5 mins

- Play a miming game. Pick up your pen and ask the class *What am I going to do?* Elicit *You're* going to write. Pick up your cup and bring it to your lips. Ask the class *What am I going to* do? Elicit *You're going to drink*. Use the same process using the following prompts: mime waving and walking to the door (go home), mime peeling a banana and bringing it to your mouth (*eat*), pick up your *Pupil's Book* and mime opening it and reading (*learn English*).
- Write *going to* on the board and elicit what it's used for in English.
- Drill the pronunciation of *going to* and then ask *What are you going to do after school? What time are you going to go home?* Ask for volunteers to answer the questions using *going to*. For example, *I'm going to play football after school.*
- Tell pupils that they are going to hear Yousif and Lina talking about a school trip. Say Open your Pupil's Book on page 71. Play Track 76 and encourage pupils to read along as they listen. Then ask What are they going to see? What is Yousif going to take? What are they going to do a project on? How are they going to get there? This will allow you to check they have understood everything.

Track 76 Listen to Yousif and Lina. They are talking about their school trip.

- Lina: *I'm excited*. We're going to see a waterfall.
- Yousif: And we're going to go on a train.
- Lina: We're going to have a picnic.
- Yousif: We're going to see high mountains with snow.
- Lina: Then we're going to do a project about waterfalls.
- Yousif: I'm going to take my backpack and wear boots.
- Lina: So am I. I'm going to wear boots, a hat and a scarf.

5 Now practise the conversation.

• Play **•** Track 76 a second time and then get pupils to practise the conversation in pairs and monitor them as they work.

Activity Book

- 1 Listen, read and say. 4 mins
- Ask pupils to turn to *Activity Book* page 58.
 Point to the LOOK box. Read the box with the class and elicit the meaning of *good*, *better*, *best*.
 You can do this by pointing to the number of ticks next to each word.
- Play Track 77 and ask pupils to read the three sentences as they listen. Then read each sentence to the class and get them to repeat after you.

😡 Track 77

Listen, read and say.

Good, better and best I think vanilla ice-cream is good. Strawberry ice-cream is better. But chocolate ice-cream is the best!

- 2 Look at the chart and answer the questions. 4 mins
- Ask pupils to look at the chart on page 58 of the *Activity Book* and tell them that the chart shows the results of a survey to find out which playground activities some children liked best. Elicit or tell them that the numbers on the lefthand side represent the number of children.
- Point to the four questions under the chart and ask pupils to answer the questions alone or in pairs.

Answers

- 1. 25
- 2. 20
- 3. Yes
- 4. the slide

3 Look at the information and write. 4 mins

- Ask pupils to look at page 59 of their *Activity Books*.
- Explain that the information in the table shows the results of a survey about which fruit the

children like best. Explain that four ticks show that they like the fruit a lot.

• For this activity, pupils must count the number of ticks in each column and add the total to the bottom row for 'How many ticks?' and this information will be used for the next activity.

Answers

bananas – 14 apples – 12 oranges – 12 watermelons – 10

- 4 Can you draw and colour a chart? 5 mins
- Make sure pupils know what they have to do to complete this activity. Read the rubric with the class. Tell them that they should use the chart in the *Pupil's Book* on page 70 as an example and that the information they need is in the table at the top of the page.
- Put pupils in small groups to turn the information from the survey into a bar chart. You might find it best to draw the bar chart on the board for pupils to check that they are transferring the information correctly.
- 5 Answer the questions. 4 mins
- Working individually, pupils answer the four questions under the bar chart. Monitor and support as necessary. Let pupils compare their answers with a partner. Ask for a volunteer to read out each question and answer and write he answers on the board for pupils to compare and check.

Answers

- 1. bananas
- 2. No
- 3. Yes
- 4. Pupils' own answers

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Pupils can do a group survey about things they are going to do in the future.

First, they will need to draw a table in their notebooks or on a large piece of paper – the table should have three columns. Put pupils into groups of four. Get pupils to write the names of the children in their group in the left-hand column. At the top of the next two columns they should write *What* ...? and *What time* ...?

- Pupils then ask the other children in their group *What are you going to do after school? What time are you going to have dinner?* They then complete the table with the answers. You could suggest, or let pupils suggest, other questions to ask.
- To practise using *good*, *better*, *best* ask pupils to write true sentences about their own likes. Give them prompts such as sports, food, drink, school subjects, etc. to help them. For example, *I think swimming is good, tennis is better, but football is best.*

Unit 5 Lesson 3: On the Train

Warmer 3 mins

• Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.

- Play a miming game. Ask a pupil to open their book and pretend to read. Say *What is* [*Rana*] doing? Elicit [*Rana*] is reading a book. Ask another pupil to pretend to be drawing a picture and ask the class *What is* [*Salma*] doing? Elicit [*Salma*] is drawing a picture. Ask two pupils to pretend to be asleep and ask the class *What are* [*Reem and Dalia*] doing? Elicit [*Reem and Dalia*] are sleeping.
- 1 What are they doing? Listen and write Yes or No. 4 mins
- Say Open your Pupil's Book on page 72 and look at the pictures. Ask Where are they? (On a train.) Elicit what the children on the right of each picture are doing (1 doing their project, 2 sleeping/reading a book, 3 drawing a picture).
- Explain that pupils will hear a description of each picture and they need to say if it is correct or not by calling out *Yes* or *No* and writing their answer in the box provided.
- Play Track 78, pausing after sentence 1. Ask the class *Is that right?* and elicit *Yes*. Play sentence 2, pausing after 'eating' and ask *Is that right?* Elicit *No*. Continue with the rest of the track.

😡 Track 78

What are they doing? Listen and write Yes or No.

Picture 1: Yousif and Kareem are doing their project.

Picture 2: Tariq is eating. Rana is reading a book.

Picture 3: Lina and Nadia are drawing a picture.

Answers

- 1. Yes
- 2. No, Yes
- 3. Yes

2 Look at the words. Make two sentences. 4 mins

• Tell pupils to look at the words in the box at the bottom of page 72. Tell them that they need to use these words to make sentences about the pictures at the top of the page. Pupils work in pairs to make true and false sentences about the characters in the pictures. For example: Student A: Tariq is sleeping. Student B: Yes. Rana is drawing. Student A: No. Rana is reading a book.

3 Listen and read. 6 mins

- Tell pupils that the children are going to go on a school trip and that there are some rules they have to follow. Ask if they can remember the playground rules from Unit 1 – what were they?
- Get them to look at page 73 in the *Pupil's Book* and point to the rules in the box. Play **W** Track 79 and ask pupils to read the rules as they listen.
- Ask if they can suggest any more rules that you might need for a school trip. Encourage pupils to say the rules correctly using imperatives, e.g., *Do not run on the train, Play with your friends.*, etc.

😡 Track 79

Listen and read.

Teacher: *Here we are on the train*. We're going to see a big waterfall. It's a very high waterfall.

Now we're on the train and there are some rules. Please listen carefully. Sit quietly next to your friends. Do not eat your lunch on the train. We are going to have a picnic at the waterfall. Do not talk loudly.

Do not walk around.

When you get off the train, do not forget your hats and bags.

4 Listen and say the rhyme. 6 mins

- Get the class to look at the bottom of page 73 of the *Pupil's Book*. Ask pupils to look at the picture and elicit what they think the rhyme might be about. Write their suggestions on the board.
- Play **•** Track 80 and get pupils to follow the words with a finger as they listen. When they have heard the rhyme once, look back at the suggestions on the board and see if they had predicted correctly.

• There is repetition and strong rhyme and rhythm here that will help pupils join in. Let pupils listen again and encourage them to tap out the rhythm of the words as they listen and to join in with the rhyme when they feel ready.

😡 Track 80

Listen and say the rhyme. We're on a school trip And we're having fun! I'm drawing, she's sleeping, They're writing, he's reading, We're on a big train And we're having fun! I'm singing, she's talking, They're eating, he's drinking, We're on a school trip And we're having fun!

Activity Book

- 1 Listen and read the sentences. 4 mins
- Write *The seaside* on the board and ask pupils what sort of things you would find at the seaside, e.g., *sand, sea, ice-cream*, and write their suggestions on the board. Find out if anyone has had a seaside holiday, and if so, encourage them to tell the class about it.
- Ask pupils to turn to page 60 of their *Activity Book*. Tell them that they are going to listen to someone talking about their summer holiday.
- Play Track 81 and get pupils to read and point to the words as they listen. Then ask Where is he/she going to go? (the seaside), How are they going there? (by plane), Who are they staying with? (his/her aunt, uncle and cousins).
- Elicit or remind pupils why *going to* is used here, not *going* it's a planned event in the future and not happening at the moment.

🖌 Track 81

Listen and read the sentences.

In July, we're going to go on holiday to the seaside. It's very exciting. We're going to go on a plane and we're going to stay with my aunt and uncle and my cousins.

2 Look. What can you see? Tick (✓) the words. 3 mins

- Ask pupils to look at the picture. Explain that they need to read the list of words on the right and find all these things that they can see in the picture.
- Get them to work individually and then check their answers with a partner. (All the items are in the picture.)
- 3 Listen, point and say the words. 4 mins
- When they have finished, tell them to listen to the recording and point to the objects in the picture and say the words.
- Play **?** Track 82 and tell pupils to repeat each word.

😡 Track 82

Listen, point and say the words.

- Voice 1: ball [pause] boat
- Voice 2: tree [pause] sun
- Voice 1: butterflies [pause] net
- Voice 2: sandals [pause] umbrella
- Voice 1: sunglasses [pause] chair
- Voice 2: plane [pause] sand

4 Read and write the missing words. 4 mins

- Tell pupils to look at page 61 of the *Activity Book* and the conversation. Explain that they need to complete the conversation with the words from the box.
- Allow pupils to work in pairs to complete the activity.

Answers

plane, boat, fish, play, cousins, sandals, swim

- 5 Listen and check your answers. 3 mins
 - When they have finished, play Track 83 for them to check their answers.

😡 Track 83

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Listen and check your answers.

Girl: I'm happy! We're going to go to the seaside.

- Boy: We're going to go on a plane.
- Girl: We're going to go in a boat on the sea.
- Boy: We're going to catch fish with our nets.

Girl:	We're going to play with friends.
Boy:	We're going to see our cousins.
Girl:	We're going to wear sandals.
Boy:	We're going to swim in the sea.

- 6 Now practise the conversation. 4 mins
- Pupils practise the dialogue in pairs. Monitor them as they speak, checking their pronunciation and word stress.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Put pictures of people doing different activities, e.g., running, sleeping, drinking, etc. on the board and ask pupils to tell you what the people are doing. Make sure pupils are forming the sentences correctly with the verb and *-ing*, *He is sleeping*. *They are running*., etc.
- If the pupils are saying the sentences correctly encourage them to ask questions, e.g., *What is he doing? What are they doing?*
- Pupils could ask and answer in pairs, or you could do this as a class activity using open pairs.

Unit 5 Lesson 4: At the Waterfall

Aims:	To listen and complete a timetable
	To talk about buying things using
	going to
	To revise asking and answering
	about prices
Materials:	Pupil's Book pages 74–75
	Activity Book pages 62-63
	Tracks 84–87

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Write the word *Timetable* on the board and ask if anyone knows what it means. Write a simple example timetable of the pupils' school day including start time, break times, lessons and home time. Fill in the timetable with help from the pupils by asking them questions, e.g., *What time do we start school? What is your second lesson? When do we have lunch?*

1 Listen and write. 8 mins

- Tell pupils to open their *Pupil's Book* to page 74. Ask them to look at the timetable and explain that it is a timetable for the school trip, but most of the information is missing.
- Tell pupils that they need to listen and complete the timetable with information the teacher is going to give.
- Go through the information they need to listen out for: arrival time, activities (they need to give the number of activities, what they are and the order), time of lunch and leaving time.
- Play Track 84 and give pupils time to write their answers. If necessary, play the track again.
- You might like to draw the timetable on the board so pupils can complete it with their answers.

😡 Track 84

Listen and write.

Teacher: OK, children. Please listen carefully. We are going to arrive at the waterfall at 11.30. Please write 11.30 on your timetable. We have four activities: First, we are going to see the waterfall. Second, you are going to draw the waterfall. Third, we are going to visit the waterfall museum. And fourth, we are going to go to the museum shop. You can buy presents there for your family. We are going to have lunch at 1 o'clock. The train leaves at 3.30. Remember it leaves at 3.30. Do not be late!

Answers

Arrive at: 11.30 Activities: 4 1st see waterfall 2nd draw waterfall 3rd visit waterfall museum 4th museum shop Lunch at: 1.00 Train leaves at: 3.30

2 Look. What can you see? 4 mins

- Point to the pictures at the top of *Pupil's Book* page 75. Ask *What is the name of the shop?* (*The Waterfall Shop*).
- Elicit what each of the items in the pictures are (*mug*, *sweets*, *hats*, *cookies*, *crayons*, *honey*, *notebooks*, *pens*, *postcard*) and how much they cost. If necessary, remind pupils of how we write and say money 10 LYD = ten Libyan Dinar.
- Say the word for one of the items to the class and ask pupils to point to the correct picture and tell you the price. For example: Teacher: *Mug.* Pupils: 10 Libyan Dinar.

3 Listen to Nadia and Lina. Write what they are going to buy. 6 mins

- Tell pupils that Nadia and Lina are in The Waterfall Shop talking about what they are going to buy. Ask them to look at the two boxes and explain this is where they need to write their answers.
- Ask What is Nadia going to buy? (4 postcards, some sweets, a notebook) How much are postcards? (2 LYD each x 4 = 8 LYD)
- Explain they will need to write down what the girls are going to buy and how much each item costs.
- Play Track 85 once and tell pupils to just listen. Then play Track 85 again and ask pupils to write their answers.

😡 Track 85

Listen to Nadia and Lina. Write what they are going to buy.

- Nadia: We have 20 dinar. I'm going to buy four postcards and some sweets. That's 14 dinar. And I'm going to buy a notebook. That's 20 dinar. That's all my money!
- Lina: I'm going to buy honey. My little sister and my mum and dad love honey! It is 20 dinar and that is all my money too!

Answers

Nadia: 4 postcards (8 LYD), sweets (6 LYD), notebook (6 LYD) Lina: honey (20 LYD)

4 You have 30 LYD. What are you going to buy? 4 mins

- Put pupils into pairs and ask them to look at the speech bubbles at the bottom of the page.
- Get them to tell their partner what they would buy in The Waterfall Shop with 30 LYD. Monitor them as they speak, encouraging pupils to use *going to*.
- When they have finished ask a few pupils to tell the whole class what they would buy.

Activity Book

- 1 Look at the zoo. Can you find these animals? Match. 4 mins
- Ask pupils to open their *Activity Book* on page 62. Point to the picture and ask *What can you see?* Find out what they know about zoos and if they have ever been to one. Elicit what sort of things you see in a zoo.
- Read the words in the boxes to the class and then ask pupils to match the words to the animals in the picture. You might like to do number 1 (tigers) with the class as an example.
- When pupils have finished, ask volunteers to point to the picture and say the correct word.

Answers

- 1. tigers
- 2. elephants
- 3. giraffes
- 4. monkeys
- 5. crocodiles
- 6. parrots
- 2 Look at the timetable. Answer the questions. 4 mins
- Ask a confident pupil to read the rubric. You may need to explain the word *timetable* again (a list showing the time when particular events will happen).
- Read the timetable to the pupils and make sure they understand what they have to do.
- Pupils can work in pairs or small groups to answer the questions. Check answers by asking questions 1, 2 and 4 and selecting three volunteers to give their answers.
- For question 3, call out each animal in turn and ask pupils to raise their hand if it is their favourite and record the results on the board. Ask pupils to tell you which is the class' favourite animal.

Answers

- 1. See the elephants
- 2. have tea
- 3. Pupils' own answers
- 4. 5.30

- 3 Listen, point and say. 3 mins
- Point to the pictures at the top of Activity Book page 63. Ask What is the name of the shop? (The Zoo Shop!)
- Explain that they are going to listen to the names of items in the shop. Play Track 86 and ask pupils to point as they listen.
- Play **?** Track 86 again and pause after each word so pupils can repeat it.

😡 Track 86

Listen, point and say.

- Voice 1: *apple juice*
- Voice 2: *candyfloss*
- Voice 1: popcorn
- Voice 2: hot dogs
- Voice 1: kebab
- Voice 2: pizza

4 Listen and write how much. 5 mins

- Tell pupils that they are going to listen again and this time they need to write down how much each item costs.
- Play **W** Track 87.
- Ask pupils to read out the prices to you and write them on the board. This is a good opportunity to revise numbers.

😡 Track 87

Listen and write how much.

Hello. What do you want? The apple juice is four dinar and the candyfloss is six dinar. There is
pink, blue and white candyfloss.
Can I have a pink candyfloss,
please?
That's six dinar.
How much is the popcorn?
It's five dinar fifty for a box.
Can I have some popcorn and a
pizza, please?
The pizza is eighteen dinar.
Thank you.

Answer

6 LYD
5.50 LYD
18 LYD
29.50 LYD

5 What do you want to buy at the zoo? 3 mins

• Finally, ask pupils to decide what they would like to buy at the zoo and get them to write it down at the bottom of the page.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Ask pupils to write a shopping list of items they would like to buy from The Waterfall Shop or The Zoo Shop. Put them into pairs and tell them to ask and answer about what they are going to buy.
- The 'listener' writes down what their partner is going to buy and then looks in the *Pupil's Book* or *Activity Book* to find the prices. When they have added up all the prices they should tell their partner the total cost.
- Put pupils into pairs to practise saying the words and the prices. For example, *How much are the postcards? They're 2 Libyan Dinar each.* They can use words from both The Waterfall Shop and The Zoo Shop to practise.

Unit 5 Lesson 5: Mountains in Libya

Aims:	To learn words to talk about the natural world
Materials:	To identify and label natural and man-made items To identify and correct mistakes in a short factual piece of writing <i>Pupil's Book</i> pages 76–77 <i>Activity Book</i> pages 64–65 Track 88 Large sheets of paper and coloured pens/pencils

Warmer 2 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Tell the class that they are going to learn some interesting facts about mountains. Ask if any of the class has seen or been to the mountains. Do they know the names of any famous mountains?

1 Write the words on the picture.

- Tell pupils to open their *Pupil's Book* on page 76 and look at the diagram at the top of the page. Read the words in the box as a class. Ask pupils to stand up and mime being a mountain (they can stretch up high), ask them to demonstrate clouds (they can draw shapes in the air), ask them to demonstrate snow (they can demonstrate snow falling with their fingers) and ask them to demonstrate a mountain range (they can join together to form a row while stretching up high).
- Ask pupils to work in pairs and label the picture. Tell pupils to look carefully to see where the arrows are pointing. Check the answers with the whole class.

Answers

- 1. mountain
- 2. clouds
- 3. snow
- 4. mountain range

2 Look, listen and follow. 6 mins

- Ask pupils to look at the two pictures at the bottom of page 76. On the board write *What can you see?* Give pupils a minute to discuss with a partner what they can see. Elicit ideas.
- Read the rubric together and then ask them to read the question below the rubric. Ask for a volunteer to read it out or read it to the class. Elicit what they know and write any useful words on the board.
- Ask pupils to look at the text and count how many times they can find the word mountain (3).

- Explain that they are going to listen and read about mountains in Libya.
- Play **•** Track 88. Encourage pupils to follow the text as they listen.

Track 88

Look, listen and follow.

Nafusa Mountains are in the west of Libya. They are 968 metres high. Lots of interesting animals live in the mountains. There are also lots of beautiful plants and trees. The weather is different to other places in

Libya, because the mountains are very high. In the winter, it is very cold and snowy. In the summer, it is mild and dry.

Give pupils time to look at the text quietly by themselves. Ask if they would like to listen again. Ask the class some questions about the text to check understanding. For example, Which part of Libya are the Nafusa Mountains in? (the west) How high are the Nafusa Mountains? (968 metres) What's the weather like in winter/summer? (cold and sometimes snowy/mild and dry).

3 What can you see? Tick (✓) the words. 4 mins

- Ask pupils to look at the two photographs at the top of page 77 in the *Pupil's Book* and elicit where they think these photographs were taken.
- Give pupils time to look at the photographs and tick all the features they can see.

Answers

river, city, tall buildings, desert, bridge, trees

4 Look at Class 4's mini project about a desert oasis in Libya. Look at the black words. What's wrong? 5 mins

- Ask the class if anyone can name any deserts in Libya. Write their suggestions on the board.
- Tell pupils to look at page 77 in their *Pupil's Book* and point to Class 4's project at the bottom of the page. Explain that there are a few mistakes

in the project and these are written in blue.

• Get pupils to read the project in pairs and correct the mistakes in blue. When they have finished, elicit the answers from the whole class and write them on the board.

Answers

dessert = desert; young = old; sand = water; between = in

5 Write Class 4's mini project again and draw pictures. Try to get a red rosette! 5 mins

- Explain to the class that they are going to rewrite the project with the correct words. Put pupils into groups and distribute the paper and coloured pens/pencils. Encourage pupils to decorate their project with pictures.
- Collect the projects in and make a display of them on the wall. Encourage pupils to look at and comment on each others' work. You may like to decide (or have a class vote) on which project should come first, second and third.

Activity Book

- 1 Listen to the teacher, look and read. 4 mins
- Tell pupils to open their *Activity Book* on page 64. Ask pupils to look at the two pictures and say what they can see. Pupils should be able to volunteer the words *river*, *boat* and *map*.
- Ask pupils to look at the text between the two pictures and count the words explain that numbers count as one word. There are 29. Ask how many capital letters they can find. There are eight. Elicit when we use capital letters at the beginning of sentences and for names of people, countries and languages. Add that we also use capitals for other names such as the names of rivers and continents.
- Read out the passage about the Nile and get pupils to follow with their fingers as you read. Ask pupils to read the text again silently.
- Ask some simple questions, for example, Which is the longest river in the world? Does it flow through two countries? How long is it?

- 2 Write the words in the correct way. 3 mins
- Ask pupils to cover the top activity on page 64. Read the rubric – ask for a volunteer or read together as a class.
- Remind pupils to think about the capital letters. Pupils can either work with a partner to complete the activity, or work by themselves and then compare with their partner. Finish off by asking for volunteers to spell out each word, for example:
 - 1. capital n, i, l, e / Nile
 - 2. capital a, f, r, i, c, a / Africa
 - 3. capital e, g, y, p, t / Egypt
- 3 Can you write the missing words? 4 mins
- Ask pupils to look at the bottom activity on page 64 of the *Activity Book*. Read out the rubric or ask a volunteer to read it. As a class, read and say the words in the box. Pupils need to read the sentences and then decide which word from the box goes in each gap.
- Check answers with the class by reading the sentences and asking for volunteers to say the word that fits in each gap.

Answers

- 1. wet
- 2. Fish
- 3. float
- 4. streams
- 5. sea
- 6. waterfalls
- Look at the information about the
 Ubari Oasis in Libya. Ask and write the
 answers. 4 mins
- Ask pupils to look at page 65 of their Activity Book. Ask for a volunteer to read the first speech bubble. Ask the class to look at the corrected information in the mini project on page 77 of the Pupil's Book and find the answer. Read out the completed sentence (They are more than 100,000 years old.)
- Working in pairs, ask pupils to fill in the gaps in the conversation. Check the answers by reading out the conversation and stopping for pupils to provide the missing information.

Answers

100,000, desert, desert, water, 20

5 Now practise the conversation. 4 mins

• Practise the conversation with the class first by taking the role of the girl and giving the class the role of the boy, and then with the class taking the girl's role and you taking the boy's role. In pairs, pupils practise the conversation. Monitor and support as necessary.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- To practise some of the vocabulary from the lesson, draw a table on the board with two columns. At the top of one column write *Natural* and at the top of the other column write *Man-made*.
- Ask pupils to copy the table into their notebooks and to write down as many words as they can remember related to the topic and put them into the correct column, e.g., *river*, *bridge*, etc. They can add extra words from other units if they are appropriate.
- When they have finished, tell them to count up the number of words they have. Ask them to exchange notebooks with a partner who should check the words. Give one point for each word that is right and spelt correctly.
- Do a similar activity to the one above, but give the pupils the words and let them read them and choose which heading they should go under.

Unit 5 Lesson 6: Higher and Highest

Aims: To review adjectives To review comparatives and superlatives To learn to identify syllables in a word To write a project about the world
Materials: Pupil's Book pages 78–79 Activity Book pages 66–67 ♀ Tracks 89–93

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Hold two books up in the air, one higher than the other. Move the lower book and say *This is higher than the [desk]*. Move the higher book and say *This is the highest*.
- Move the lower book again and elicit *higher* from pupils. Move the higher book and elicit *highest*.

1 Look, listen and point. 4 mins

- Hold up page 78 of the *Pupil's Book* and say *Open your books on page 78*. Let pupils find the page. Ask them what they can see in the three pictures at the top of the page. If nobody mentions the snow, point it out to them. Elicit that the first mountain is high, the next mountain is higher, and the third mountain is the highest.
- Play **•** Track 89 and ask pupils to point to the mountains as they listen.

😡 Track 89

Look, listen and point.

Mountain A is high and it is cold. Look at the snow on top. Mountain B is higher than mountain A and it is colder. Look: there is more snow on top. Mountain C is the highest and it is the coldest! Look at all the snow!

2 Say the sentences. 4 mins

- Tell pupils to read the six sentences silently. Point out the photos. Then encourage one pupil to read the sentences out loud to the class. Have the other pupils repeat the sentences aloud. Highlight that when we use the *-est* form we add *the* before the word.
- Play **•** Track 90 for pupils to check their pronunciation and stress.

🚱 Track 90

Say the sentences.

A is high. *B* is higher. *C* is the highest. *A* is cold. *B* is colder. *C* is the coldest.

3 Look at the pictures. Match the words. 4 mins

- Tell pupils to look carefully at the photos at the bottom of *Pupil's Book* page 78. Ask what each picture shows (*toy plate of food, whale, giraffe, boot, road*).
- Read the words above the pictures and use gesture to ensure pupils understand them (especially the difference between *tall* and *long*).
- Give pupils a few minutes to write the correct number for each picture. Check answers as a class.

Answers

1b 2 d 3 c 4 e 5

4 Listen, look and tick (√) Yes or No. 6 mins

- Tell pupils to look at the seven sentences at the top of page 79. Give them time to read the sentences and make sure they understand the vocabulary.
- Explain you are going to play the track and they need to decide if the sentence they hear is true or not. Tell them they should tick *Yes* or *No* to show if the sentences are true or not.
- Play **•** Track 91, pausing between each sentence to allow pupils time to tick *Yes* or *No*.

 Play Track 91 again for pupils to check their answers. Then ask individual pupils to say Yes or No as you read each sentence aloud.

😡 Track 91

Listen, look and tick Yes or No.

- 1. A cow is bigger than a cat.
- 2. A tree is taller than a man.
- 3. A bus is smaller than a car.
- 4. My grandpa is older than my baby sister.
- 5. A rubber is longer than a pencil.
- 6. An elephant, a monkey and a crocodile a crocodile is the biggest.
- 7. An apple, a banana and an orange a banana is the longest.

Answers

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

5 Say and write Yes or No. 4 mins

- Tell pupils to look at the speech bubbles on page 79. Read, or ask some pupils, to read the words in the speech bubbles aloud.
- Put pupils into pairs and get them to look at the sentences in the table at the bottom of the page. Point out that there is a space for each person to answer *Yes* or *No*.
- Tell pupils to take it in turns to read a sentence to their partner who then says Yes if the sentence is correct or No if the sentence is wrong. The speaker then writes down Yes or No in the table. Monitor them as they speak, making sure they are pronouncing -er and -est correctly.
- When pupils have finished ask volunteers to demonstrate their conversation to the class.

Answers

Yes, No, No, Yes, No, No, Yes

Activity Book

- 1 Look at the words. Listen. 5 mins
- Note: As in Unit 3 Lesson 8, a hammer and underline are used to indicate the stress. As before, when pupils come to say the words, you can use hand actions to mark the stressed syllables: move your open hand from left to right for the unstressed syllables and strike downwards with a fist for the stressed syllable.
- Ask the class if they can remember what a syllable is and write *high*, *mountain*, *snow*, *cold* on the board and get pupils to say the words, clapping each syllable as they say it.
- Ask pupils to look at page 66 in the *Activity Book* and point to the words in the box.
- Play Track 92 and ask pupils to listen to the sound of the words.

😡 Track 92

Look at the words. Listen. How many syllables?

biggest smallest longest oldest coldest hottest

- 2 Listen again and say the words. 3 mins
- Play Frack 92 again, pausing after each word and ask pupils to say the word and clap the syllables.
- Class 4 is writing about animals and places around the world. Listen and read.
 6 mins
- Tell pupils to look at the Class 4 project and ask *What is the name of the project?* (*Around the world*).
- Play Track 93 and ask pupils to read as they listen. When they have heard the track and read the text ask some questions to check they have understood, for example, *What three things did Class 4 learn about? How old is the longest crocodile in the world? How old was the oldest elephant?*, etc.

- Go through any unknown vocabulary and write it on the board.
- Explain that there is a similar project to be completed on page 67.

🐼 Track 93

Class 4 is writing about animals and places around the world. Listen and read.

Around the world by Class 4 We are looking at information about our world. There are many interesting things to learn. Look at all the pictures we found. Look at the longest crocodile in the world. He is 110 years old! He lives in Australia. The hottest place on record in Libya is El Azizia. On 13th September, 1922 it was 58°C. That is very, very hot! The oldest elephant was 86. He lived in Asia.

- Look at the pictures and read the information. Write the missing words.
 5 mins
- Before pupils do the activity on page 67 of the *Activity Book*, you might like to read out the text and let pupils listen and follow in their books. This will let them see where the information that is needed to fill in the gaps comes from. Before you start reading, get pupils to look at the three pictures and describe what they can see. You can read the text in each picture as a class together after pupils have said what they can see.
- Make sure pupils know what they have to do to complete the activity. Remind them to use the pictures and information on the left to find the missing information.

Answers

1 whale shark, 2 13, 3 bee hummingbird, 4 57, 5 Sahara desert, 6 Africa, 7 58

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Ask pupils to write sentences about their family, friends, house, neighbourhood, etc. using comparatives and superlatives. For example, My sister is taller than me. My bedroom is the biggest in my house.
- Put pupils into groups and ask them to read their sentences to the rest of the group who say *Yes* or *No* depending on whether they think the sentence is correct.

Unit 5 Lesson 7: Let's play a game!

Aims:To play a game revising
comparatives and superlatives
To review spelling superlatives
To practise spelling high-
frequency wordsMaterials:Pupil's Book pages 80–81
Activity Book pages 68–69
Two items, e.g., balls, of two
different sizes
Three short pencils – different
lengths but all short

Warmer 5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Hold up the smaller of the items you brought in (see Materials) and elicit from the class what it is. Hold up the bigger item and elicit that it is bigger. Encourage pupils to describe the items in a complete sentence, e.g., *The red ball is bigger than the blue ball*.

1 Play with a partner. Make sentences. 10 mins

- Tell pupils to look at pages 80 and 81 of their *Pupil's Book* and ask them to look at the pictures. Explain that they are going to play a game.
- Put pupils into pairs, A and B. Tell Pupil A to look at page 80 and Pupil B to look at page 81. Then explain the rules of the game.
- Pupil A chooses an item from the pictures on page 80 and says a sentence about it, comparing it (using either a comparative or superlative form) to one of the other examples of the same type. For example, *The red apple is bigger than the yellow apple.* If the sentence is correct, Pupil B says *Yes, it is. 1 point.* and gives Pupil A one point. If the sentence is wrong then no point is given.
- Pupils swap roles so Pupil B makes a statement about the pictures and Pupil A agrees or disagrees.
- Pupils can keep a record of their points in the table at the bottom of page 81.
- Pupils continue to play the game until they have made statements about each of their pictures. While they are talking, monitor and help with any vocabulary.

2 Check! 5 mins

- Tell pupils to close their books. Hold up a short pencil and elicit *short* then hold up a shorter pencil and elicit *shorter* and finally hold up a very short pencil and elicit *shortest*.
- Say *long* and encourage pupils to follow with *longer* and *longest*. Remind them about using *the* before words ending in *-est*.
- Repeat the process with *small* and *big*.
- Tell pupils to look at page 80 and work in pairs to practise saying each set of words. One pupil says the set of words while covering their book and the other pupil checks to see they are correct. Pupils then swap roles.

3 Count your points. 3 mins

• At the end of the game, tell pupils to count the points. The pupil with the most points in each pair is the winner.

4 Who is the winner? Tick (\checkmark). 3 mins

• Pupils tick who had the most correct sentences.

Activity Book

- 1 Write the words with the correct spelling. 4 mins
- Get pupils to look at page 68 of their *Activity Book*. Explain that they need to write superlatives using the jumbled up letters in the boxes.
- Do the first one as in the example with the class. Write b _ _ _ _ on the board and ask the class to work out that the word is *biggest*.
- Ask pupils to work in pairs to write all the other words. When they have finished ask volunteers to come and write the words on the board.

Answers

biggest, longest, hottest, oldest, coldest, smallest

- 2 Read and circle the odd word. 5 mins
- Ask pupils to look at the activity at the bottom of page 68. Explain that in each row of four words, one word doesn't belong. If necessary, do the first one with the class and get the pupils to circle *umbrella*.
- Get pupils to read the other words and decide which is the odd one out in each row. Check answers with the whole class. If there is time, ask pupils to practise the pronunciation of all the words by reading them aloud.

Answers

- 1. umbrella 4. yellow
- 2. sandwich 5. snow
- 3. chair 6. truck

3 What are the groups? Write the words.

• Now ask pupils to look at the top activity on page 69. Read the rubric (as a class or individually). Read through the words in the box. Explain that they need to look back at the previous activity on page 68 to work out what each set of words is for.

Answers

Group 1 words are for places Group 2 words are for seaside things Group 3 words are for animals Group 4 words are for growing things Group 5 words are for places Group 6 words are for animals

4 Look, say, cover, write, check. 4 mins

- Pupils should continue to spell common, highfrequency words using the 'Look, say, cover, write, check' strategy. The four words for this unit are *now*, *many*, *much*, *their*. Lesson 1 of Unit 5 has a spelling test of these four words.
- Ask pupils to look at the activity at the bottom of *Activity Book* page 69. Write the rubric 'Look, say, cover, write, check' on the board and read it with the class. Elicit what pupils have to do. If necessary, copy the table onto the board and remind pupils that this time they will use 'Write 1' column.
- Check that pupils are ready to write. Get them to follow the 'Look, say, cover, write, check' procedure and complete the 'Write 1' column.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Ask pupils to write their own 'Odd one out' game in pairs. Ask them to look at page 68 in the *Activity Book* and explain that they should write a similar activity

 four groups of words, each with four words where three are similar and one is different.
- Tell them to use any groups of words from Units 1–4, but it is important that three words should be related in some way. They could use topic-related words or sound/spelling-related words.
- When they have written their game, tell them to exchange their words with another pair to play the game.
- Practise using comparatives and superlatives by giving pupils some adjectives and ask them to say and/or write the comparatives and superlatives. Make sure they are all regular adjectives and only need *-er/-est* endings. For example, *tall, slow, fast, large*, etc.

Unit 5 Lesson 8: A Trip to the Museum

 Aims: To listen to and read a story To review pronunciation of the sounds 'ee', 'ea' and 'y'
 Materials: Pupil's Book pages 82–83 Activity Book pages 70–71
 ✓ Tracks 94–98

Warmer 5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Explain that they are going to listen to and then read a story about Rami and Suzan's school trip. Ask pupils what they remember about the school trip in Lesson 3. Can they remember where the children went, how they got there, what they bought and what the rules were?

1 Listen, look and read. 20 mins

- Write the title of the story on the board and read it with the class. Get pupils to look at the pictures on *Pupil's Book* page 82 and tell you what they can see. Ask *Where are Rami and Suzan going? Who are they going with? How many children can you see?*
- Tell the class they are going to listen to a story. Get them to look at pages 82 and 83 in the *Pupil's Book*. Give them some time to look at the pictures and guess what is happening.
- Read the title of the story with the class. Play
 Track 94 and encourage pupils to point and follow the pictures.

😡 Track 94

Listen, look and read. Rami and the School Trip

Listen, look and read.

- 1. Suzan and Rami are excited this morning. They're going on a school trip. They are going to a museum. They're going on a big bus.
- 2. They get up at 6.30. They have breakfast. They have eggs, bread, cheese and apple juice. Their backpacks are by the door.
- 3. The bus comes. Everyone jumps on the bus. The teacher talks about the rules on the school trip.
- Teacher: Sit quietly. Talk quietly.
- 4. The teacher gives everyone a timetable.
- Teacher: Here are today's timetables.
- 5. At 1 o'clock, everyone has lunch in the museum café. But where is Rami? The teacher calls loudly, 'Rami, Rami'. The children shout loudly, 'Rami, Rami!' Suzan is crying.

Teacher: *Rami*, *Rami*! Where are you? Children: *Rami*! Rami!

- 6. At 2 o'clock, Rami comes back. He has a big smile on his face and is carrying the head of a big gold lion.
- Rami: Look! I made a lion!
- Teacher: Amazing!
- Girl: Rami, how did you make it?
- 7. Then everyone has a big surprise!

Sound effect: POP! [balloon bursting]

- Boy: *Ha*, *ha*!
- Teacher: It was a balloon!
- Suzan: Rami bought a balloon!
- 8. After lunch, the children go to the museum shop to buy presents. They look at all the things on the shelves and think about how much money they have.
- Girl: *I'm going to buy sweets.*
- Suzan: I'm going to buy cookies and crayons.
- Rami: I'm not going to buy any more balloons!
- Ask pupils if they enjoyed the story. Get them to tell you their favourite parts and why they liked it best.

 Play Track 94 again. Check their understanding by asking some questions: What time did they have breakfast? Where did they go? How did they get there? What did Rami buy?, etc.

Activity Book

- Look at the 'A Trip to the Museum' story on pages 82 and 83 of the Pupil's Book. Put the sentences in order. 5 mins
- Tell pupils to open their *Activity Book* on page 70. Explain that the sentences tell the story of 'A Trip to the Museum' but they are in the wrong order.
- Put pupils into pairs and tell them that they need to number the sentences in the correct order. You might like to make this a race to see how quickly they can skim the sentences.
- When they have finished, ask individual pupils to read out a sentence making sure they are saying them in the correct order. As each pupil reads the sentence ask the class if they think it's the correct sentence.
- 2 Listen and check your answers. 3 mins
- Play Track 95 and pupils can check their answers.

😡 Track 95

Listen and check your answers.

- 1. The children get up.
- 2. The children have breakfast.
- 3. They get on the bus.
- 4. The teacher talks about the rules.
- 5. The teacher gives everyone a timetable.
- 6. They have lunch in the museum café.
- 7. Rami is missing and Suzan cries.
- 8. Rami comes back and he is carrying a lion's head.
- 9. The balloon goes pop. Everyone laughs.
- 10. The children buy presents in the museum shop.
- 3 Look at these words. Each word has the letters ee or ea or y. Draw a line under these letters. Then listen, point and say. 4 mins
- **Note:** *Activity Book* page 71 focuses on three letter combinations that can all make the same

/i:/ sound: *ea* (teacher), *ee* (sleep), *y* (hungry). You can help pupils to read *ea* and *ee* correctly by teaching them the following rule:
In *ea* and *ee*, the *e* at the beginning is saying its name. The other letter is being quiet! You can put this rule into a rhyme for your pupils to learn: *When two vowels go walking*, *The first one does the talking*!

- Tell pupils to look at page 71 in their *Activity Book*. Tell pupils they are going to listen to and identify different vowel sounds.
- Ask them to look at the box with 20 words and tell them to underline the letters *ee*, *ea* and *y* in each word. Do the first one on the board as an example.
- Play Track 96 and get pupils to point to the words as they listen. Play Track 96 again and ask pupils to repeat each word.

😡 Track 96

Listen, point and say.

sea	see	hungry	cheese
teacher	sweets	green	tree
quickly	leave	eat	twenty
sleep	stream	happy	leaf
fourteen	baby	loudly	bee

4 Listen and say. 5 mins

• Play the Frack 97 with the class and get pupils to read the rule and the rhyme as they listen. Play the track again and let pupils repeat. As in the first activity on this page, pupils can underline the *ee*, *ea* and *y* letters.

👽 Track 97

What sound do you hear? The sound is the same for ee, ea and y in these words. Listen and say.

A hungry bee A tall tree with green leaves I see the green sea My teacher eats sweets Baby please sleep quickly

- 5 Some *ea* words make different sounds. Listen and say. <u>3 mins</u>
- Get pupils to look at the three words at the bottom of the page. Write *breakfast, wear* and *ear* on the board and ask pupils how to say them.

Play **W** Track 98 to see if they were correct.

Play **W** Track 98 again and ask pupils to repeat • each word.

Track 98

Some ea words make different sounds. Listen and say. ear

breakfast wear

Extras

- Have a group spelling test. Put pupils into • small groups. Let pupils look back at the words they have learnt in Unit 5. Each pupil chooses two words from the unit. Pupils take it in turns to read out two words for the other members of the group to spell (preferably in their notebooks). The 'reader' should then check the spellings of the rest of the group.
- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you what they enjoyed the most and the least over the 4th Primary school year.
- Round off the lesson and say goodbye. •



Unit 6

In the Past

Aims

Listening

- Identify the sounds /w/ and /h/ in *Wh* words.
- Listen to a rhyme.
- Learn and practise regular past tense verbs.
- Listen to someone talking about their past.
- Learn and practise irregular past tense verbs.
- Listen to a story.

Speaking

- Ask and answer *Wh* questions.
- Talk about yesterday, today and tomorrow.
- Say a rhyme.
- Play a game reviewing adverbs, verbs, places and days of the week.
- Play a past tense game.
- Play a memory game.

Reading

- Read, understand and carry out instructions.
- Read and match paragraphs to pictures in a story.
- Read the verbs *go*, *be*, *play* and *do* in the simple present and simple past tenses.
- Read a description.
- Read a story.
- Complete a wordsearch.

Writing

- Write Wh- questions.
- Write the verbs *go*, *be*, *play* and *do* in the simple present and simple past tenses.
- Complete a story about the past.
- Complete sentences with the correct past tense form.
- Complete an email and answer questions about it.
- Practise spelling high-frequency words (*why, when, was, were*).

Key words

Lesson 1

bag of rice - /bæg əv raɪs/ bottle of water - /'bɒt(ə)l əv 'wɔ:tə(r)/ box of eggs - /bɒks əv egz/ bunch of carrots - /bʌntʃ əv 'kærəts/ can of lemonade - /kæn əv ,lemə'neɪd/ loaf of bread - /ləʊf əv bred/ tin of beans - /tɪn əv bi:nz/

Lesson 2

What do you want? Can I have two tins of beans, please? – /wøt du: du wønt? kæn at hæv tu: tinz øv bi:nz pli:z?/ Can I have some rice, please? Yes, here you are. – /kæn at hæv səm rats pli:z? jes htə(r) ju: a:(r)./ I bought a box of eggs. – /at bo:t ə bøks øv egz./

Lesson 3

shopping list - /'ſopiŋ list/

Lesson 4

Who ...?, What ...?, When ...?, Where ...?, How ...?, Why ...? – /hu: ...?/ /wot ...?/ /wen ...?/ /weə(r) ...?/ /hau ...?/ /wai ...?/ Who is this little girl? She's my sister. – /hu: IZ ðIS 'IIIəl g3:(r)? fi:z mai 'sIStə(r)./

Lesson 5

playing football - /'plerin 'fut,bo:l/ reading - /'ri:diŋ/ running - /'rʌnıŋ/ shopping - /'ʃɒpiŋ/ sleeping - /'sli:piŋ/ walking - /'wo:kiŋ/ washing - /'wo:kiŋ/ watching TV - /'wotʃıŋ ,tiː'vi:/ writing - /'ratiŋ/ He's skipping – /hi:z 'skipiŋ/ What are you doing? I'm writing to you. – /wpt a:(r) ju: 'du:iŋ? aim 'raitiŋ tu: ju./

Lesson 6

There was ..., There were ... – /ðeə(r) wpz ..., ðeə(r) wɜː(r) .../

Lesson 7

He needs/she needs ... – /hiː niːdz/ʃiː niːdz .../ Have you got a ruler? Yes I have./No I haven't. Can I borrow yours? – /hæv juː gɒt ə 'ruːlə(r)? jes aɪ hæv. /nəʊ aɪ hævnt. kæn aɪ 'bɒrəʊ jɔː(r)z?/

Unit 6 Lesson 1: *Wh*- questions

Aims: To review Wh- questions To identify the sounds /w/ and /h/ in Wh- words To review punctuation
Materials: Pupil's Book pages 86–87 Activity Book pages 72–73

♦ Tracks 99–102 Set of question and answer cards (one set per group)

Teaching note

- 1. In this lesson, pupils learn to use the *Wh*question words. Remember that the *Wh*- prefix can make two different sounds. In *what*, *where*, *when* and *why* it makes a /w/ sound; but in *who* and *whose*, it makes a /h/ sound. The first two activities on *Activity Book* page 72 draw pupils' attention to this.
- 2. Whose does not feature in the *Pupil's Book* for this lesson, because pupils have already learnt how to use it in Unit 1 Lesson 6 and Unit 3 Lesson 4. However, pupils will revise their knowledge of *whose* in the *Activity Book*.

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask pupils some questions to check their understanding of *who*, *what*, *when*, *where*, *how* and *why*. For example: *Who am I? Where are we? What is this?*

1 Look, read and match. 4 mins

• Tell pupils to open their *Pupil's Book* to page 86. Point to the words in each picture and ask the class to say them.

- Tell pupils that they need to match the *Wh* words in the pictures with the statements in the boxes below. Go through the example with the class.
- Allow pupils to complete the task individually before checking their answers with a partner.

Answers

- 1. <u>who</u> is a person
- 2. <u>what</u> is a thing or an animal
- 3. <u>when</u> is a time
- 4. <u>where</u> is a place
- 5. <u>how</u> is a number/is the way we do something
- 6. <u>why</u> means *because*
- Explain we can use these words when asking questions. Encourage individual pupils to invent a question using one of the *Wh* words on page 86.

2 Look, read and match. 4 mins

- Ask pupils to look at the top of *Pupil's Book* page 87. Read the first question (*How do you go to school?*) and say *Which is the answer?* Point to the list on the right of the page and elicit the correct answer from the class (*By bus.*).
- Tell pupils to read the questions and answers. Give them some time to match the questions and answers by writing the numbers in the boxes. If they need extra help, tell them to look back at the activity they completed on page 86.

3 Listen and check your answers.

• Play **•** Track 99 for pupils to listen and check their answers.

😡 Track 99

Listen and check your answers.

- How do you go to school? By bus.
- 2. Why are you wearing a hat? Because it is cold.
- 3. Where is the library? It's next to the school.
- 4. When do you wake up? At 7 o'clock.

- 5. Who is the tall man? He is my brother.
- 6. What are these? They're sweets.

4 Let's practise. 4 mins

- Get the class to look at *Pupil's Book* page 87. Point to the speaking heads and read the question and answer from the speech bubbles. Point to *Who* and *big boy* in the Questions section and say *Who is the big boy?* Point to the answers and ask pupils to find the correct answer.
- Put pupils into pairs and tell them to take it in turns to ask and answer questions using the prompts at the bottom of the page.
- Before they start you might want to ask for volunteers to demonstrate the conversation. Monitor while they are speaking, making sure they are choosing the correct answers.
 - Who / big boy -2. brotherWhat / these -3. cookiesHow old / you -6. 10Where / supermarket -5. schoolWhy / wearing boots -1. cold
 - When / go to bed 4. 8 o'clock

Activity Book

- 1 Listen to these words. What sound do you hear? 3 mins
- Tell pupils to open their *Activity Book* on page 72. Write *w* on the board and then say the sound. Ask pupils to repeat the sound as a class. Repeat with the letters *wh*.
- Play Track 100 and get pupils to read the words as they listen and decide if they can hear *w*/ or *b*/ each time. They should only hear *w*/.
- Explain that the *h* is silent and we don't say it.
 Play Track 100 again and ask pupils to repeat the words.

Track 100 Listen to these words. What sound do you hear? what when where why

- 2 Now listen to these words. 3 mins
- Write *who*, *how* and *whose* on the board and ask pupils to listen to Track 101 and repeat the three words. Ask if they can hear */w/* or */h/* when they say *who*, *how* and *whose*. They should hear and say */h/*.

😡 Track 101

Now listen to these words. who how whose

- 3 Look at the pictures and write the question word. 3 mins
- Tell pupils to look at the pictures and the incomplete sentences on page 72.
- Ask them to complete the questions in pairs, using a word from the box. As they do the exercise, monitor and help where necessary.
- 4 Listen and check your answers. 4 mins
- When they have finished play **W** Track 102 for pupils to check their answers.

😡 Track 102

Listen and check your answers.

- 1. How old is she?
- 2. Who is the man with grey hair?
- 3. Why are you holding an umbrella?
- 4. What are those things on the table?
- 5. When is it time to wake up?
- 6. Where is your baby brother?
- 7. Whose boots are these?
- Look again at Activity Book page 72 and match the answers to the questions.
 5 mins
- Say Open your Activity Books on page 73. Explain that pupils should look back at page 72 and match the answer to the question by writing the number in the box.
- As they do the exercise, monitor and help where necessary.

Answers

- How old is she? She's nine years old today.
- 2. Who is the man with grey hair? He's my uncle.

- 3. Why are you holding an umbrella? Because it's going to rain.
- 4. What are those things on the table? They're the cookies I made in the morning.
- 5. When is it time to wake up? At about 6 o'clock.
- 6. Where is your baby brother? He's under the table.
- 7. Whose boots are these? They're Sara's.

6 What are these? Match. 3 mins

• Tell pupils to look at the next activity. Explain that they should now read the words and draw a line to match each symbol and letter to the correct word.

Answers

. – full stop

? – question mark A B C D – capital letters

7 Colour the punctuation. 4 mins

• Now tell pupils to colour in the punctuation at the bottom of the page.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Practise making questions using who, what, where, when, why and how. Give pupils these answers on cards, e.g., She's 8 years old. He's my father. Our school trip is tomorrow. We're going to the seaside. It's my new watch. Because I love fruit.
- Ask pupils to write the questions using who, what, where, when, why and how. There may be several possible questions with why Why do you eat fruit all the time? Why do you eat bananas?, etc. This doesn't matter as long as they are creating correct questions.

When they have written their questions, get them to practise the questions and answers with their partners.

• Put pupils into groups and give out a set of cards of questions and answers (one set per group). Tell pupils to match them and then practise saying them.

Answers
She's 8 years old.
He's my father.
Our school trip is
tomorrow.
We're going to the
seaside.
It's my new watch.
Because I love fruit.

• To make it more challenging, replace *who*, *what*, *where*, *when*, *why* and *how* with a line and ask pupils to complete the questions before matching them to the answer, e.g., _____ old is she?

Unit 6 Lesson 2: Yesterday

Aims:	To read, understand and carry
	out instructions
	To talk about yesterday, today
	and tomorrow
	To read and match paragraphs to
	pictures in a story
	To read and write the verbs go, be,
	play and do in the present simple
	and past simple tenses
	To listen and say a rhyme
Materials:	Pupil's Book pages 88–89
	Activity Book pages 74–75
	Tracks 103–106
	Paper, crayons, scissors

Warmer 3 mins

• Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.

- Tell pupils that today they are going to make a 'Days of the week' chart. Revise the days of the week with the class. Point to the day you have just written on the board and then elicit what day it is tomorrow. Select individual pupils to call out the names of the days in order.
- If you have time you might like to revise the spelling of the words by asking pupils to come and write the words on the board.

1 Look, read and make your chart.

- Tell pupils to open their *Pupil's Book* on page 88. Point to the 'Days of the week' chart and tell pupils they are going to make their own chart.
- Read the instructions with the class and check they understand each stage. Ask What do you have to draw? (rectangle) What do you write at the top? (the title) How many arrows do you make? (two) Where do you put the star? (next to 'today' – the day we make the chart)
- Then give out paper, crayons and scissors to each pupil.

2 Now make your own chart. 5 mins

- Give pupils time to make their own charts, following the instructions step-by-step.
 Go around the class offering help and encouragement.
- When pupils have finished, ask *What day is* today? What day was yesterday? What day is tomorrow? and elicit answers from the class.

3 Read, match and write the numbers. 5 mins

- Tell pupils to open their *Pupil's Book* on page 89. Point to the girl with brown hair in the first picture and say *This is Muna*. Where is she? Elicit She's on a (school) bus.
- Explain that pupils are going to read about what Muna did yesterday. They will then need to

match the paragraphs to the correct picture.

- Give pupils time to read the paragraphs individually and to write the number of the paragraph next to the corresponding picture.
- Go through the answers as a class and ask four pupils to read a paragraph each in the correct order.

Answers

4, 2, 1, 3

4 Read and write the verbs. 4 mins

- Tell pupils to look at the activity at the bottom of page 89. Read the example sentences aloud with the class *I go to school. Yesterday, I went to school.*
- Remind pupils when *today* and *yesterday* are by looking at the days of the week chart they made earlier in the lesson. Point to the verbs highlighted in green and blue. Say *Today* – *go*, *Yesterday* – *went*.
- Read the first sentence to the class (*My first lesson is maths.*) and ask *Which is the verb?* Elicit *is* and tell pupils to write is in the box under the sentence. Repeat with the next sentence starting *Yesterday* and make sure pupils write was in the box.
- Check pupils have recognised and understood that it's the same verb but it has changed because we're now talking about yesterday. Say *Today* and elicit *is*. Then say *Yesterday* and elicit *was*.
- Read the next sentence with the class (*I play with my friends.*) and ask *Today*? (*Yes*) Then read the next sentence: *Yesterday I played with my friends*. Ask pupils which is the verb in the sentence and how it has changed. Pupils should notice that *-ed* has been added to *play* to make it *played*. Ask *Today*? (*No.*) *When*? (*Yesterday*.). Tell pupils to write the verbs in the correct boxes.
- Read the third sentence with the class and elicit which is the verb (*do*) and how it changes (*did*).
- **Note:** You might like to ask confident pupils to do the activity on their own.

Answers

is, was; play, played; do, did

5 Listen and say. 5 mins

• Play Track 103 and get pupils to repeat each sentence. You might like to do this several times to make sure they are pronouncing the past tense verbs correctly.

😡 Track 103

Listen and say.

I go to school. – Yesterday, I went to school. My first lesson is maths – Yesterday my fist lesson was maths. I play with my friends. – Yesterday, I played with my friends. I do my homework. – Yesterday, I did my homework.

Activity Book

- 1 Look at the table. Answer the questions.
- Ask pupils to look at *Activity Book* page 74. Tell them to look at the table and answer the questions.
- Check answers with the whole class.
- 2 Draw two arrows and a star on your table. 3 mins
- Ask pupils to draw two arrows and a star on the table. Remind them that the star goes to "today" which is the day the pupils will make the chart.
- 3 Listen and say the rhyme. Write your own rhyme. 5 mins
- Ask pupils to look at *Activity Book* page 74. Tell them to look at the rhyme and explain that they need to add the correct days in for today, yesterday and tomorrow. Ask them to write in the correct days and check they have all written the correct days.
- Play Track 104 and ask pupils to read the rhyme as they listen. Play Track 104 again and this time ask pupils to say the words, adding in the missing days.
- If there is time, ask the class to say the rhyme one more time.
- Note: Track 104 is recorded twice, first with and then without days. You might like to use

the first recording to help pupils if they are not sure how to complete the rhyme. If pupils have no difficulty in identifying the days for today, yesterday and tomorrow, then go straight to the second recording and let pupils say the relevant days in the pauses to complete the gaps in the rhyme.

👽 Track 104

Listen, read and say.

Today is Monday. Today is Monday. All day long, all day long. Yesterday was Sunday. Yesterday was Sunday. Tomorrow will be Tuesday. Tomorrow will be Tuesday. The days of the week go quickly by! Time goes by, time does fly!

4 Read and match. Listen and say.

- Ask pupils to look at the pictures on page 75 of the *Activity Book*. Point to the sentences on the right and tell pupils that they need to match these sentences with the pictures. Check the answers with the class by asking individual pupils to read out the sentence and point to the appropriate picture.
- Play Track 105 and ask pupils to listen and repeat.

😡 Track 105

Listen and say.

Yesterday, I played with my friends. Yesterday, I watched TV. Yesterday, I cleaned my teeth. Yesterday, I brushed my hair. Yesterday, I washed my face.

Answers

- 1. Yesterday, I brushed my hair.
- 2. Yesterday, I played with my friends.
- 3. Yesterday, I watched TV.
- 4. Yesterday, I cleaned my teeth.
- 5. Yesterday, I washed my face.

5 Listen and say. 3 mins

• Ask pupils to look at the words at the bottom of the page. Point to the *-ed* endings and elicit or explain that it shows the verbs are in the

past tense. If necessary, look back at *Pupil's Book* page 89 together and remind them of the changes made to the verbs.

• Play Track 106 and ask pupils to repeat the words. Make sure they pronounce the endings correctly with a /d/ or /t/ sound.

👽 Track 106

Listen and say.

cleaned washed brushed watched played

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Put pupils into groups and ask them to write the verbs play, watch, clean, brush, wash on small squares of paper. Tell them to put the cards upside down on the table. Explain that they are going to play a game. One by one they take a card and have to give a sentence using that verb in the past tense. Encourage them to use their imagination: Yesterday I brushed my hair, Yesterday I watched football, etc. The other pupils in the group have to decide if the sentence is grammatically correct and pronounced correctly. Monitor while they play and help with any disagreements about what is or isn't correct.
- To improve pronunciation and intonation practise saying the rhyme in the *Activity Book*. This time divide the class into three groups. Tell one group that they are *today*, one group is *yesterday* and one group is *tomorrow*. As they say the rhyme, the correct group of pupils add in their day of the week. You can change the groups so they all have a chance to say different days.

Unit 6 Lesson 3: Question Game

Aims: To review *Wh*- question words To play a game reviewing adverbs, verbs, places and days of the week To learn and practise more regular past tense verbs

Materials: Pupil's Book pages 90–91 Activity Book pages 76–77 Tracks 107–109

Teaching note

• In this lesson, pupils practise constructing sentences in the past simple tense. They have already encountered the past simple, but now it is introduced explicitly. Pupils learn the distinction between regular *-ed* past simple forms (*watched*, *played*, *talked*) and irregular forms (*was*, *saw*, *did*, *ate*).

Warmer 3 mins

• Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.

1 Listen and point. Play the game.

• Start by asking pupils to look at the six monsters on *Pupil's Book* pages 90–91 and to choose their favourite. Ask for volunteers to describe their favourite monster. For example: *It is purple*, *it is a triangle and it has one big foot. It has two green arms and red hands with one finger.* Ask pupils to say the name of the monster. In the example, the monster's name is *how*. Read the words in the list under how. Explain that this monster always talks about how we do something. Ask for another volunteer. If there is time, go through all six monsters in this way.

- Point to the pictures of Rana and Tariq at the bottom of the page. Show them that Rana asks a question (*When?*) and Tariq chooses an answer from the list under when (*On Monday*). Play
 Track 107.
- Put pupils in pairs to play the game. They should take turns to be the one who asks the questions and the one who answers. Explain that their sentences can be 'silly sentences'. Ask for volunteers to read out their sentences and encourage them to mime who, how and what.

👽 Track 107

Listen a	and po	oint
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Rana:	When?
Tariq:	On Monday.
Rana:	Who?
Tariq:	A cat.
Rana:	How?
Tariq:	Slowly.
Rana:	What?
Tariq:	Ate an ice-cream.
Rana:	Where?
Tariq:	In the kitchen.
Rana:	Why?
Tariq:	Because it was hungry!

Activity Book

- 1 Draw a line under the -ed at the end of each word. 3 mins
- Tell pupils to look at page 76 of the *Activity Book*. Ask them to look at all the different verbs in the shapes and find and underline the *-ed* at the end.
- When they have finished elicit what the *-ed* ending means when it's at the end of a verb (past tense).
- Listen. Which sound do you hear?
 Write the words. Then colour the shapes. 4 mins
- Write /d/, /t/ and /Id/ and say the three sounds to the class. Tell pupils when we add *-ed* on the end of a word to make it past tense there are three different ways of saying the *-ed*.
- Ask pupils to look at the table on page 76 and read the three words *played*, *washed*, *visited* aloud to the class. Get pupils to repeat the words.

- Play Track 108 and ask pupils to listen and write the words they hear in the correct column. If necessary, play Track 108 again for pupils to write any missing words and to check their answers.
- Draw the table on the board and point to the headings. Ask pupils to tell you the words that belong in that column.
- Get pupils to colour the shapes. Tell them to choose three colours one for each sound. They should colour the shapes to match the sounds.

F Track 108

Listen. Which sound do you hear? Write the words. Then colour the shapes.

brushed washed walked kicked played cleaned watched liked listened talked painted looked visited started needed finished smiled danced lived

Answers

/d/: played, cleaned, listened, lived, smiled /t/: washed, talked, walked, liked, looked, kicked, finished, watched /id/: visited, started, painted, needed

3 Read and circle the correct verbs.

- Tell pupils to look at page 77 of the *Activity Book*. Read the 'Look' box with the class. Remind them that regular verbs in the past tense end in *-ed*. You might want to point out that in Lesson 2 they looked at two irregular verbs – *is/ was* and *do/did*. Do not focus on the irregular verbs at this point.
- Ask pupils to read the eight sentences and choose which is the correct verb form for each. Do the first one with the class as an example and then give pupils time to read each sentence and underline the correct words.
- 4 Listen and check your answers. 3 mins
- When they have finished activity 3, play
 Track 109 and tell pupils to check their answers.

😡 Track 109

Listen and check your answers.

- Voice 1: Yesterday, I brushed my hair.
- Voice 2: Yesterday, he washed his face.
- Voice 1: Yesterday, he played football.
- Voice 2: Yesterday, she cleaned her bedroom.
- Voice 1: I watched TV yesterday.
- Voice 2: They talked to their friends yesterday.
- Voice 1: Yesterday, I visited my grandma.
- Voice 2: They painted a picture at school yesterday.

Answers

- 2. washed
- 3. played
- 4. cleaned
- 5. watched
- 6. talked
- 7. visited
- 8. painted

5 Write two sentences. 4 mins

- Ask pupils to look at the last activity on page 77 of the Activity Book. Encourage them to write true sentences about themselves.
- Have pupils share their sentences with the whole class.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Get pupils to do a class survey about three things they did yesterday. Put pupils into groups. Get them to draw a table in their notebooks and write the names of the other children in their group in a list on the left side of the table. The table should have three more columns where the answers are going to go.
- Teach them the question *What did you do yesterday?* Then tell pupils to ask each other three things they did yesterday and write down the answers. Monitor as they talk, making sure they are pronouncing the past tense verb correctly.

Unit 6 Lesson 4: Nadia's Grandma

 Aims: To listen to someone talking about their past To read a description To learn and practise irregular past tense verbs
 Materials: Pupil's Book pages 92–93 Activity Book pages 78–79
 ♥ Tracks 110–112 Cards for Pelmanism

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is. Write the day on the board and read it with the class.
- Ask pupils if they know what their grandparents looked like when they were children. *What colour hair did they have? What did they do at school? Where did they live?*, etc. Explain that in this lesson the class is going to find out about Nadia's grandparents.

1 Listen and read. 5 mins

- Tell pupils to open their *Pupil's Book* on page 92. Ask *Who can you see?* Elicit *Nadia*. Explain that Nadia is visiting her grandma. They are looking at her grandma's old photo album together. Explain that the pictures down the left side of page 92 are photos from the album.
- Point to the picture of the girl in the red dress and say *In this picture grandma was 9*.
- Tell pupils they are going to hear Nadia and her grandma talking about what grandma was like when she was younger. Point to the speech bubbles and tell pupils to follow the text and pictures as they listen.
- Play Frack 110 and check pupils are following in their books.
- When they have listened, ask What colour was her hair? (black) What did she do after school? (played skipping) Did she do her homework? (Yes)

Unit 6 In the Past

😡 Track 110

	Listen	and	read.
--	--------	-----	-------

Listen und	cuu.
Nadia:	Grandma, tell me about when
	you were 9.
Grandma:	When I was 9
Grandma:	I was tall. I had long, black hair.
Nadia:	You were pretty.
Grandma:	I played skipping at school.
Nadia:	You were good at skipping.
Grandma:	I always did my homework.
Nadia:	You were a good pupil.

2 Listen again and say. 6 mins

- Tell pupils they are going to hear Track 110 again, but this time they need to listen and repeat the sentences.
- Play **W** Track 110, pausing after each sentence to allow pupils time to repeat.

3 Read about Nadia's grandpa.

4 mins

• Give pupils time to read the paragraph about Nadia's grandpa. When they have all finished, ask questions to check understanding. For example: What colour was Nadia's grandpa's hair? Did he always do his homework? What was he good at?

4 Write and talk with your partner.

- Tell pupils to look at the speech bubbles at the bottom of page 93. Explain that the pink speech bubbles on the left are Nadia's grandpa's speech. Ask *If you are talking about yourself, how do you start the sentence?* Elicit *I* Explain that the orange speech bubbles on the right are Nadia's speech. Ask pupils *How you would start a sentence if you were Nadia talking about her grandpa?* Elicit *He*
- Tell pupils to work individually to complete the speech bubbles on page 93 using the information in the text at the top of the page.
- They then check their answers by practising the conversation with a partner. Monitor as they are

talking, making sure they are using the correct form of the verbs.

• If there is time, you could ask one or two pairs to practise the dialogue in front of the class.

Answers

Nadia's grandpa: I was tall. I had short, brown hair. I played football at school. Nadia: He was strong. He was good at football. He was a good pupil.

Activity Book

- 1 Look, listen and read. 4 mins
- Ask pupils to look at page 78 of the Activity Book. Tell them to look at the two speech bubbles and play Track 111 while pupils read.
- Elicit some examples of regular past tense endings (*worked*, *liked*, etc.) and then explain that not all verbs have *-ed* when they are in the past tense. Explain that these are irregular verbs and need to be learnt.

🚱 Track 111

Look, listen and read.

- Girl: Can we say 'goed'? Yesterday, I goed to school.
- Boy: No, we can't!
- Girl: Why?
- Boy: Because this verb is irregular. We say 'went'. Yesterday, I went to school.
- 2 Write R for regular or I for irregular.
- Put pupils into pairs and ask them to read the list of verbs and decide if they are regular or irregular verbs.
- Have pairs share their answers with the whole class.

3 Number the pairs of present/past verbs.

- Ask pupils to look at *Activity Book* page 79 and look at the all the verbs in the rectangles. Ask them to read the two words numbered 1. Ask which is the present verb (*give*) and which is the past (*gave*).
- Tell them to find the pairs of present and past verbs. Ask pupils to complete the activity working by themselves.

4 Listen, point and say. 3 mins

• When they have matched all the pairs in activity 3, play Track 112 and ask pupils to point at and then say the pairs of verbs.

😡 Track 112

Listen, point and say.

give/gave watch/watched draw/drew go/went have/had listen to/listened to learn/learnt eat/ate see/saw get/got hear/heard look/looked say/said make/made buy/bought

Answers

See transcript above.

5 Play with a partner. 4 mins

- Put pupils with a different partner. Tell them to look at the conversation at the bottom of page 79. Then ask them to close their books.
- Pairs take it in turns to say the present tense form of a verb; their partner says the past tense form. If they are not sure if the answer is correct, tell them to check in the book.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Play 'Pelmanism' with the class. Make sets of 20 cards. Choose 10 verbs from Activity Book page 79. On 10 cards write the present tense of the verbs, and on the other 10 write the past tense of the verbs. Include a mixture of irregular and regular verbs. Follow the instructions in Unit 1 Lesson 2 for playing 'Pelmanism'.

Unit 6 Lesson 5: At the Cinema

Warmer 3 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask pupils if they have ever been to the cinema. *Did they like it? What did they see?*

1 Listen and look. 3 mins

- Tell pupils to open their *Pupil's Book* on page 94. Ask *What can you see?* Elicit *A cinema*. Say Yes, the children are at the cinema. What are they watching? Is it funny? Elicit Yes, because the children are laughing.
- Say Listen and find things in the cinema.
- Play Track 113 and ask pupils to point at the things as they hear them mentioned.

F Track 113

Listen and look.

popcorn funny film good robot ice-cream bad robot

2 Look at the picture. Find these things and tick (√). 4 mins

• Tell pupils to look at the words under the picture and ask six pupils to read a word each. Tell pupils to point to each word in turn and find the object in the picture above.

Answer

All items to be ticked as they are all in the picture.

3 Now listen again and say. 2 mins

• Play Track 113 again and pause between each word for the class to repeat the words in chorus.

4 Read Yousif's email. 4 mins

- Tell pupils to look at the email at the top of *Pupil's Book* page 95. Explain that pupils need to imagine they went to the cinema yesterday and this is what they wrote about it. Give pupils time to read about the trip to the cinema.
- Check they have understood the email. Ask Where did you go? When did you go to the cinema? What was the film about?, etc. and encourage pupils to answer in full sentences, e.g., I went to the cinema.

5 Read the email again and find the answers. 4 mins

- Point to the questions under the email at the top of *Pupil's Book* page 95. Tell pupils to read the email again and then answer the questions in full sentences. Remind them that they are imagining they went to the cinema. Monitor as they work, helping with spelling if necessary.
- When they have finished, ask the class the questions and get pupils to read out their answers.

Answers

- 1. He went to the cinema.
- 2. He saw a film about robots in a race.
- 3. He went with his mum, dad and brother.
- 4. He had an ice-cream and popcorn.

6 Ask and answer. 3 mins

- When you have checked the answers in activity 5, put pupils into pairs and get them to practise the conversation at the bottom of the page. Explain that they should take it in turns to ask and answer about the trip to the cinema.
- Monitor and help where necessary.

Activity Book

- 1 Read. Use past verbs to make the story.
- Tell pupils to open their *Activity Book* on page 80. Read the words in the box with the class and explain that they need to complete the story using all of these words.
- Ask pupils to complete the story (either in pairs or individually).
- 2 Listen to the story and check your answers. 3 mins
- Play Track 114 so they can check their answers in activity 1.

Track 114

Listen to the story and check your answers.

My name is Liz. Yesterday, at night, I heard a noise. I got out of bed and went to the kitchen. There was nothing! Then, I went to the bathroom. There was nothing! Then, I went to the living room. What did I see? I saw my baby sister sitting on the floor. She had a big cake in her hand. She looked at me and smiled! She said that she was hungry. She ate all the cake. We went to the bathroom. She cleaned her teeth. We went back to bed!

Answers

1. heard, 2. got, 3. went, 4. went, 5. went, 6. saw, 7. had, 8. looked, 9. said, 10. ate, 11. cleaned

- 3 Write the past verbs. 4 mins
- Tell pupils to read the text again and then write the past verbs.
- When they have finished, get pupils to read out their answers.

4 Tell the story on Activity Book page 80 to your partner. 4 mins

- Ask pupils to close their books. Put them into pairs and ask them to retell the story to their partner. You might like to make this a collaborative task and get pupils to work together to tell the story.
- Monitor them while they are speaking, checking they are using the correct past tenses and pronouncing words correctly.

- 5 Read the sentences. Underline the words that answer the question word. 3 mins
- Ask pupils to look at activity 5 on page 81 of their *Activity Book*. Ask them to work alone and underline the words that answer the question word. Look at the example together. Tell them they can look back at activity 5 if they need to.
- Monitor and help where necessary.
- Check answers with the whole class.

Answers

- 1. eggs, bread and cheese
- 2. to the park
- 3. at 7 o'clock
- 4. to the cinema
- 5. Kareem
- 6. rice and chicken
- 6 Write the missing question words.

3 mins

- Ask pupils to look at the last activity on page 81. Tell them to work in pairs and write the missing words.
- Have pairs check their answers with another pair.
- Monitor and help where necessary.

Answers

- 1. Where
- 2. What time
- 3. Who
- 4. What
- 5. What
- 6. Where

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Put pupils into groups to try and rewrite the story from the *Pupil's Book* without looking at it again. First get them to brainstorm the story and write down everything they can remember. Then tell them to write the story – making sure they use correct punctuation. When they have written a draft, you could ask them to write the stories up neatly and put them on the wall.

 To help pupils learn the correct word order for Wh- questions, give them some jumbled Wh- questions to rewrite in the correct order. For example: you/ lunch/What/for/have/did? – Where/mum/ yesterday/did/your/go? When they have reordered the questions, you could ask them to answer them with complete sentences.

Unit 6 Lesson 6: Where did you go?

Aims:	To listen and say a rhyme
	To complete sentences with the
	correct past tense form
	To complete an email and answer
	questions about it
	To play a past tense game
Materials:	Pupil's Book pages 96–97
	Activity Book pages 82–83
	W Tracks 115–116
	Game Circle and counters for past
	tense game

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask the class if anyone has had a fun day out anywhere. If none of the pupils can think of a real example, encourage them to invent an imaginary day out. Ask various questions using *where*, *what*, *who*, *when* and *how*.

1 Listen and say the rhyme. 8 mins

• Get the class to look at page 96 of the Pupil's Book. Ask them who they can see in the picture (*Kareem and Tariq*). Then elicit what they can see in the bottom picture and ask *Where do you think this is?*

- Read the title of the rhyme together. Play
 Track 115 and get pupils to track the words with a finger as they listen. Play the track again and get pupils to read and say the rhyme as they listen.
- There is repetition and strong rhyme and rhythm here that will help pupils join in. Let pupils listen again and encourage them to tap out the rhythm of the words as they listen.

🖌 Track 115

Listen and say the rhyme.

Where did you go? I went to the zoo. What did you see? I saw elephants, and monkeys, too. Who did you go with? I went with Ali. When did you go there? We went at three. How did you get there? We went in Ali's car. Why did you go there? Because it was my birthday!

2 Find the words and write. 6 mins

- Tell pupils to look at page 97. Point to the picture at the top and ask *Who are these boys? What are they doing?* Elicit *Playing*.
- Explain that Yousif is writing about a fun day for his homework. He has missed out some words and needs some help to complete the text.
- Give pupils time to read the incomplete text before showing them that the missing words are listed above the text.
- Explain to pupils that they need to complete the text with the correct word and then write the corresponding number in the box next to the words above. Go through the first one with them and show them that, as the gap is numbered 1, they need to write the word *went* in the gap and add the number to the box above. They can work in pairs or individually.

3 Listen to Yousif and check your answers. 5 mins

• When they have finished, play **W** Track 116 to check their answers.

😡 Track 116

Listen to Yousif and check your answers.

Yesterday, I went to the playground with my friends, Tariq and Kareem. It was fun! We played football and did running races. Then, we walked along the bars very carefully. I climbed up the ladder and went down the slide. I crawled through the tunnel. We had a picnic with sandwiches and lemonade. Then, we went home.

Answers

went, 2. was, 3. played, 4. walked, 5. climbed,
 went, 7. crawled, 8. had, 9. went

Activity Book 8 mins

1 Play a game. Say the past verbs.

- Tell pupils to open their *Activity Book* on page 82. Explain that they're going to play a past tense game using a Game Circle and counters.
- Put pupils into groups of four. Give each one a counter and ask them to put their counters on the *START* circle. Pupils take it turns to point to a number on the Game Circle and move their counter on to the correct circle. If they land on a circle with a verb, they must say the past tense of the verb to the group. If they get the word wrong or can't remember the past tense, they must miss a turn.

2 Write the correct verbs in Nadia's email. 8 mins

- Tell pupils to look at page 83 of their *Activity Book*. Ask the class what they can see (*an email*). Ask *Who is it from?* (*Nadia*) *What's it about?* (*Her weekend*) Elicit which tense the email is written in (*past*).
- Explain that they need to complete the text using the verbs in the box. Do the first one with the class as an example. Then ask pupils to complete the email.

• Check the answers by asking individual pupils to read out the completed text.

Answers

went, 2. stayed, 3. was, 4. swam, 5. bought,
 had, 7. ate, 8. played, 9. arrived

- 3 Read Nadia's email again and write the correct sentences. 6 mins
- Tell pupils to look at the last activity on page 83 of their *Activity Book*. Ask them to read Nadia's email again and write the correct sentences. Explain that they should look for new words in the text at the top of the page.
- When pupils have finished, check answers with the whole class.

Answers

- 2. They stayed with Nadia's aunt and uncle and their cousins.
- 3. Nadia had soup and fish in the café.
- 4. Nadia swam in the sea.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- When pupils play the past tense game ask them to give a complete sentence in the past tense rather than just one word. Explain that they will need to get the whole sentence correct in order to move on.
- Ask pupils to choose three words from the top of Pupil's Book page 97 and write true sentences using these words. When pupils have written their sentences and you have checked them, ask them to organise the sentences into a short paragraph.

Unit 6 Lesson 7: There was ... /

There were ...

Aims:To revise familiar vocabulary
To play a memory game
To do a wordsearch
To review regular and irregular
past tense verbs
To learn to spell four high-
frequency words (*why*, *when*,
was, *were*)Materials:Pupil's Book pages 98–99
Activity Book pages 84–85
Various objects and a cloth to
cover them (e.g., 10 pencils,
3 rulers, 2 balls, 1 book)

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Put a variety of objects on your desk and show them to the class. Tell them to look at the items and try and remember them without writing anything down. After 30 seconds cover the objects with a cloth. Ask individual pupils questions about what is under the cloth (for example, *Is there/Are there ...?*) and answer Yes, that's right or No, there isn't/aren't.

1 Look and remember! You have 30 seconds! 4 mins

- Tell pupils that they are going to play a memory game. Explain that they will have 30 seconds to look at some pictures and remember as many of the objects as possible.
- Get pupils to open their *Pupil's Book* on page 98 and look at the pictures. After 30 seconds tell them to close their books or cover the pictures with another book or sheet of paper.

- Go around the class and ask individual pupils for a picture they remember. Encourage pupils to use the structure *There is* .../*There are* ...
- Make sure pupils do not look at the pictures in their books yet.

2 Cover the pictures and read these words. 5 mins

- With the pictures still covered, ask pupils to look at the words in the box at the bottom of page 98. Tell them to read the words silently, asking for help if they aren't sure of the meaning of any. These are all familiar words so pupils should know them.
- Ask pupils to uncover the pictures on page 98 and match the words and pictures by pointing to the word and then the matching picture. Go around the class and check pupils are matching the correct words and pictures.
- When pupils have matched all the words, point to the pictures and ask the class to say the word. Drill any words pupils are mispronouncing.

3 Read the rules. 4 mins

- Ask pupils to look at the box on the left at the top of page 99. Read the rules with the class and check they understand what they have to do. Ask *Can you look at the pictures?* (No.) What do you have to do? (Make complete sentences.) What tense do you need to use? (The past.)
- Tell pupils to read the Let's check! box at the top of page 109. Explain that when we talk about a single object in the past we use *was* and when we talk about more than one object we use *were*. Make sure they are pronouncing *there was* and *there were* correctly do a class drill if necessary.

4 Ask and answer. 4 mins

 Tell pupils to work in pairs. Tell them to look at the pictures on page 98 again for 30 seconds. Pupil A then closes their book and makes sentences about what they remember. Pupil B looks at the pictures and says if the sentence is correct. If it is correct Pupil B says Yes, 1 point. If the sentence is wrong then no point is given.

• Pupils then swap roles and repeat the game. At the end of the game, pupils count up the number of points and tick who had the most correct sentences.

Activity Book

- 1 Find the words. 4 mins
- Ask pupils to open their *Activity Book* on page 84. Tell them to look at the wordsearch and the verbs in the box. Explain that they need to find the words in the wordsearch. Show them the circled examples and explain that the words go from left to right or from top to bottom.
- Put the pupils into pairs and ask them to work together to find the words. Monitor as they work, helping them with the past form of the verbs if necessary.

Answers

Р	Ζ	Т	0	0	к	х	S	Р	Ι	L	D	Q
Ι	R	D	Н	Ζ	Ζ	к	В	L	Т	W	Ι	х
0	W	Ν	Α	Т	Ε	S	Т	А	у	Ε	D	К
Q	Α	В	D	W	G	W	G	У	Х	Ν	В	М
S	S	у	Ρ	S	G	Α	۷	Е	Z	Т	С	М
Α	н	W	L	Α	F	М	V	D	G	А	Т	Е
Ι	E	С	u	W	В	н	G	Ν	В	М	F	В
D	D	С	Z	Х	۷	С	В	0	u	G	н	Т

2 Read, count and number. How many things did Lina do? 4 mins

• Tell pupils they are going to read a short story. Ask them to read the text 'Lina's day' on *Activity Book* page 84 and count how many different things are mentioned. Check pupils have understood by asking some questions, for example, *What did Lina do first? What did Lina eat? What did Lina buy?*, etc.

Answer

Lina did 14 things.

3 Tell your day to your partner. 4 mins

- Tell pupils to look at the list of verbs below and ask them to complete each sentence using their imagination. Help with any vocabulary. Confident pupils can improvise without using the model!
- When they have completed the sentences, put them into pairs to tell each other about their 'long day'.
- Ask for volunteers to tell the class about their day.
- 4 What's the weather like in Libya? Read and write. 4 mins
- Say Open your Activity Books on page 85. Read the rubric (as a class or individually). Explain that pupils should read and complete the sentences using the words in the box.
- Do a class check.

Answers

- 1. In Libya, in January it's cold and rainy.
- 2. In Libya, in March it's mild.
- 3. In Libya, in August it's hot and sunny.
- 5 Look, say, cover, write, check. 4 mins
- This is further practice using the 'Look, say, cover, write, check' strategy. The four words for this unit are *why*, *when*, *was*, *were*. Elicit what pupils have to do. If necessary, copy the table onto the board and remind pupils that this time they will use the 'Write 1' column.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Play the memory game in small groups. To revise vocabulary from all the units in the book so far, ask pupils to select a page in their *Pupil's Book* or *Activity Book* which has lots of items on it, such as a story page or a game page. Play the game in the same way as they have done in the class. To save time, ask all the pupils in the group to choose their page first and make a note of it. Then one pupil tests the group. When everyone in the group has said one or two sentences using *was* and *were*, another pupil shows the page they have chosen to the group and the game begins again.
- Ask pupils to play the memory game in small groups. Tell one pupil to put a collection of items in front of them, for example, two pens, three pencils, one blue crayon, one green crayon, a ruler, etc.

The rest of the group make sentences about what they can remember: *There was a ruler. There were three pencils.* Encourage them to give the exact number of items if they can remember them.

Unit 6 Lesson 8: The Little Brown Bird

Aims: To listen to and read a story To review adjectives To review nouns, verbs and adjectives

Materials: Pupil's Book pages 100–101 Activity Book pages 86–87 Tracks 117–118

Warmer 3 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Explain that they are going to listen to and then read a story about a little bird.

1 Listen, look and read. 22 mins

- Write the title of the story on the board and read it with the class. Get pupils to look at the pictures on Pupil's Book pages 100 and 101 and tell you what they can see. Ask *What's the weather like in the first picture? What's the bird doing in the second picture? What's the weather like in the third picture? Who can you see in the pictures? Teach or revise any vocabulary they need, for example, <i>wolf* and *fire*.
- Tell the class they are going to listen to the story. Give them some time to look at the pictures and guess what is happening.
- Read the title of the story with the class. Play
 Track 117 and encourage pupils to point and follow the pictures.
- Ask pupils if they enjoyed the story. Get them to tell you their favourite part and why they liked it best.
- Play Track 117 again. Check their understanding by asking some questions: Where were the father and son going? What did they make? What did the wolf want to do? What is different about the little brown bird in the last picture?, etc.

😡 Track 117

Listen, look and read.

The Little I	Brown Bird.
	1
Narrator:	Many years ago, there was a little brown bird that lived at the top of
	a tall, tall tree.
	2
Narrator:	It was a happy little bird and it
	sang loudly and its song
	was beautiful.
	3
Narrator:	Winter came, the snow came and a
	cold wind blew. It got colder
	and colder.
	4
Narrator:	A father and son were travelling a
	long way to their home. They had
	nowhere to stay.
	5
Narrator:	The father made a small fire with
	sticks and both went to sleep on the
	cold ground.
	6
Narrator:	The fire started to go out. A hunge
	wolf saw the man and boy.
Wolf:	A tasty meal for me today!
	Yum, yum!
	7
Narrator:	The little bird saw the wolf and sa
	the fire.
Little bird:	I must help. I must make the fire
	burn again.
	8
Narrator:	The little bird flapped its wings an
	the fire got bigger and bigger, but
	the fire burnt the little bird's breas
	9
Narrator:	The man and boy woke up and sat
	the brave little bird. They thanked
	the little bird loudly.
Man/Boy:	You have saved us from the wolf!
	10
Narrator:	From that day, these little brown
	birds have a red breast. Brave
	little birds!

Activity Book

- Look at 'The Little Brown Bird' story on pages 100 to 101 of the Pupil's Book. Find these words. 5 mins
- Tell pupils to open their *Activity Book* on page 86. Read the ten words in the box with the class and ask pupils to look back at the story in their *Pupil's Book* and find the ten words.
- 2 Look at the story again. Match the adjectives and the nouns. 5 mins
- Write nouns and adjectives on the board and ask pupils for an example of a noun and an example of an adjective and write them under the headings. Read the 'Let's check!' box with the class and make sure they understand what they mean. If necessary, ask for some more examples to write under the headings on the board.
- Tell the pupils to look at the story again and, in pairs, match the adjectives with the nouns. Explain that some nouns have more than one adjective.
- When they have finished check their answers.

Answers

See transcript in activity 3 below.

- 3 Listen and say. 4 mins
- Play Frack 118 and get pupils to repeat the phrases.

😡 Track 118

Listen and say.

- Voice 1: *a tall tree*
- Voice 2: a beautiful song
- Voice 1: *a tasty meal*
- Voice 2: a small fire
- Voice 1: *a hungry wolf*
- Voice 2: on the cold ground
- Voice 1: a brave bird
- Voice 2: a red breast

4 Write 4 words in each box. 6 mins

• Ask pupils to look at page 87 of the *Activity Book*. Explain that they should write 4 words in each box which should belong to the relevant heading. Have a look at the example together.

- Ask pupils to work in pairs and tell them they can look back at the previous units if they need to.
- Check answers with the whole class.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Unit 7

The Challenge

Aims

Listening

- Identify the sound /ai/ in its written forms *igh* and *y*.
- Listen to a rhyme.
- Learn and practise *must* and *mustn't*.
- Listen to a story.

Speaking

- Ask and answer Wh- questions.
- Talk about needs (*You need* ...).
- Say a rhyme.
- Make singular and plural questions (*Have you got a ...? Have you got any ...?*).

Reading

- Review ordinal numbers.
- Review the alphabet.
- Read and judge challenges.
- Follow instructions.
- Read a story.

Writing

- Write Wh- questions.
- Create a poster.
- Practise spelling high-frequency words (*must*, *mustn't*, *any*, *need*).
- Complete a form.

Key words

Lesson 1

challenge – /'tʃælɪndʒ/ We are going to have 4 challenges. – /wiː aː 'gəʊɪŋ tuː hæv fɔː 'tʃælɪndʒɪz/

Lesson 2

square - /skweə/ triangle - /'traiæŋgl/ ball and bucket race - /bɔːl ænd 'bʌkɪt reɪs/ What do I need for maths? - /wøt du: aɪ niːd fɔː mæθs?/ For maths, you need ... - /fɔː mæθs, juː niːd/

Lesson 3

He needs/she needs ... – /hi: ni:dz ji: ni:dz .../ Have you got a ruler? Yes, I have. / No, I haven't. Can I borrow yours? – /hæv ju: gøt ə 'ru:lə? jes aı hæv. nəʊ aı hævnt. kæn aı 'børəʊ jɔ:(r)z?/

Lesson 4

I must clean my teeth. /aɪ mʌst kli:n maɪ ti:θ/ I mustn't shout in class – /aɪ 'mʌsnt ʃaʊt ɪn kla:s/ Do not shout. – /duː nɒt ʃaʊt./ Talk quietly – /tɔ:k 'kwaɪətli/

Lesson 5

shape - /ʃeɪp/
points - /pɔɪnts/
score - /skɔː/

Lesson 6

There must be a long river. - /ðeə mʌst biː ə lɒŋ 'rɪvə./ There mustn't be any animals in the picture. - /ðeə 'mʌsnt biː 'ɛni 'ænɪməlz ɪn ðə 'pɪktʃə./

Unit 7 Lesson 1: The School Challenge

 Aims: To review writing Wh- questions To answer Wh- questions To review ordinal numbers: *first*, *second*, *third*, etc. To review the alphabet Spelling test
 Materials: Pupil's Book pages 104–105 Activity Book pages 88–89
 ✓ Tracks 119–121 Set of question and answer cards for Extend and Support activities

Warmer 3 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask pupils if they remember the school races in Unit 3. Ask: What were the names of the races? (egg and spoon, running) Who came first in the running race? (Yousif) Who came first in the egg and spoon race? (Lina) Ask if they think running races is difficult for some children and introduce the idea of a challenge – something which can be difficult to do.

Spelling test 4 mins

- Help pupils to find the spelling test grid on *Activity Book* page 108. Explain that you will say the four words they have been practising and they should write down each word you say in the box for Unit 6.
- Check that pupils are ready to write. Say the first word, *why*. Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*when*, *was*, *were*).
- Get pupils to read the words back to you while you write them on the board. Pupils should then swap books and mark their partner's spellings.

1 Read the email from Red River School. 3 mins

- Tell pupils to open their *Pupil's Book* on page 104 and look at the title *The School Challenge*. Ask what kind of things you might have to do in a school challenge and write their suggestions on the board.
- Ask them to look at the invitation and ask: Who *is the invitation for? (Green Tree School)*

2 Answer the questions. 5 mins

- Tell pupils to look at the questions and make sure they understand that the questions relate to the reading text. Read the first question (*What is it?*) and the answer (*It's a school challenge.*) with the class.
- Give pupils time to complete the task individually.

3 Listen to check. 4 mins

- Play Track 119 for pupils to listen and check their answers.
- Note: Dates are written as, for example, Tuesday, 4th April, but when we say a date, we add *the* and *of* as here in 'Tuesday, the 4th of April'.

👽 Track 119

Listen to check.

- Voice 1: What is it?
- Voice 2: It's a school challenge.
- Voice 1: When is it?
- Voice 2: It's at 11 o'clock on Tuesday, 4th April.
- Voice 1: Where is it?
- Voice 2: It's at Red River School.
- Voice 1: How are we going to get there?
- Voice 2: By bus.
- Voice 1: What are the challenges?
- Voice 2: Sports, English, maths and art.

Answers

- 1. It's a school challenge.
- 2. It's at 11 o'clock on Tuesday, 4th April.
- 3. It's at Red River School.

- 4. By bus.
- 5. Sports, English, maths and art.

4 Listen and read. 3 mins

- Get the class to look at the 'Remember!' box at the top of *Pupil's Book* page 105. Play
 Track 120 and get pupils to read the sentences as they listen.
- To check pupils have understood, ask: Who came first in maths? (Tariq) Did Yousif come first in English? (No Nadia did) Did Kareem and Rana come first in their races? (No Kareem and Lina did) Is Lina good at art? (Yes)

😡 Track 120

Listen and read.

Remember! Kareem and Lina were first in their races. Tariq was first in maths. Nadia was first in English. Lina is good at art.

5 Tick (✓) a challenge for each pupil. 2 mins

- Tell pupils that they are now going to choose a challenge for the children in the book and also one for themselves and one for their friend.
- Ask them to look at the table and read the headings at the top. Then get each pupil to tick one challenge for each person, including themselves and their friend.

6 Complete the sentences. 3 mins

- Ask pupils to look at the last activity on page 105 of their *Pupil Book*. Tell them to complete the sentences below. Point out that in sentences 2 & 4 they need to write more than just the word for the challenge they will need to write *going to do* on the first three lines and the name of the challenge on the last line.
- Select individual pupils to read out their completed sentences and help with any pronunciation problems.

Suggested answers

- 1 sports
- 2 is going to do
- 3 art
- 4 going to do, English

Activity Book

1 Choose and write the correct words.

- Tell pupils to open their *Activity Book* on page 88 and explain that they need to read and complete the text.
- Ask them to complete the text in pairs, using a word from the options below. As they do the exercise, monitor and help where necessary.
- When they have finished, check answers with the whole class.

Answers

2. b, 3. c, 4. a, 5. b, 6. a, 7. b, 8. a

- 2 Read the answers and write the questions. 4 mins
- Tell pupils to look at page 89 of their *Activity* Book. Ask Who are the question monsters? (The five monsters in on page 89 of the *Activity* Book.).
- Ask them to read the answers first and then write a question for each answer. If necessary, do the first question with the class and write it on the board.
- When pupils have finished, get them to check their answers by asking one another the questions.
- 3 Listen and check your answers. 4 mins
- Play Track 121 for pupils to check their answers.

🚱 Track 121

The monsters are going to help you. Listen and check your answers.

Monster 1 voice:What is it?Monster 2 voice:When is it?Monster 3 voice:Where is it?Monster 4 voice:How are we going to
get there?Monster 5 voice:What are the challenges?

4 Circle the word that comes first in alphabet order. 3 mins

- Tell pupils to look at activity 4 on page 89 of their *Activity Book* and ask them to circle the word that comes first in alphabet order.
- Check answers with the whole class.

Answers

2. second, 3. lesson, 4. lake, 5. cookies, 6. capital

5 Write the words again. 3 mins

- Ask pupils to write the words from activity 4 again.
- Monitor and help where necessary.

Answers

2. second, 3. lesson, 4. lake, 5. cookies, 6. capital

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Make a challenge game. Put pupils into groups of three to think of challenges that other children in the class have to do, e.g., count numbers 1–20 aloud, do some basic maths – What's 15 + 20?, spelling challenge – words they have learnt in the course, an art challenge – draw a picture of a robot, house, etc.
- When they have a written three challenges tell pupils to give their challenges to another group to carry out.
- Put pupils into pairs and give them two sets of cards:

Set 1 – Wh- question words (*what*, *where*, *when*, *how*).

Set 2 – Answer cards: *at* 6 o'clock, on Friday, by bus, on foot, *at* home, in the park, Arabic, swimming, story writing, music.

Tell pupils to match the question words to the appropriate answer, e.g., *what* – *story writing, music, where* – *in the park, at home*, etc.

When they have matched the questions and answers, tell them to write the questions together, using the *Pupil's Book* to help if necessary.

Unit 7 Lesson 2: You need a ruler.

Aims: To learn and practise talking about needs: You need ... To identify the sound /aI/ in its written forms igh and y To listen and say a rhyme
Materials: Pupil's Book pages 106–107 Activity Book pages 90–91
✓ Tracks 122–126

Warmer 3 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Tell pupils that today they are going to read about some challenges and talk about what is needed for each challenge. Say *My challenge is* to make a paper aeroplane. What do I need to make it? Elicit that you need paper, and make sure pupils understand the meaning of need.

1 Listen and read 4 mins

- Tell pupils to open their *Pupil's Book* on page 106. Point to the four cards and explain that these are the challenges from *Red River School* to *Green Tree School*.
- Play Track 122. Pupils listen and read the challenge cards.
- Draw a square, a triangle and a rectangle on the board and elicit the names of each shape. If there is time, ask pupils to practise the pronunciation of the words by reading them aloud.

ନ	Track 122	
	Listen and	read.
	Narrator:	The challenges
	Voice 1:	Maths
		• Draw a square, a triangle and
		a rectangle.
		• The teacher will tell you how
		big or small.
	Voice 2:	Sports
		There are two races:
		• Running 100 metres.
		• The ball and bucket race.
	Voice 1:	English
		There is:
		• <i>Match the pictures and words.</i>
		• Spell the words.
	Voice 2:	Art
		• <i>Read about a place.</i>
		• Draw a picture.

2 What do you need? Match. 5 mins

- Show the class the four cards at the bottom of page 106 and explain that each of these cards says what is needed for each challenge.
- Tell pupils to read the four cards and match each card to one of the challenge cards at the top of the page. Make sure they write the appropriate challenge number in the blank boxes.
- Go through the answers as a class.

Answers

Maths – a ruler, a pencil English – a picture dictionary, a pencil, a rubber Sports – a T-shirt, trainers, a small ball Art – a pencil, crayons, a rubber

3 Which challenge do you like best?

- Tell pupils to write down which challenge they like best. When they have written down the challenge they would like to do, ask *Who likes the maths challenge best?* and ask pupils to put up their hands. Count the number of hands and write it on the board.
- Repeat the question for the other three challenges and see which is the most popular.

4 Listen to the conversations and match the numbers. **5** mins

- Tell pupils to look at page 107 of their *Pupil's* Book. Ask Who can you see in the pictures? (Tariq, Nadia, Kareem, Lina, Rana and Yousif).
- Explain that pupils are going to listen to the children talking about what they need for the various challenges. Play **?** Track 123 and encourage pupils to read along as they listen. Then ask *What do you need for maths?* Elicit the answer from one volunteer (*You need a ruler and a pencil.*).
- Ask pupils to look at the boxes at the bottom of the page and check the meaning of the words. Drill the pronunciation of any you think may cause problems, e.g., *dictionary*.

😡 Track 123

Listen to the conversations and match the numbers.

Tariq:	What do I need for maths?
Nadia:	For maths, you need a ruler and
	a pencil.
Kareem:	What do I need for sports?
Lina:	For sports, you need a T-shirt,
	trainers and a small ball.
Nadia:	What do I need for English?
Rana:	For English, you need a picture
	dictionary, a pencil and a rubber.
Lina:	What do I need for art?
Yousif:	For art, you need a pencil, crayons
	and a rubber.

Answers

See transcript above.

5 Practise the conversations. 4 mins

- Get pupils to practise the conversation in pairs, taking it in turns to ask and answer. Tell them to use the words in the boxes to complete their sentences.
- Remind them to look at the cards at the bottom of page 106 if they can't remember what they need.
- Monitor them as they work making sure they are pronouncing the words correctly.

• When they have finished the conversations, you can play Track 123 again for them to check their answers and pronunciation.

Activity Book

- 1 Listen, read and match. 5 mins
- Tell pupils to look at page 90 of their *Activity Book*. Tell them that each tinted 'card' has a scenario on it. Pupils need to match the scenarios with the cards at the bottom in the same way as they did in the *Pupil's Book*.
- Before they start, write *A bus trip to the museum* on the board. Elicit what kinds of things they think they would need to take. Get them to say complete sentences, e.g., *We need some money for souvenirs. We need a bus ticket. We need a map.* Write their ideas on the board.
- Tell pupils to read the four scenarios and then play Track 124. Get them to read the numbered cards at the bottom as they listen.
- Play Track 124 again and pupils match the cards to the scenarios. Check the answers with the whole class.

😡 Track 124

Listen, read and match.

I need some money for presents. I need some sandals and my swimming things. I need a card and a present for my friend. I need my trainers and a T-shirt and running trousers. I need a hat and some water.

Answers

4, 3, 1, 2

- 2 Listen and say. Complete the months of the year. 4 mins
- Tell pupils to look at the last activity on page 90 of their *Activity Book*. Ask them to listen to the rhyme and then say the rhyme together as a class.
- Get pupils to complete the months of the year and check answers with the whole class.

😡 Track 125

Listen and say. Complete the months of the year.

January, February, March April, May, June July, August, September October, November, December

Answers

See transcript above.

- 3 Look and circle these letters: -igh or -y.
- Tell pupils to open their *Activity Book* on page 91. Write *high* and *my* on the board and underline *igh* and *y*. Tell pupils to circle these letters in the other words in their book.
- When the pupils have finished circling the letters, point to the word *high* on the board and say the sound /aɪ/. Ask pupils to repeat the sound as a class. Then point to the word *my* and elicit what sound it makes. Pupils should recognise that the sound is the same.
- 4 Listen and say. 4 mins
- Ask pupils to close their *Activity Book*. Play
 Track 126 and ask what sound they hear repeated in each of the four sentences. Elicit that it is the same as *I*.
- Play Track 126 again. Pause after each sentence for pupils to repeat.

👽 Track 126

Listen and say.

Voice 1: High in the sky.
Voice 2: My kite is high in the sky.
Voice 1: I fly my kite high in the sky.
Voice 2: A butterfly is high in the sky.

5 Use these words and write two sentences. 5 mins

- Ask pupils to look at the words in the box and see if any volunteers can give a sentence. The sentence can be very simple, for example, *I fly my kite* or more detailed: *I fly my kite high in the sky*. There is a butterfly high in the sky.
- **Note:** There are other possible sentences and some pupils might like to be more ambitious.

For example: My kite is higher in the sky than the butterfly.

• Make sure all pupils give a sentence.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Give pupils pictures or words to illustrate games or activities, e.g., football, make breakfast, clean the house, ride a bike, etc.
- In pairs, pupils tell each other what they need for each activity, e.g., *To play football I need football boots, a T-shirt and shorts.* When they have finished, ask them to write down some of the sentences.
- Play the 'Odd one out' game to help pupils identify the sound /ai/. Put pupils into small groups and give them a list of words - most of which have the sound /ai/, but with three that don't. Pupils take it in turns to read the words as quickly as possible, making sure they pronounce them correctly. The rest of the group must decide if the word has been pronounced correctly. If it has, the speaker gets a point; if not, they miss a turn. The quicker they say the words the more difficult it is for them to spot the odd ones out. If they pronounce an 'odd one out' word correctly, they get a bonus point.
- Monitor while they play and help with any disagreements about what is or isn't correct. Possible list of words with /aɪ/: night, time, why, buy, write, fine, rhyme, high, ice-cream, climb, rice, fly, like, light, find.

Unit 7 Lesson 3: What do they need?

Aims: To review and practise using the third person singular: has, needs To review making singular and plural questions with Have you got a ...? Have you got any ...? To review big numbers
Materials: Pupil's Book pages 108–109 Activity Book pages 92–93 Tracks 127–130 Pieces of card

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask pupils if they remember the school races in Unit 3. Ask What were the names of the races? (egg and spoon, running) Who came first in the running race? (Yousif) Who came first in the egg and spoon race? (Lina). Ask if they think running races is difficult for some children and introduce the idea of a challenge – something which can be difficult to do.

1 Look and say. 3 mins

• Tell pupils to open their *Pupil's Book* on page 108. Elicit what challenges each child is doing.

2 Write the words. 4 mins

- Then ask pupils to look at the table at the bottom of the page. Explain that they need to write down what Tariq, Nadia, Kareem and Lina already have in the left-hand column, e.g., *Tariq has a pencil and a rubber*.
- Pupils work in pairs to complete the left-hand column and then ask them to write down what each child still needs in the right-hand column, e.g., *Tariq needs a ruler*.

3 Listen and check. 4 mins

- Play **W** Track 127 to check their answers.
- Draw the table on the board and ask pupils to tell you how to complete it. Make sure they give you complete sentences: *Tariq has a pencil and a rubber. He needs a ruler.*

👽 Track 127

Listen and check.

- Voice 1: Maths challenge: Tariq has a pencil and a rubber. He needs a ruler.
- Voice 2: English challenge: Nadia has a picture dictionary and a rubber. She needs a pencil.
- Voice 1: Sports challenge: Kareem has a T-shirt and some trainers. He needs a small ball.
- Voice 2: Art challenge: Lina has a pencil and a rubber. She needs some crayons.

4 Listen and say the rhyme. 4 mins

- Ask pupils to look at the rhyme on page 109 of their *Pupil's Book*. Play Track 128 and get pupils to track the words with a finger as they listen. Point out that the rhyme is a series of dialogues. Play Track 128 again, pausing after each 'dialogue' to allow pupils time to repeat.
- Ask for volunteers to stand up and practise saying a dialogue in front of the whole class.
- Point to the words in red and ask When do you use 'a'? and When do you use 'any' and 'some'?
 Point to the red s at the end of the word crayons to remind them to pronounce it.

👽 Track 128

Listen and say the rhyme.

- Voice 1: Have you got a ruler?
- Voice 2: Yes, I have.
- Voice 1: Have you got a ruler?
- Voice 3: No, I haven't, but I need a ruler. Can I borrow yours?
- Voice 1: Yes, here you are.
- Voice 3: Thank you!

Voice 1: Have you got any crayons?
Voice 2: Yes, I have.
Voice 1: Have you got any crayons?
Voice 3: No, I haven't, but I need some crayons. Can I borrow yours?
Voice 1: Yes, here you are.
Voice 3: Thank you!

5 Say the rhyme again. Ask and answer. 3 mins

- Put pupils into pairs and tell them to take it in turns to ask and answer about the items at the bottom of the page. Remind them to check if the words are singular or plural and to use *a*, *any* or *some* correctly.
- Monitor and support as necessary, making sure their pronunciation is correct.

Activity Book

- 1 Read the numbers. Find and circle them in the puzzle. 4 mins
- Write 777 on the board and ask pupils how to say this number in English.
- Tell pupils to look at page 92 in their *Activity Book* and look at the wordsearch. Point to the numbers written in words to the left of the wordsearch and explain that they need to find the numbers in the wordsearch.
- Show them the circled example and explain that the numbers go from left to right or from top to bottom.
- Put the pupils into pairs and ask them to work together to find the numbers. Monitor as they work, helping them if necessary.

Answers

\overline{n}	9	0	9)	5
7	6	0	0	5
5	7/8		8	8
1	0	2	0	9
3	0	4	1	2
3	6	6	0	
V	0	9	1	1
$\overline{\mathbb{C}}$	6	0	\diamond	7

2 Listen. Let's say the numbers. 3 mins

• Play **•** Track 129 and tell pupils to listen and repeat.

😡 Track 129

Listen. Let's say the numbers.

Seven hundred and seventy-seven Two hundred Five hundred and fifty-eight Nine hundred and nine Eight hundred and eighteen Six hundred Three hundred and thirty-two Four hundred and twelve One thousand

- 3 Look at the numbers. Write the words.
- Tell pupils to look at the bottom activity. Read the rubric (as a class or individually). Explain that pupils should look at the numbers and write the numbers as words.
- Monitor and support as necessary.

Answers

- 14 fourteen
- 10 ten
- 23 twenty-three
- 41 forty-one
- 86 eighty-six
- 260 two hundred and sixty
- 758 seven hundred and fifty-eight
- 2,000 two thousand

4 Write the missing words. Put the conversations in order. 4 mins

- Tell pupils to look at page 93 of the *Activity Book*. Read the four words in the box at the top with the class and explain that these words belong in two conversations below.
- Point to the number 1 in the first conversation and explain that this is the first line in the dialogue. If necessary, ask the class what word goes in the gap (*football*).
- In pairs, ask pupils to read the conversations, fill in the gaps and then number it in the correct order.

- 5 Listen and check. 4 mins
- When they have finished, play **W** Track 130 to check their answers.

😡 Track 130

Listen and check.

- Boy 1: Have you got a football?
- Boy 2: No, I haven't, but I need one for school today. Can I borrow yours?
- Boy 1: Yes, here you are.
- Boy 2: Thank you.
- Girl 1: Have you got any balloons?
- Girl 2: No, I haven't, but I need some for Tariq's birthday party. Can I borrow yours?
- Girl 1: Yes, here you are.
- Girl 2: Thank you.

6 Practise the conversations. 4 mins

- Pupils then practise the dialogues in pairs.
- Note: Direct pupils back to page 85 of the *Activity Book*. Explain that they should follow the 'Look, say, cover, write, check' procedure and complete the 'Write 2' and 'Write 3' column.
- **Test preparation:** Explain that pupils will have a spelling test in the next lesson. They will be tested on the four words they have been practising (*why*, *when*, *was*, *were*).

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Ask pupils to imagine they need to borrow four items from their partner.
 First, tell them to write a list of the four items they need, two singular and two plural, for example, a hat, sunglasses, etc. Then put them into pairs to practise asking and answering about the items.
 Monitor as they talk, making sure they are using *a*, some and any correctly.

• To help pupils practise saying large numbers, tell them to write some large numbers (10–1,000) on pieces of card and put the cards upside down in the middle of the table. In groups, pupils take it in turns to pick up a card and say the number on it aloud. If they say the number correctly they get a point; if not they miss a turn. Monitor and help with any disagreements about pronunciation.

Unit 7 Lesson 4:

must/mustn't

learn and practise using must
d <i>mustn't</i>
create a poster
practise spelling high-frequency
ords
pil's Book pages 110–111
tivity Book pages 94–95
Tracks 131–134
per, crayons, pencils and pens to
ke a poster

Warmer 3 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Write *Tariq*, *Lina*, *Kareem*, *Nadia* on the board and ask pupils what these four children did in the School Challenge. Ask *Did they have everything they needed?* (No) *What did Tariq need? What did Lina need?* etc.

1 Listen and read 3 mins

• Tell pupils to open their *Pupil's Book* on page 110. Point to the title *must/mustn't* and ask *Can* you talk when the teacher is talking? (No.) Write *must* and *mustn't* on the board. Say or elicit *I must listen to the teacher. I mustn't talk when* the teacher is talking.

- Play Track 131 and ask pupils to read the short sentence while they listen.
- Ask What do the children need to do? (Make a poster.) What is the poster about? (What you must and mustn't do in the challenge.)
- Drill the pronunciation of *must* and *mustn't* with the class, making sure they don't pronounce the first *t* in mustn't.

😡 Track 131

Listen and read.

After the School Challenge, the children's teacher asked them to make a poster about 'must' and 'mustn't'.

Read Lina's and Yousif's own rules. What do you think? Write Yes or No. 4 mins

- Tell pupils to read the posters that Lina and Yousif created. Ask pupils to write *Yes* against the statement if they agree or *No* if they disagree with the statement.
- When pupils have finished ask them to compare their answers with a partner. Do they agree with one another?

Suggested answers

1 yes 2 no 3 yes 4 yes 5 yes 6 yes 7 no 8 yes

3 Listen to Lina and Yousif talking about their posters. 4 mins

• Play **•** Track 132 and listen to Lina and Yousif talking about the posters they made. Ask *What must Lina do? What mustn't Yousif do?*

😡 Track 132

Listen to Lina and Yousif talking about their posters.

Lina: On my poster I wrote: I mustn't talk in a test. Yes, I mustn't. I must drink lemonade. No, I mustn't drink lemonade all the time. I must clean my teeth. Yes, I must clean my teeth every day. I mustn't listen to my teacher. No! I must listen to my teacher. Yousif: On my poster I wrote: I must help Lina and my family. Yes, I must. I mustn't shout in class. Yes, I mustn't shout in class. I must eat cookies every day. No, I mustn't eat cookies every day, only sometimes. I must pray. Yes, I must pray.

4 Listen and read. Make your poster.

- Ask pupils to look at the poster on page 111 of their *Pupil's Book*. Explain that Lina created another poster with her group and this is what they did.
- Play **•** Track 133 and tell pupils to read while they listen.
- Tell pupils they are going to make their own *must/mustn't* poster. Put them into groups of four and hand out the paper, crayons, pencils and pens to each group. Give them time to write a list of things they must and mustn't do if possible four of each, but not exactly the same ones that are in their *Pupil's Book*. Encourage them to decorate the posters and make them as colourful as possible.

😡 Track 133

Listen and read. Make your poster.

Lina: This is my group's poster about must and mustn't. These are our ideas. What are your ideas? For 'must' we use ticks. The ticks are green. For 'mustn't' we use crosses. The crosses are red. We use happy and sad faces too. I must ... help my mum and dad do my homework eat healthy food be good to my friends I mustn't ... push in the playground eat lots of sweets talk loudly in class stand on the swing

5 Tell another group about your poster. 4 mins

- When pupils have finished making their posters, tell them to show their poster to another group and talk about it. Encourage pupils to agree and disagree with the statements on each other's posters.
- If possible, put the posters on the classroom wall.

Activity Book

- 1 Read the rules for the school library.
- Tell pupils to open their *Activity Book* on page 94.
- Read the eight rules with the class and make sure they understand all the vocabulary.
- Listen to Nadia and Kareem talking about the library rules. Point to the rules they are talking about. 4 mins
- Tell pupils they are going to listen to Nadia and Kareem talking about the same library rules.
 Play Track 134 and then ask pupils to point to each rule as they hear it.

😡 Track 134

Listen to Nadia and Kareem talking about the library rules. Point to the rules they are talking about.

- Nadia: Let's read the library rules.
- Kareem: OK. The first one says we mustn't shout.
- Nadia: Yes, and the second one says we mustn't run around.
- Kareem: Number 3 says we must talk quietly. There are lots of rules. Let's write them down.

- 3 Practise the conversation. 4 mins
- Put pupils in pairs and ask them to take on the roles of Nadia and Kareem and talk about the library rules.
- Monitor and help where necessary.
- 4 Match the sign to the rules on page 94.
- Ask pupils to work in pairs again and match the signs in activity 4 to the rules in activity 1 on page 94 and the rule.
- Have pairs check their answers with another pair.
- Monitor and help where necessary.

Answers

- 1. 1, 5
- 2. 2
- 3. 1
- 4. 8
- 5. 5
- 6. 6

5 Cover Activity Book page 94. Write the missing verbs. 4 mins

- Tell pupils to work alone write the missing verbs after they cover *Activity Book* page 94.
- When they finish, have them look back at page 94 to check their answers.
- Monitor and help where necessary.

Answers

- 2. write
- 3. Talk
- 4. run
- 5. take
- 6. shout

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Get pupils to write their own *must* and *mustn't* poster with sentences they can ask their friends and family about. Ask pupils to write six statements in class and then tell them to go home and ask family members if they agree or not

could be similar to the ones in the *Pupil's Book* and *Activity Book* or completely new statements. Help them with any new vocabulary they need when writing the statements. They should bring their results back to school and share them with the class.

Unit 7 Lesson 5: Challenge Rules

Aims: To review *must* and *mustn't* To complete a form To write some rules
Materials: *Pupil's Book* pages 112–113 *Activity Book* pages 96–97
✓ Tracks 135–137 Place cards for Extend activity

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Write *Red River School* on the board. Elicit from pupils what they remember about this school – they sent the invitation for the School Challenge in Lesson 1. Ask if they remember any information about the School Challenge – *When is it?* (*Tuesday, 4th April*) *Where is it?* (*Red River School*) *How are they going to travel?* (*by bus*) *How many challenges are there?* (4).

1 Listen and read. 3 mins

- Tell pupils to open their *Pupil's Book* on page 112. Ask What can you see in the first picture? (A man holding a name card.) What can you see in the second picture? (A man holding a challenge form/piece of paper.) Is the form complete? (No.)
- Play Track 135 and ask pupils to read as they listen.

👽 Track 135

Listen and read.

First, you must put on your badges. Next, you must write out your forms.

2 Read Kareem's form. 3 mins

• Tell pupils to look at Kareem's completed form. Elicit what information Kareem has to give. Ask

How old is Kareem? What challenge is he going to do? What does he need for that challenge?

3 Write your form. 5 mins

- Point to the blank form at the bottom of the page and tell pupils to complete it with information about themselves. Remind them of the challenge they said they would do in Lesson 1 – this is the challenge they need to complete in this form.
- Monitor while they are writing, helping with spelling when necessary.

4 What is the teacher saying? 6 mins

• Tell pupils to look at the pictures on page 113 of their *Pupil's Book*. Explain they have to match the instructions (1–4) with the pictures (*a*–*d*) underneath.

5 Match. Write the answers.

3 mins

• Pupils read the instructions and match them to the pictures, alone or in pairs.

Answers

2 d 3 a 4 c

6 Listen and check. 3 mins

- Play **W** Track 136 to check the answers.
- Ask Who is going to go to the playground? (Kareem)

😡 Track 136

Listen and check.

Now, you must find your chair. (Picture b) Remember! You mustn't look at your friend's answers! (Picture d) Remember! You mustn't talk. (Picture a) Now, sports pupils follow me to the playground. (Picture c)

Answers

1 b, 2 d, 3 a, 4 c

Activity Book

- 1 Look, listen and read. 6 mins
- Show a picture of the Libyan flag and ask: What's this? Elicit the word flag and write it on the board. Explain that pupils are going to make a flag.
- Ask them to look at page 96 in their *Activity Book* and explain that they are going to make flags to take to the School Challenge.
- Play Track 137 and ask pupils to read the conversation as they listen. Check pupils have understood by asking *How many flags are they going to make? What are they?*

😡 Track 137

Look, listen and read.

- Nadia: We are going to go to the Red River School for the School Challenge. We are going to make flags to take with us.
 Lina: I know. Let's make three flags.
 Yousif: OK. Which flags?
- Kareem: Our Libyan flag.
- Nadia: Yes, and our school flag.
- Tariq: And let's make the Red River School flag too.

2 Write the names of the flags. 4 mins

- Tell them to look at the three flags at the bottom of the page and write the name of each flag under the picture. Monitor while they are doing this, making sure they are spelling the names correctly.
- Check the answers with the class. You could get individual pupils to come and write the names of the flags on the board.

3 Read how to make the flags. Then make your flag. 8 mins

- Ask pupils to look at page 97 in their *Activity Book*. This is a mini project, so put the pupils into small groups and hand out the materials they need. You might like to assign roles, or let pupils decide who will be the group organiser, who will do the writing, the drawing and the colouring in. Before they begin, ask again *How many flags are you going to make?* (*Three.*)
- Ask the organiser to read out the questions to the group. When they have decided on the answers, the group writer should write down the answers in their *Activity Book*.
- Get them to follow the remaining instructions, with the organiser checking that it is all being done properly. Remind them that in stage 3 they need to colour the flags and write the words on each one. While they are working, monitor the groups, checking they are following instructions and all the group members are involved.
- When they are happy with their flags, tell them to mount them on a stick. Then hold up their flags for the class to see.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Give pupils a challenge to create the best class or school flag. Put pupils into groups and ask them to design a flag. Explain that it must have at least three colours and some writing on it. The writing doesn't need to be the name of the school, but it could be a suitable slogan for the class or school. Remind them that the writing needs to be in English. When they have designed and made their flags, ask the headteacher to judge which one they think is best. You could award a rosette for first, second and third place.

Unit 7 Lesson 6: Maths and Art

Aims: To read and judge a maths challenge To read and judge an arts challenge To follow instructions To make a flag
Materials: Pupil's Book pages 114–115 Activity Book pages 98–99
✓ Tracks 138–140 Paper, crayons, pencils, rulers, glue and some sticks to make flags

Warmer 3 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask the class if they have ever taken part in a maths or art challenge. *What do they think it would involve doing? Which do they think would be easier?*

1 Listen and read. 4 mins

- Tell the class to look at page 114 of the *Pupil's Book*. Explain that this is Tariq's maths challenge.
- Play Frack 138 and get pupils to read the challenge as they listen.
- Check that everyone understands what Tariq has to do by asking *What size rectangle does he have to draw? What size square? What size triangle?*

😡 Track 138

Listen and read.

Tariq: Hello, my name is Tariq. My school is the Green Tree School.
I am doing the maths challenge.
Here are the rules:
Number 1 says draw a rectangle. It is 4 centimetres by 2 centimetres.
Number 2 says draw a square. It is 3 centimetres by 3 centimetres.
Number 3 says draw a triangle. It can be your own size.

2 Read and tick (✓) or cross (X). ₄ mins

- Explain that pupils need to mark Tariq's work. Put pupils into pairs and make sure each pair has a ruler. Tell them to measure the shapes and write a tick if Tariq has drawn it correctly or a cross if it is incorrect.
- There are three points for each shape, so pupils could allocate the points: 1 point for a correct shape, 1 point for one correct length, 1 point for the second correct length. For the triangle, they could have 3 points for a correct triangle.
- Count up the number of ticks and crosses and write the total score.

3 Listen and read. 6 mins

- Tell the class to look at page 115 of the *Pupil's Book*. Explain that this is Lina's art challenge.
- Play Frack 139 and get pupils to read the challenge as they listen.
- Check that everyone understands what Lina has to do by asking *How big is the mountain? What does she need to draw in the fields?*

😡 Track 139

Listen and read.

Lina: Hello, my name is Lina. My school is the Green Tree School. I am doing the arts challenge. Here are the rules for drawing the picture: There is a high mountain and a long river between green fields. In the

fields there are trees and some cows.

4 Look at Lina's picture and answer the questions. 6 mins

- Tell pupils to answer the questions about Lina's picture and then give it a score.
- When they have answered the questions and given it a score, tell them to compare their answers with a partner.
- Ask the class what scores they gave Lina which were the highest and lowest scores she received?

Elicit the reasons for the scores.

Answers

- 1. Pupils' own answers.
- 2. No, it isn't correct because there are horses in the field and not cows. There are also no trees.
- 3. Pupils' own ideas about the score.

Activity Book

- 1 Write the sentences in the correct order. 8 mins
- Ask pupils to look at page 98 in their *Activity Books*. Explain that the words in the eight sentences and questions are in the wrong order.
- Tell them to rewrite the sentences and questions in the correct order. Do the first one with the class – elicit the correct order of the question and write it on the board.
- Pupils work alone, writing the sentences and questions in the right order.
- 2 Listen and check. Say each sentence.
- Play **W** Track 140 to check their answers.
- Play Track 140 again and pause after each question or sentence for the pupils to repeat. Make sure they are getting the correct rising intonation on the questions.

😡 Track 140

Listen and check. Say each sentence.

- 1. Voice 1: What do I need for the maths challenge?
- 2. Voice 2: You need a pencil and a ruler.
- 3. Voice 1: I've got a T-shirt and some trainers.
- 4. Voice 2: Have you got any crayons?
- 5. Voice 1: I haven't got a picture dictionary.
- 6. Voice 2: Can I borrow your rubber?7. Voice 1: We must talk auietly in
- 7. Voice 1: We must talk quietly in the library.
- 8. Voice 2: We mustn't run around in the library.

3 Look at the rules for the school challenges. Write a tick (8 mins

- Ask pupils to look at the rules for the school challenge. Explain that these are the instructions for three of the activities from Lessons 6 and 7. Tell pupils they need to look back at the *Pupil's Book* and decide if these rules are correct or not. If they are correct, they should write a tick; if they're wrong, they should write a cross.
- Check answers with the whole class.

Answers

The maths challenge

The maths chancinge	
You must draw three shapes.	1
The shapes are a circle, a square and a triangle.	1
You mustn't draw the shapes with a ruler.	X
The shapes must be the same size.	X
The art challenge	
You must take a photo.	1
There must be a long river.	1
The river must be between yellow fields.	X
There mustn't be any animals in the picture.	X
The English challenge	

You match words and pictures. You mustn't use a picture dictionary. You must spell all the words correctly. You mustn't write.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Set an English challenge. Put pupils into groups and give the stronger groups more difficult challenges:
 - reordering sentences and questions
 - writing questions and answers
 - matching pictures and words

Unit 7 Lesson 7: English and Sport

Aims: To read and judge an English challenge To read and judge a sports challenge To review punctuation To complete three challenges
Materials: Pupil's Book pages 116–117 Activity Book pages 100–101

Tracks 143–144

Warmer 3 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask the class what they remember about Tariq's and Lina's challenges. *Did they think they were easy? Would they prefer to do an English or sports challenge instead?*

Listen and read. Is Nadia correct? Tick (√) or cross (X). 6 mins

- Tell the class to look at page 116 of their *Pupil's Book*. Explain that this is Nadia's English challenge.
- Play Frack 141 and get pupils to read the challenge as they listen.
- Check that everyone understands what Nadia has to do by asking *How many pictures does she have to match? How many words does she have to spell?*

Track 141

1

1

1

Х

Listen and read. Is Nadia correct? Tick (\checkmark) or cross (X).

Nadia: Hello, my name is Nadia. My school is the Green Tree School.
I am doing the English challenge.
Here are the rules:
First, match the pictures and words.
The words are: sweets, slide, cookies, swing, sandwich.
Then, spell these words. The words are: river, mountain, waterfall, lake.

2 Look at Nadia's challenge and answer the questions. 4 mins

- Tell pupils to answer the questions about Nadia's challenge and then give it a score.
- When they have answered the questions and given it a score, tell them to compare their answers with a partner.
- Ask the class what scores they gave Nadia which were the highest and lowest scores she received? Elicit the reasons for the scores.

Answers

- 1. swing and slide are wrong, *river* is spelt wrong
- 2. Pupils' own answers.

3 Listen and read. 5 mins

- Tell the class to look at page 117 of the *Pupil's Book*. Explain that this is Kareem's sports challenge.
- Play Frack 142 and get pupils to read the challenge as they listen.
- Check that everyone understands what Kareem has to do by asking *How many teams are there?* What does each team have to do?

😡 Track 142

Listen and read.

Kareem: Hello, my name is Kareem. My school is the Green Tree School. I am doing the sports challenge. Here are the rules: There are two teams: Team A and Team B.

There are 12 balls and we pick up a ball and run fast and put it in the bucket.

The team with the most balls in the bucket is the winner.

4 Look at Kareem's challenge and answer the questions. 5 mins

- Tell pupils to answer the questions about Kareem's challenge and then give it a score.
- When they have answered the questions and given it a score, tell them to compare their answers with a partner.

• Ask the class what scores they gave Kareem – which were the highest and lowest scores he received? Elicit the reasons for the scores.

Answers

1. Team A, 2. eight, 3. seven 4. 10

Activity Book

1 What do you think? Put your ideas in order. 8 mins

- Remind pupils about the rules they have looked at in the last few lessons. If you have their posters from the project in Lesson 4 on the wall, remind pupils what they wrote on them.
- Ask pupils to look at page 100 in their Activity Book. Look at the ticks and the one cross in the box at the top of the page. Write these on the board. Elicit what four ticks mean (very, very, very, very – but very what?). Now let pupils have time to read the ten sentences in the table. Pupils should read quietly to themselves. Look at sentence 1 and ask for a volunteer to read it out (*I must help my family*.). Refer to the ticks and cross again and see how important pupils think this is – does it get four ticks, or three, or ...? Ask each pupil to decide how many ticks to put in the 'Me' column.
- Read all the sentences through as a class and then let pupils work by themselves to decide on how important these rules are.

2 Ask your partner. Put their ticks in the table. 5 mins

- Ask pupils to work in pairs and compare their ticks with those of their partner by adding their partner's ticks on their own table. Have pupils discuss their thoughts in pairs.
- Check with the **whole** class to see which rules they all agree with and which they do not.
- 3 Write sentences about the library rules on Activity Book page 94. Use *must* or *mustn*'t. 5 mins
- Ask pupils to turn to page 94 in their *Activity Book* to refresh their memories of the library rules.
- 4 Look, say, cover, write, check. 4 mins
- Pupils should continue to spell common, highfrequency words using the 'Look, say, cover,

write, check' strategy. The four words for this unit are *must*, *mustn't*, *any*, *need*. Lesson 1 of Unit 8 has a spelling test on these four words.

- Ask pupils to look at the activity at the bottom of *Activity Book* page 101. Pupils should easily be able to read the rubric and they will know what to do.
- Check that everyone is ready to write. Get them to follow the 'Look, say, cover, write, check' procedure and complete the 'Write 1' column.

Extras

٠ Tell pupils that they have children from another school coming to visit them. They want to organise a school challenge. Let pupils work in small groups of four and decide on a new challenge for the visitors. As a class, you might like to think of other subject areas that they could do their challenge on, for example: geography, punctuation, big numbers, stories from Grade 4, meanings of words, etc. Pupils can draw up a worksheet similar to the ones in the Pupil's Book on pages 114-117. When the challenges are ready, put two groups together and let them test out their challenge worksheets on each other. Worksheets can be scored and winners decided on. In order to support less confident pupils, organise groups so that there is a mix of ability and confidence. In this way, pupils can still express their ideas but with the support of their peers.

Unit 7 Lesson 8: The Big Bike Race

Aims: To listen to and read a story To review prepositions, *must*, *mustn't* and *need* Materials: *Pupil's Book* pages 118–119 *Activity Book* pages 102–103 Tracks 143–144

Warmer 2 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Explain that they are going to listen to and then read a story about a big race.

1 Listen, look and read. 20 mins

- Write the title of the story on the board and read it with the class. Get pupils to look at the pictures on pages 118 and 119 and tell you what they can see. Ask *What's Kareem doing in the first picture? How many children are in the second picture? How many bikes can you see? What are they doing in the third picture? Who can you see in the pictures? Where do you think the children are going?* Teach or revise any vocabulary.
- Tell the class they are going to listen to a story. Get them to look at pages 118 and 119 in the *Pupil's Book*. Give them some time to look at the pictures and guess what is happening.
- Read the title of the story with the class. Play
 Track 143 and encourage pupils to point and follow the pictures.
- Ask pupils if they enjoyed the story. Get them to tell you their favourite part and why they liked it best.
- Play Track 143 again. Check their understanding by asking some questions: Who doesn't like riding? Who hasn't got a bike? What did the children take on the bike race? What did the children have to do? Who fell off his bike? Who won the race?, etc.

Track 143 Listen, look and read. The Big Bike Race 1 Narrator: It is summer and it's time for the big bike race. 2 Narrator: Everyone is going to ride in the race. 3 Narrator: It's a long race. Everyone is doing exercises. 4 Narrator: Has everyone got a bike?

Lina: Nadia:	I haven't. I don't like riding. You can borrow my bike. 5
Narrator:	<i>Kareem hasn't got a bike, but his brother has and he is going to borrow it.</i>
Kareem:	My brother is taller than me, but I can ride his bike. 6
Narrator:	What do the children need for the long race? It is going to be hot.
Lina:	We need water.
Yousif:	We need hats. 7
Narrator:	<i>What do the mums and dads say?</i>
Parent 1:	You must help your friends.
Parent 2:	You must ride carefully.
Parent 3:	You mustn't go too fast. 8
Narrator:	o It's the big day. Everyone is ready to start the race. 9
Narrator:	<i>Kareem is in front. Yousif is behind him. The other children are slower.</i> 10
Narrator:	Everyone is shouting loudly.
Adults &:	Come on Kareem! Well done!
children:	Hurray!
	11
Narrator:	Oh no! Kareem has fallen off.
	Yousif is helping him.
Yousif:	Are you OK?
Kareem:	It was a stone.
Yousif:	Quickly! Let's go.
	12
Narrator:	It's the finish. Who is first? It's
	Kareem and Yousif together! They
	are both first!

Activity Book

- Read the 'Big Bike Race' story on pages 118 and 119 of the Pupil's Book. Tick (✓) the answers. 13 mins
- Tell pupils to open their *Activity Book* on page 102. Read the questions and statements and explain that the pupils need to look back at the story in their *Pupil's Book* and tick the right answers.

- Do the first one with the class as an example if necessary, and then tell pupils to read the questions and statements and tick the correct answers.
- Check answers with the whole class.

Answers

1. summer, 2. long, 3. No, 4. Yes, 5. No, 6. No, he isn't. 7. water and hats, 8. No, 9. No, 10. No

- 2 Write the missing words. 6 mins
- Ask pupils to look at the speech bubbles on page 103 of their *Activity Book*. Ask if they recognise where these dialogues come from (the story in the *Pupil's Book*).
- Show them the spaces in the dialogues and explain that they need to complete each gap with a word from the list at the bottom of the page.
- Tell pupils to complete the dialogues alone or in pairs. Monitor while they are doing the activity and help where necessary.
- 3 Listen and check. 4 mins
- Play Frack 144 for pupils to check their answers.
- Get individual pupils to read out the completed sentences to the class.

Answers

1. a, 2. b, 3. c, 4. b, 5. a, 6. c, 7. a, 8. c

😡 Track 144

Listen and check.

1. Nadia: I don't like riding. You can borrow my bike. 2. Kareem: *My brother is taller than me.* but I can ride his bike. 3. Yousif: We need hats. 4. Mum: You must ride carefully. 5. Dad: You mustn't go too fast. 6. Adult/child: Come on Kareem! 7. Yousif: Are you OK? Kareem: 8. It was a stone.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Unit 8

Revision (2)

Aims

Listening

- Listen to the months of the year.
- Listen to a story.

Speaking

- Practise pronunciation.
- Sing a song.
- Tell a story.
- Say the months of the year.

Reading

• Practise reading and telling a story.

Writing

• Complete a story.

Key words

Revision of Units 5–7

Unit 8 Lesson 1: Test your partner.

 Aims: To review months To review punctuation To review comparatives Spelling test
 Materials: Pupil's Book page 122 Activity Book page 104
 ✓ Tracks 145–146

Teaching note

- Units 4 and 8 are revision units. There is less material to cover in the four lessons that make up these units than in the other lessons. The intention is to give teachers the opportunity, at these points in the school year, to:
 - catch up with unfinished work
 - review particular areas that pupils found difficult
 - do more of the 'Extras' that follow each lesson
 - let pupils have time to do the more creative, project-based types of activity, for example, Unit 5, Lesson 2 – a class survey.

Spelling test 5 mins

- Help pupils to find the spelling test grid on Activity Book page 108. Explain that you will say the four words they have been practising and they should write down each word you say in the box for Unit 7.
- Check that pupils are ready to write. Say the first word, *must*. Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*mustn't*, *any*, *need*).
- You may want to collect in the books and mark them yourself. Alternatively, get pupils to read the words back to you while you write them on the board. Pupils should then swap books and mark their partner's spellings.

Warmer 4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Ask pupils what kind of quizzes they have done throughout the school year, either at school or outside school. Discuss which of the quizzes they enjoyed the most and why.

1 Ask your partner the questions. 6 mins

- Ask pupils to open their *Pupil's Book* on page 122 and tell them that they are going to take part in a quiz.
- Put pupils into pairs and tell them to choose which pupil they want to be (*A* or *B*).
- Ask pupils to answer the Pupil A or Pupil B questions and get them to write their answers on a piece of paper. When they have finished, tell Pupil A to exchange their answers with Pupil B.

2 Listen and check: ✓ = 1 point. How many points did your partner get? ^{8 mins}

- Play Track 145 and get pupils to check the answers of their partner. Ask them to add up the total number of points, write them at the bottom of the page and give the answers back.
- Elicit how well each pupil did and which questions they got wrong.

🚱 Track 145

Listen and check: \checkmark = 1 point. How many points did your partner get?

- Pupil A
- 2 Is Yousif doing his homework?
- 3 We're going to have a picnic. We're going to wear a scarf.
- 4 Yesterday I played with my friends.
- 5 Pupils' own answers.
- 6 A picture dictionary, a pencil and a rubber.
- 7 Pupils' own answers.
- 8 You must clean your teeth / pray / help your family.
 You mustn't shout in class.

Pupil B

- 2 Is Nadia drawing a picture?
- 3 We're going to see a waterfall. We're going to do a project.
- 4 Yesterday, I did my homework.
- 5 Pupils' own answers.
- 6 A T-shirt, trainers and a small ball.
- 7 Pupils' own answers.
- 8 You must be good to your friends / listen to your teacher.

Answers

See transcript above.

Activity Book

- 1 Listen, say and write the months. Can you spell them? 10 mins
- Ask pupils what month it is, what month it was last month and what it will be next month. Don't write the months on the board at this point.
- Ask pupils to open their *Activity Book* on page 104. Play Track 146 and ask pupils to listen and repeat the 12 months. Then tell them to look at the table and explain that they need to spell each month using the letters in the box.
- Pupils complete the months on their own and then check their answers with their partner.
- If you have time, call out the months in random order and ask individual pupils to spell them either orally or write them on the board.

👽 Track 146

Listen, say and write the months. Can you spell them?

January February March April May June July August September October November December

2 Write the punctuation in the sentences.

- Write when is your birthday on the board (make sure you do not include any punctuation). Elicit what is wrong with the sentence. Pupils should notice that there is no capital letter or question mark.
- Tell pupils to look at the next activity on page 104 of the *Activity Book* and ask them to rewrite the sentences and questions using the correct punctuation.
- When they have finished, get pupils to exchange their books with their partner and check each other's work.

Answers

- 2. My birthday is in November.
- 3. My sister's birthday is on 4th February.
- 4. In Libya, March is a rainy month.
- 5. The hottest months are July and August.
- 6. When is the Open Day?
- 7. It's in April.

3 Write a tick (\checkmark) or a cross (X). 6 mins

- Tell pupils to look at the last activity on page 104 of the *Activity Book*. Ask them to read the sentences and decide if the information is right or wrong writing a tick or a cross.
- Check answers with the whole class.

Answers

The maths challenge ✓ ★ ★ The art challenge ★ ✓ ★ ★ The English challenge ✓ ✓ ✓ ★

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Ask pupils to create their own quiz. Put them into groups of four and tell them to write eight questions using any of the grammar and vocabulary items they have

learnt in the book. Encourage them to use both the Pupil's Book and Activity Book for ideas. Make sure they write a mixture of simple and more difficult questions. When they have finished, tell them give their quiz to another group to complete (without help from the book or the teacher).

Unit 8 Lesson 2: My Progress

Warmer 15 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Tell the class that they are going to do a spelling quiz on the words they have practised in 'Look, say, cover, write, check'. Pupils have practised 24 words in 'Look, say, cover, write, check', so select ten words, some quite easy and some more difficult.
- Put pupils into pairs.
- Read out a word, and each pair writes down the word. Repeat the word once.
- When you have finished, ask pupils to swap their paper with another pair to mark. Get pupils to tell you how to spell each word, and write them on the board. Spellings must be totally accurate to get a point as these are not unfamiliar words.
- Pupils mark the quiz and then count up the total of correct spellings and return the paper. Ask how many pupils got right and see which pairs did the best.

1 Match. 4 mins

- Say Open your Pupil's Book on page 1023. Tell pupils that they need to match the places on the left to the definitions on the right. If necessary, do the first one with the class.
- Tell pupils to work alone and then check their answers with their partner.

2 Listen and check. 2 mins

• Play **•** Track 147 and ask pupils to check their answers.

😡 Track 147

Listen and check.

- 1. lake a lot of water
- 2. bridge a road over a river
- 3. ruin an old place
- 4. *city a place with lots of people*
- 5. desert a very dry place

Answers

See transcript above.

3 Write the words in the correct place. 8 mins

- Write *Wh* on the board and ask pupils to tell you the question words which begin with *Wh*. Write their answers on the board.
- Tell them to look at the boxes at the bottom of page 107 and point to the four headings. Elicit why the number 1 is below the heading Who. (*It matches the box at the bottom 1 my mum.*) Tell pupils to read the 12 words and put them under the correct heading.
- Write the headings on the board and ask pupils to come up to the board and write the correct words under each heading.

Answers

How	Who	When	Where
2	1	8	4
10	3	9	6
12	5	11	7

Activity Book

- 1 Write the missing words. 6 mins
- Tell pupils to look at page 105 of their *Activity Book*. Elicit what kind of text is at the top of the page (an email).
- Explain that they need to complete the email using the words in the box. Ask them to complete the email alone or in pairs.
- Check answers with the whole class by asking different pupils to read out a sentence at a time. You could write the whole email up on the board as they dictate, or ask one or two confident pupils to come up and write.

Answers

1 on, 2 do, 3 good, 4 need, 5 and, 6 is, 7 big

- 2 Read about you. Answer the questions.
- Read the text at the bottom of page 105 in the *Activity Book* to the class. Ask pupils to read as they listen. Ask *When did this happen?* (*yesterday*) and elicit what tense it is written in.
- Show the examples to the class (questions 2 and 6) and then ask pupils to answer the other questions on their own or in pairs. Remind them to write complete sentences.
- Check answers with the whole class.

Answers

- 1. I went shopping.
- 3. I bought a notebook and some pens.
- 4. I saw a film (about the fastest car in the world).
- 5. I ate ice-cream and drank lemonade.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Tell pupils to write a similar text about themselves – help them with any vocabulary they need, but encourage them to try and use language they already know. Monitor their writing and make sure their spelling and punctuation is correct. When they have written their text, tell them to

give their text to a partner. Explain that they need to answer the questions in the *Activity Book* again, but this time the answers are about their friends.

• Play 'Pelmanism' with the class. Make sets of 20 cards. Choose 10 verbs from the book. On 10 cards write the present tense of the verbs, and on the other 10 write the past tense of the verbs. Include a mixture of both irregular and regular verbs. Make sure pupils have learnt the past tense of the verbs you choose. Follow the instructions in Unit 1, Lesson 2 for playing Pelmanism.

Unit 8 Lesson 3: Ice-creams for everyone!

Aims: To practise reading and telling a story
To review *going to*To review *must* and *mustn't*Materials: Pupil's Book page 124
Activity Book page 106

Track 148
A Game Circle and counters for the 'I can' game

Warmer 10 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Write a collection of different words on the board some nouns, verbs, adjectives and adverbs which pupils have learnt up until now. Put pupils into teams of four.
- Point to a word on the board and ask the team to say a sentence containing that word. The first team to give a correct sentence gets a point. Keep playing until all the teams have had a chance to say a sentence.

• At the end, get the teams to add up all the points they have and see which team is the winner.

1 Read, find and write the words. 4 mins

- Say Open your books on Pupil's Book page 124. Tell pupils to look at the pictures and explain that they tell a story. Point to the words in the box at the top of the page and tell pupils that they need to choose a word from the box to complete the story.
- Give pupils time to look at the pictures, read the sentences and select the correct word. You might like to ask pupils to work in pairs for this activity.

2 Listen and check. 3 mins

• When pupils have completed all the gaps in activity 1, play **W** Track 148 and ask them to listen and check.

Track 148 Listen and check.

	1
Narrator:	Yesterday, we saw an old lady
	crossing a busy road.
Old lady:	Can you help me?
Yousif:	First look left, then look right.
	2
Narrator:	The children helped the old lady to
	cross the road.
Old lady:	You must speak loudly, but you
	mustn't shout.
	3
Narrator:	They crossed the road quickly
	but safely. They were next to an
	ice-cream shop.
Old lady:	Thank you! Do you like ice-cream?
Lina:	Yes, we do!
	4
Narrator:	The children looked at all the
	ice-cream flavours. What do you
	think they will choose?
Old lady:	I'm going to buy ice-creams for us!
Lina:	Yummy!

	5
Narrator:	Lina had a mango ice-cream.
	Yousif wanted a chocolate one.
Lina:	This is great!
	6
Narrator:	Then it was time to go home.
Old lady:	You must come and see me.
Yousif:	We're going to come every week
	and have ice-cream!

Answers

See transcript above.

3 Can you tell the story to your partner? 8 mins

- Tell pupils to close their books and retell the story from memory. Explain that it doesn't matter if they don't remember every single word as it's more important to speak fluently.
- They can take it in turns to tell the story, one picture at a time, and help each other if they get stuck. Monitor whilst they are speaking and help with vocabulary and pronunciation.

Activity Book

- Play the 'I can say it in English' game. You need a number circle and counters.
 20 mins
- Ask pupils to open their *Activity Books* on page 106. Explain that they're going to play a past tense game using a number circle and counters.
- Put pupils into groups of four. Give each one
 a counter and ask them to put their counters
 on the circle in the middle. Pupils take turns to
 close their eyes and select a number randomly
 by a touching a number on the Game Circle
 (at the back of the *Activity Book*). Pupils move
 their counter forward by the number they select.
 Whichever segment of the circle they land on,
 they must follow the instruction written there.
 If they get it wrong or can't think of anything to
 say, they must miss a turn.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Put pupils into groups to write their own story. Either ask pupils to look back through Units 5–7 and write a story about something which happened, for example the School Challenge, Nadia's grandma, the school trip, etc. Tell pupils to write 3–4 sentences using adjectives whenever possible and encourage them to draw pictures to illustrate the story. Monitor and check their work as they write. When they have finished, put the stories on the wall. Other pupils could judge the stories they like best and give them 1st, 2nd, 3rd and 4th prizes or rosettes.

Unit 8 Lesson 4: A Pronunciation Game

Aims: To practise pronunciation To sing a song
Materials: Pupil's Book page 125 Activity Book page 107
♥ Track 149
Plain paper for 'Sound bingo' grids in 'Extras'

Warmer 5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- This is the last lesson. Let pupils tell you what their favourite game is from all the ones they have played during the year. Tell pupils they are going to play one more game and sing one more song.

1 Look, play and say. 20 mins

- Ask pupils to look at page 125 of the *Pupil's* Book. Tell them that they are going to play another 'Snakes and ladders' game. Elicit what happens when your counter lands on a ladder – you go up! What happens when your counter lands on a snake – you go down!
- Make sure each pupil has a counter. Pupils put their counters on the 'Start' square. Check that everyone can see a Game Circle at the back of their Activity Book. Pupils take turns to close their eyes and select a number on the Game Circle. Pupils move their counters forward by the number they select.
- As pupils move around the board, they will land on squares that ask them to say sounds made by letter combinations or to spell words. For example, square 8 asks them to spell a word with *ee*. If they give a correct word with *ee*, they can have an extra go. If they can't think of a word, they miss a turn. The winner is the pupil who gets to square 30 first. However, square 30 has a question which must be answered before a winner can be decided on.
- If group players disagree, they should ask you to make the final decision.
- **Note:** You can group pupils of the same ability together or let pairs of pupils work together if they need more support.

Activity Book

- 1 Listen and sing. Write the missing words.
- Tell the pupils to open their *Activity Book* on page 107. Ask them to look at the pictures and elicit what the children are doing (*waving goodbye*).
- Explain that as they listen to the song they will need to write in the missing words. Before playing the song, tell them to read all the words in the box and check they all understand what each word means. In particular, check they understand that *too* means *also*.
- You could approach this activity in two different ways:

- Get pupils to complete the song before they listen to it. Tell them to work in pairs and then play Track 149 to check their answers.
- Play Track 149 and get them to complete the text as they listen. This will be more challenging, but some pupils will be able to do this.
- Play **•** Track 149 again to check and then play it once more for pupils to sing it.

F Track 149

Listen and sing. Write the missing words. The Goodbye Song

It's time to go, we did Grade 4, In Grade 5, we're going to learn more! What did we do, and what do we know? Let me tell you because it's time to go. We can say January, we can say May, We can have fun every day. We know a bus is bigger than a van, And we can spell beautiful, yes we can! One hundred, five hundred, a thousand too, I know a giraffe is taller than you! A desert is dry and a mountain is high, Both of the words sound the same as <u>why!</u> I come from Libya, what about you? I'm 9 years old. Are you 9 too? The past of do is did, and eat is ate, I went to bed early, I mustn't be late. We must talk quietly and we mustn't shout, In the classroom, we mustn't run about! Tomorrow is the day for which we pray, We're going to work and we're going to play! Hurray! Hurray!

Answers

See transcript above.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Play a 'Sound game' to revise the sounds that pupils have focused on up until now. First write these sounds on the board and practise saying them with the class: pl, bl, fl, sl, cl, cr, st, gr, sw, th, sh, ch, ph, I. w. You can add more sounds, e.g., past tense endings /d/, /t/ and /Id/. Then hand out pieces of plain paper and draw a grid on the board (3 squares x 3 squares). Working individually or in pairs, get pupils to copy the grid and write a 'sound' in each square. Remind pupils how to play the game and, if necessary, demonstrate the 'Sound game' using the grid on the board before starting the game.

Phonetic Symbols

Vowels				Diphthon
ix	Ι	υ	ux	IÐ
s <u>ee</u>	sit	b <u>oo</u> k	t <u>oo</u>	h <u>ere</u>
e m <u>e</u> n	Ə <u>a</u> merica	3X w <u>or</u> d	DX s <u>or</u> t	ͳ t <u>ou</u> r
æ	Λ	ax	D	еә
c <u>a</u> t	b <u>u</u> t	p <u>ar</u> t	n <u>o</u> t	w <u>ear</u>

Diphthong		
IƏ h <u>ere</u>	еі d <u>ay</u>	
ΰ	ЭІ	Э С
t <u>ou</u> r	_{ьоу}	_{go}
eə	ai	а び
_{wear}	^{my}	_{h<u>ow</u>}

Consonant	ts						
p	b	t	d	ff	ġ	k	g _{go}
pink	bed	time		<u>ch</u> urch	judge	<u>k</u> ilo	
f	V	θ	ð	S	Z	∫	3
<u>f</u> ive	very	<u>th</u> ink	<u>th</u> e	<u>s</u> ix	<u>z</u> oo	<u>sh</u> ort	ca <u>s</u> ual
m	n	Ŋ	h	l	ľ	W	j
milk	<u>n</u> o	^{si<u>ng</u>}	<u>h</u> ello	live	<u>r</u> ead	window	_{yes}

جميع الحقوق محفوظة لـ مركز المناهج التعليمية والبحوث التربوية ـ ليبيا

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English for Libya Primary 5 has been specially developed for pupils in Primary Grade 5.

Components of English for Libya Primary 5

- Pupil's Book
- Activity Book
- Teacher's Book
- Audio
- Teacher Resources

The Pupil's Book presents new language and provides opportunities to practise English using a variety of reading and listening materials, including conversations, rhymes, stories and songs. It also contains a Picture dictionary of key vocabulary for each unit and word cards that pupils can cut out and use at home.

The Activity Book contains stimulating activities to consolidate learning and to practise reading and writing. Progressive handwriting exercises are designed to give pupils confidence and to prepare them for the beginning of independent writing.

The Teacher's Book contains an introduction with practical advice and procedures for using the course effectively. The underlying methodology is explained, and the teaching techniques used in the course are highlighted. Step-by-step procedures for individual lessons provide a solid framework for lesson preparation. Appendices at the end of the book provide essential reference for the teacher.

The Audio contains recordings of all the conversations, rhymes, stories and songs.

Teacher Resources accompanying the course comprise posters, picture cards and word cards. These can be used by the teacher to provide a more personalized set of materials for stimulating classroom interaction.

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