

المملكة العربية السعودية  
وزارة التربية

# English for Starters 4

Teacher's Book

M. Hancock



٢٠١٤-٢٠١٥ م

المؤسسة العامة للطباعة





# English for Starters 4

Teacher's Book



٢٠٠٧-٢٠٠٨ م  
المؤسسة العامة للمطبوعات والكتب المدرسية



حقوق التوزيع في الجمهورية العربية السورية  
محفوظة للمؤسسة العامة للمطبوعات والكتب المدرسية



322 Old Brompton Road,  
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England

**Maktabat El Nashr El Tarbawi El Souri**  
(Syrian Educational Publishers)

Omar El Mukhtar 2<sup>nd</sup> Str., Bldg. 6  
El Mazraa, Damascus-Syria  
Phone: (011) 44676789  
Fax: (011) 44676788  
e-mail: sep@mail.sy

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# Contents

## Scope and Sequence

<b>Introduction</b>	<b>10</b>
<b>Unit 1</b>	<b>17</b>
<b>Unit 2</b>	<b>22</b>
<b>Unit 3</b>	<b>27</b>
<b>Unit 4</b>	<b>32</b>
<b>Unit 5</b>	<b>37</b>
<b>Unit 6</b>	<b>40</b>
<b>Unit 7</b>	<b>45</b>
<b>Unit 8</b>	<b>50</b>
<b>Unit 9</b>	<b>55</b>
<b>Unit 10</b>	<b>59</b>
<b>Unit 11</b>	<b>63</b>
<b>Unit 12</b>	<b>68</b>
<b>Unit 13</b>	<b>73</b>

# Contents

<b>Unit 14</b>	<b>78</b>
<b>Unit 15</b>	<b>82</b>
<b>Unit 16</b>	<b>86</b>
<b>Unit 17</b>	<b>91</b>
<b>Unit 18</b>	<b>95</b>
<b>Unit 19</b>	<b>100</b>
<b>Unit 20</b>	<b>104</b>
<b>Unit 21</b>	<b>108</b>
<b>Unit 22</b>	<b>113</b>
<b>Unit 23</b>	<b>118</b>
<b>Unit 24</b>	<b>123</b>
<b>Unit 25</b>	<b>128</b>
<b>Tests</b>	<b>132</b>
<b>Pupil's Assessment Sheet</b>	<b>142</b>

# Scope and Sequence

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
<b>1</b>	Holidays	<p>sea, country, town, village, city, great, stay (v) How was your holiday? Regular past simple verbs: We stayed (in a hotel by the sea). We visited (Damascus). Past form of the verb to be: It was (great).</p>	<p>Talking about holidays Talking about places Reading and writing a postcard. Song: We stayed in a beautiful city.</p>	<b>5</b>	<b>17</b>
<b>2</b>	Places	<p>penguin, squirrel, coast, jungle, desert, forest, Europe, fruit Adverbs of frequency: It's always (hot in the jungle). Present simple: Penguins live by the coast. They eat fish.</p>	<p>Describing places Talking about animals Describing the weather Writing about animals Project: Make a poster</p>	<b>8</b>	<b>22</b>
<b>3</b>	Past times	<p>animal, Social Studies, easy, project, dinosaur, woman Irregular past simple verb had: We had (Science). Regular past simple verbs: We talked (about animals). We learned (about cities in Syria).</p>	<p>Talking about the past Writing about your day yesterday Completing a word puzzle Study skills: Word groups</p>	<b>11</b>	<b>27</b>
<b>4</b>	Dinosaurs	<p>sharp, feet, neck, above, tooth, body, year, week, hour, minute The modal verb could for ability in the past: It could (catch fish). It could (swim very fast). Past simple with ago: (I started school) four years ago. It had a big mouth, sharp teeth and strong legs.</p>	<p>Describing animals Expressing ability in the past Talking about the past Reading and writing about dinosaurs Completing a word puzzle Song: Yesterday, it rained all day.</p>	<b>14</b>	<b>32</b>
<b>5</b> <b>Revision 1</b>	Past times; Places	Revision of previous vocabulary and structures	<p>Talking about the past Expressing ability in the past Writing about yesterday</p>	<b>17</b>	<b>37</b>

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
6	Celebrations	<p><i>happen (v), international, fair, procession, early, evening, stall</i>  <i>Prepositions in/on: (The Flower Fair opens) on Tuesday.</i>  <i>Present simple: We usually visit all of the gardens.</i></p>	<p>Talking about special days            Expressing frequency            Reading a letter            Project: Write about a special day</p>	19	40
7	Plans for the future	<p><i>go shopping, go for a walk, have dinner, do homework, tidy (v), arrive (v), meet (v), friend</i>  <i>The verb going to for making future plans: What are you going to do (on Saturday)? I'm going to (do my homework). She's going to (tidy her bedroom).</i></p>	<p>Talking about future plans            Asking and answering questions            Writing about your future plans.            Study skills: Nouns and verbs</p>	22	45
8	House and home	<p><i>dry (the dishes), put away (the shopping), pick (flowers), put (v), switch off (v), stop (v), soon, vase</i>  <i>The modal verb will for making offers: I'll (stop work now). I'll (switch off the computer).</i>  <i>Can you help me, please? Yes, of course.</i></p>	<p>Making offers            Talking about the home            Writing about jobs around the home            Song: Can you help me?</p>	25	50
9	Describing people	<p><i>clever, funny, pretty, slim, kind, small, hair</i>  <i>The verb have got: He's got (brown eyes). He's got (black hair).</i>  <i>The verb to be: He's (clever).</i>  <i>What does he/she look like?</i>  <i>What is he/she wearing? He's wearing (a blue shirt).</i></p>	<p>Describing people            Asking and answering questions            Reading and writing descriptions            Project: Describe a person.</p>	28	55
10 Revision 2	Plans for the future	Revision of previous vocabulary and structures	<p>Making offers            Talking about future plans            Writing about plans for the weekend</p>	31	59
11	Holidays	<p><i>newspaper, postcard, bought, went, saw, ate, wrote, read, sat, drank</i>  <i>Irregular verbs in the past simple: We went to (Bosra last month). I wrote (postcards).</i></p>	<p>Talking about the past            Talking about holidays            Reading a postcard            Study skills: Nouns and adjectives</p>	33	63



Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
12	Describing places	<i>in front of, behind, at the top/bottom, in the middle, hear (v), stage, step (n), flew</i> <i>Prepositions of place: (Grandpa is) at the top of (the theatre). (The stage is) in the middle of (the theatre).</i> <i>Past simple questions: Did you (play tennis) yesterday? Yes, I did. / No, I didn't.</i>	Expressing location Asking and answering questions Writing a description of a picture Song: Yesterday was a windy day.	36	68
13	Past times	<i>a quarter to/past, half past, get up / got up (v), sell (v) / sold, go to bed, farm, did, made</i> <i>Past simple questions: What did you do (at the weekend)? What time did you (get up)?</i> <i>Telling the time: (I went to bed) at half past nine. (He got up) at a quarter past six</i>	Talking about the past Telling the time Asking and answering questions Writing questions in the past simple Project: Do a survey	39	73
14	Giving directions	<i>Excuse me, go straight on, turn left/right</i> <i>Where is the (park), please? Go past the (market). It's on the (left/right).</i>	Giving directions orally and in writing Listening to find places on a map Asking and answering question Study skills: Putting words in alphabetical order	42	78
15 Revision 3	Past times	Revision of previous vocabulary and structures	Telling the time Expressing location Talking and writing about the past Reading a letter	45	82
16	Health and illness	<i>medicine, after, sore throat, cough, temperature, bad cold, meal, mobile phone</i> <i>Modal verb should for giving advice: You should (see the doctor).</i> <i>The verb have got: I've got (a sore throat). What's the matter?</i>	Talking about health and illness Giving advice Participating in a roleplay Song: What's the matter?	47	86
17	Food	<i>cucumber, yoghurt, garlic, mint</i> <i>Have we got any (cucumbers)? Yes, we have. No, we haven't.</i> <i>We've got some (garlic).</i> <i>We haven't got any (mint).</i>	Expressing quantity Talking about food Describing a picture Study skills: Guessing the meaning of unknown words	50	91

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
18	Food and going shopping	<i>aubergine, onion, lemon, lamb, nuts, chick peas, need (v), cook (v)</i> <i>Countable and uncountable nouns: There is some (yoghurt). There are some (aubergines). There isn't any (milk). There aren't any (eggs).</i>	Expressing quantity Talking about food Describing a picture Finding differences between two pictures Project: What's in your shop?	53	95
19	Food and cooking	<i>chop (v), cut (v), add (v), mix (v), pour (v), call (v), together, careful, ready</i> <i>Imperatives: Chop (the cucumber). Don't add (lots of water).</i>	Giving orders Following a recipe Describing how to make a dish Song: It's a holiday today.	56	100
20 Revision 4	Food and cooking; Health and illness	Revision of previous vocabulary and structures	Giving advice Expressing quantity	59	104
21	Nature	<i>grow (v), ground, dig (v), cover (v), seeds, look after (v)</i> <i>The modal verb have to: What do I have to do? You have to (water the seeds every day). A teacher has to (look after the children).</i>	Expressing obligation Project: Write about your day.	61	108
22	Animals	<i>Internet, baby / babies, slowly, well, carefully, quickly, strongly, quietly</i> <i>Adverbs: (Baby penguins grow) very quickly. (They walk) slowly.</i>	Describing animals Study skills: Word endings	64	113
23	Animals	<i>gorilla, snake, better, intelligent, dangerous</i> <i>Comparative adjectives: (Gorillas) are taller than (monkeys). (Monkeys) are more intelligent than (gorillas).</i>	Making comparisons Talking about animals Song: The seasons	67	118

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
<b>24</b>	Past times	<i>cheetah, dolphin, useful, poisonous, spider, whale, mouse, difficult</i> <i>Superlative adjectives: (The cheetah) is the fastest animal in the world.</i> <i>(The dolphin) is the most intelligent animal.</i>	Making comparisons Talking about animals Project: Write about the animals in Syria	<b>70</b>	<b>123</b>
<b>25</b> <b>Revision 5</b>	Animals; Geography	Revision of previous vocabulary and structures	Making comparisons Talking about Syrian geography and animals	<b>73</b>	<b>128</b>

# Introduction

## Aims of the course

*English for Starters 4* has been developed for Primary 4 children and their teachers considering the latest developments in language teaching methodology in recent years. *English for Starters 4* aims to teach pupils to communicate effectively and to set the groundwork for successful language learning in the future. It aims to stimulate the child's interest in learning English and to develop confidence through a range of activities which promote an active use of the language. Pupils learn to speak a foreign language most effectively when they are encouraged to use the language for themselves. *English for Starters 4* enables pupils to apply their newly acquired language through their active participation in games and other enjoyable activities.

The syllabus is carefully graded, presenting language items through listening and reading exercises and then offering consolidation and further practice through games, songs and other activities. The focus in *English for Starters 4* is on all of the four skills – listening, speaking, reading and writing.

*English for Starters 4* builds further on the vocabulary and structures taught in the earlier foundation levels and *English for Starters 3*. Activities throughout the book also constantly recycle and revise all new language items.

## Components of the course

### Pupil's Book

The Pupil's Book consists of twenty-five units and provides material for the full academic year. There are twenty main units and a further five revision units, with every fifth unit being a revision unit. The material is written according to a carefully graded structural and communicative syllabus, and covers topics which are of interest to pupils of this age. The presentation and recycling of vocabulary is carefully controlled.

Each teaching unit consists of three pages while the revision units are shorter with two pages. Each page in the Pupil's Book, in addition to the corresponding page in the Activity Book, contains enough material

for one lesson. This format has been designed for ease of use. By looking at the corresponding pages in the Pupil's and Activity Books along with the Teacher's Guide, the teacher can view exactly how much material is to be covered in a lesson.

### Listen and read

All of the Pupil's Book units start with a picture story which revolves around the main characters who were first introduced in *English for Starters 3*: Omar and Laila, who are ten-year-old twins and their mother, father, younger sister and grandparents. This level introduces new characters: Ali and Hala, who are ten-year-old classmates of Omar and Laila, and Miss Rana, *their* teacher. All of the characters' dialogue appears in the speech bubbles that accompany the pictures.

All of the dialogues from the 'Listen and read' exercises are recorded on the class cassette. If there is no access to the class cassette, the teacher can read the story out loud for the pupils so that they are able to complete the exercise.

Before listening, it is advisable to introduce the pupils to the topic by means of a lead-in exercise. Suggestions for such exercises are detailed in the lesson plans. After the presentation of the new vocabulary and structures introduced in the story, teachers can then look at the pictures with the class and can ask questions about the characters they can see and what they think is happening in each frame. Teachers can also encourage pupils to predict what they think is going to happen in the story and to ask questions about what they can see.

Pupils listen to the cassette while following the pictures and the text in speech bubbles. After listening to the cassette twice, pupils can then repeat some of the sentences after the teacher. This exercise is beneficial for the improvement of pupils' pronunciation and intonation. At this stage, teachers can ask pupils questions about the story and what they heard in order to test comprehension. Pupils can also tell you about particular events or characters that they like in the story.

### **Study Box**

The Study Boxes enable the teacher to focus on a particular language point or lexical set which has been presented in the 'Listen and read' activity. They are either presented as pictures, dialogues or words divided into categories. Using the Study Box, teachers can also help pupils with pronunciation, rhythm, word stress and intonation.

### **Ask and answer**

The 'Ask and answer' exercises enable pupils to practise the target language in a controlled manner. Each exercise contains a model of the question and answer, which is spoken by two of the main characters in speech bubbles. These exercises are designed for small groups or pair work. They allow pupils to practise the language in a meaningful interaction with each other, which will help them to build their confidence. Whilst pupils are working in pairs, you can circulate around the class listening to pupils and offering help and guidance where necessary. When pupils have completed the exercise, you can ask one or two pairs to demonstrate their dialogues in front of the class. This is also an opportunity to help the whole class with any common errors.

### **Read and match**

These exercises present the target language within a short text. Pupils read the text with the help of the teacher and then match the information to one of a selection of pictures. Such exercises consolidate new vocabulary and structure and help to improve pupils' reading skills. Ensure that all pupils are able to comprehend the text before they begin by checking any words or structures that you suspect may be difficult for the class. Whilst pupils are reading, you can help any individual pupils who may be having difficulties. When pupils have completed the exercise, it could be useful to ask one or two pupils to read the text aloud as this aids pronunciation.

### **Listen and match**

The 'Listen and match' exercises further reinforce the target vocabulary and structures within a particular unit. Pupils listen to a number of short dialogues or descriptions and match each one to an illustration or photograph on the page. These exercises also provide extra listening practice. Before listening, it is a good idea to ask pupils what they

can see in the pictures, as this helps to preclude what they are likely to hear. It is advisable to allow the class to listen to the material at least twice, and pupils can also compare their answers in pairs after they listen before you correct as a class.

### **Look and say**

The 'Look and say' exercises enable pupils to use the target language based on a variety of visual prompts, which can be either illustrations, photographs or words. They can entail asking pupils to spot the differences between pictures or complete sentences from prompts so that they are true for them. These activities are designed for small groups or pair work. Again, when pupils are working, you can circulate around the class offering help where necessary.

### **Talk about...**

These activities allow teachers to personalise the material for the pupils. Pupils use their newly acquired vocabulary and structures in order to relate the topic to their own personal experience. Pupils may be given opportunities to talk about what they did yesterday, their daily routines or their plans for the upcoming weekend. It is advisable for pupils to work in pairs for this activity whilst you monitor and give help where necessary.

### **Sing**

There are seven songs presented in the Pupil's Book during the course of the year. These songs give pupils an excellent opportunity to have fun whilst learning, and provide an enjoyable way of consolidating the target language. Always encourage pupils to sing along. Showing a willingness to sing along yourself may help to encourage quieter pupils to participate. You can also play songs again in revision classes to recycle vocabulary and structures.

### **Project**

There are seven projects presented in the Pupil's Book during the course of the year and these vary in nature. The projects in *English for Starters 4* include completing class surveys, questionnaires and making posters. They enable pupils to use the target language in a meaningful and constructive way in order to complete a task in pairs, small groups or occasionally as a class. The teacher should always

take the time to explain to pupils exactly what they have to do and to give an example of the finished piece of work if possible. Each project activity has a corresponding task in the Activity Book.

Projects are immensely beneficial in the foreign language classroom as they allow pupils to work autonomously, although the teacher will always be available to offer help and guidance where necessary. Pupils also learn to work well with others. Such tasks enable pupils to develop confidence, so they are a satisfying and rewarding experience. It is always motivating for pupils if they can see their finished piece of work displayed in the classroom.

### Activity Book

The Activity Book contains a range of graded activities which reinforce the language introduced in the Pupil's Book. It provides opportunities for writing practice in the new language.

Each page in the Activity Book corresponds to the same page in the Pupil's Book, and together they form one lesson.

### Read and match

The Read and match exercises ask pupils to read several sentences and either match each one to another corresponding sentence or to a picture. Pupils match the two items by drawing a line.

### Write

In these exercises, pupils complete sentences with one word. In the majority of cases, this type of exercises asks pupils to distinguish between different verb forms

### Write about...

These exercises seek to personalise the language practised in the unit. Pupils are often asked to write either a sentence or a short paragraph using the target language. Such exercises could ask pupils to write about themselves, members of their family or their day yesterday.

### Look and write

In these exercises, pupils draw a simple picture and then describe what they have drawn using the target language.

### Read and tick (✓) or cross (x)

These exercises ask pupils to read a short text and then decide whether sentences based on the text are true, in which case they mark a tick, or false, whereupon they mark a cross.

### Read and answer

In these exercises, pupils will read questions and then write answers, helping pupils to practise writing the various forms of the target language.

After the units of the Activity Book, there are a number of extra activities which can be used alongside the material in the five revision units in the course. These exercises are designed to revise the vocabulary and structures from the preceding four units. The teacher can use these activities in various ways. They can be used in class as part of extra practice before the class tests, or alternatively they can be set for homework.

This is followed by More Practice on Handwriting.

### Teacher's Guide

The Teacher's Guide contains:

- A scope and sequence chart with a summary of the new vocabulary and structures in every unit.
- This general introduction to the course materials.
- Detailed, step-by-step notes for every lesson.
- Five tests to be used after every revision unit and a photocopyable assessment chart to record comments on each pupil's performance.

#### Aims

To revise vocabulary for days of the week

To teach new vocabulary: *lessons, favourite, Maths, English, Science, Religion, Arabic, Art, Music*

To revise the verb  
*have got:*

*(What lessons) have we got today?*

To talk about school  
subjects:

*Today, we've got (English).*

To talk about favourite  
things:

*My favourite lessons are (Arabic and Science).*

Following the information about the aims of the lesson, there follows a section detailing the structures and vocabulary to be taught, along with the general topic of the unit and the resources required to teach the lesson. The example that follows is also from Lesson 1 in Unit 2: Lesson plans

<b>Structures</b>	The verb <i>have got</i> : ( <i>What lessons have we got today? We've got (Maths and English).</i> )
<b>Functions</b>	Talking about school subjects and timetables Talking about preferences
<b>Topic</b>	School
<b>Vocabulary</b>	<i>lessons, favourite, Maths, English, Science, Religion, Arabic, Art, Music</i>
<b>Resources</b>	Pupil's Book, page 8, Exercise 1, Listen and read Cassette, Unit 2, Exercise 1, Listen and read Activity Book, page 8, Exercise 1, Look and write Exercise 2, Read and write Wall chart: School Flashcards: Maths, English, Science, Art, Music Your school timetable, if available

There are then step-by-step instructions for the teaching of the lesson. The lesson will usually begin with one or two revision exercises. These recycle the vocabulary or structures from preceding lessons and are usually done in the form of a game or another such enjoyable activity. These exercises are usually designed to revise language that pupils will be required to use in the lesson. New language is then presented in the Presentation sections. A variety of activities are suggested in the presentation of new vocabulary and structures, which may be used alongside visual aids.

The instructions for the exercises in the Pupil's Book and Activity Book are intended to be straightforward and easy to apply in the classroom. Guidance as to how to organise the class is also given. Occasionally, follow-up exercises give further practice in the target language. These are often in the form of games or other activities to be done in pairs or small groups.

## Tests

There are five photocopiable tests in the Teacher's Guide. Each test is designed to be used after every revision unit in the course. Pupils should not feel unduly nervous or worried about the results of the test; a supportive atmosphere in class will help to alleviate any such concerns. Each test uses types of exercises that pupils will be familiar with. It is advisable to use the revision units as a way to detect any common problems that the class may be having and to use the classes to recycle and revise vocabulary and structures from previous units. Ensure that pupils feel fully prepared before taking the test, and this should help to make pupils feel more confident. The answer key for each test can be found at the end of the corresponding revision unit. The tests can be used by the teacher to assess each individual's performance and the results can then be entered in the pupil's assessment chart, which is to be found on page 142 [please insert page number]. The tests are very useful to gauge any difficulties that the class may be having as a whole, and as such can be the basis of subsequent classes.

## Course cassette

The course cassette contains all of the listening activities and songs used throughout the course. If you do not have access to the cassette, it is important to read the exercises aloud to pupils so that they still hear an accurate model of the dialogues. If it is necessary to read the dialogues aloud to pupils, try to vary your voice as much as possible in order to make the activity as interesting as you can for the pupils.

## Visual aids

### Flashcards

There are 72 flashcards for use throughout the course. These are cards that have a picture on the front and the corresponding word on the back. There are flashcards for the majority of new vocabulary taught in *English for Starters 4* and they can be used in many different ways in class. Firstly, as is suggested in the lesson plans, flashcards are very useful in the teaching of new words. When you want to introduce a new word, show the class the corresponding picture and ask them to identify it. Present the word in the usual way and point to the flashcard when you do so. Show pupils the word

at this point as well.

Flashcards can also be used in games to consolidate vocabulary. You can say a word and ask pupils to touch or point to the corresponding picture. Alternatively, place a selection of flashcards on the board and ask individual pupils or small groups to tell you what they can see. Such games can work well in teams, should you wish to do so.

As well as being used in the presentation and consolidation of new vocabulary, flashcards are very useful when you want to recycle or revise previously taught words at a later stage of the course. It is also very easy to make your own flashcards if necessary with a piece of white card and pens or pictures from magazines etc.

### Wall charts

There are five wall charts for use alongside *English for Starters 4*, covering the following topics: Places, Animals, Food and Cooking, The Body and Actions. As the wall charts cover particular lexical sets, they are very useful not only in the presentation of new vocabulary but also, like the flashcards, in the consolidation and revision of new words at a later stage of the course. It is beneficial if the wall charts can be seen by the pupils at all times to refer to if necessary, so you could affix them on the classroom walls. Teachers can point to particular items both to elicit and recycle words and pupils can also be asked to point to or touch pictures according to the teacher's instructions. You can also ask the class personalised questions based on the wall charts. More specific uses of the wall charts within particular lessons can be found in the lesson plans.

## Teaching approaches

*English for Starters 4* uses a communicative approach to language learning. This method enables pupils to use English from the very first day and involves several stages of learning. The first step is usually to elicit the language previously taught in class in order to build upon pupils' existing knowledge. The teacher will then present the language in the context that the pupils will be required to use in the lesson, which may be either vocabulary, structures or functions. At this point, the teacher can ask the class concept questions in order to help pupils comprehend the new language and to work out its use for themselves.

In a controlled exercise, pupils will then practise the language in small groups or pairs. Such an exercise is designed to be meaningful for pupils yet also to limit the use of errors. The teacher should always monitor effectively at this point and use any subsequent class time in order to help pupils with any mistakes they may have made. Further consolidation of the language can be through reading, listening and writing exercises as well as linguistic games.

At a later stage, pupils will be given the opportunity to practise newly acquired language in a freer speaking activity or project. In a later section in this introduction, there is detailed guidance as to how to deal with correction in the classroom. The communicative method is designed for pupils to practise the language as much as possible. Mistakes are perhaps inevitable but are very much a part of the learning process. Always encourage pupils to participate as much as possible and create a supportive learning environment within which pupils do not feel afraid of making mistakes in their use of language.

*English for Starters 4* also makes use of the Total Physical Response (TPR) method. TPR is especially effective for young learners and is based upon the theory that if children are encouraged to associate physical actions with words in the foreign language, they are more likely to retain and recall this language at a later stage in the learning process. On this basis, it is a good idea to encourage learners to mime or act out new language, for example *go for a walk* or *chop*. Similarly, when pupils learn new words,



they can be given the opportunity to point to the corresponding items on flashcards or the wall charts or even touch the real items in class. The integration of TPR methods in the foreign language classroom is highly motivating and stimulating for young learners.

## Classroom management

The classroom can be organised in different ways according to the nature of the activity. Specific suggestions are included in the lesson plans for each activity.

### The whole class

The teacher should face the class when you are presenting new material, either on the board or by using the flashcards or wall charts. Such a method should also be used for beginning and ending the class as well as giving instructions for class activities. Ensure that you wait until you have the pupils' full attention before you begin.

### Group work

Pupils can work in small groups of three, four or five pupils in order to complete activities in the classroom. Such activities are likely to be projects or speaking tasks. It is advisable to assign all pupils to their groups before asking pupils to move around the classroom. It is also useful for pupils if they can be given the opportunity to work with different classmates, rather than working with the same pupils each time. Working with groups helps to aid cooperation amongst pupils and gives faster learners the opportunity to share their knowledge with slower learners. Studies have shown that pupils learn best when they work together and help each other. When pupils work in small groups, monitor unobtrusively and offer help where it is required.

### Pair work

Using pair work in the classroom means that pupils have more opportunity to practise the target language than they would if all practice was conducted as a class and initiated by the teacher. Ensure that all pupils know exactly what they have to do – a good way to do this is to actually ask pupils to tell you what they are to do or to demonstrate the activity with one pair – before they start work with their partner, as it is not a good

idea to stop pupils once they have started work on the activity. It is also advisable for pupils to work with different classmates each time if possible, so ask the class to work with the pupil sitting on their left and right as well as sitting behind and in front of them.

If pupils are unused to this method of classroom management, explain why you want them to work in this way and monitor throughout to ensure that pupils are working well together. It can also be useful to surreptitiously note down any consistent errors that you hear whilst pupils are working in pairs, which you can then work on and correct with the class after the activity has finished. It is a good idea to arrange with the class beforehand a method for when they are to stop talking and return their attention to you and to the front of the class. Such a method could be you clapping your hands or switching the light on and off quickly.

### Noise

A certain degree of noise in the language classroom is inevitable as there will be periods when all pupils are talking at the same time. However, if the noise levels do become too high, establish a method with the class that you will use in such a situation. Examples can be raising your hand or putting your finger to your mouth and saying 'Sssh' or 'Quiet' gently. When pupils participate in games in the classroom, there will also be a degree of noise. Before pupils begin the activity, you can remind them of the necessity to keep as quiet as they can. It is always good classroom practice to keep your own voice down in such a situation. In fact, if you speak quietly, pupils will have to be very quiet themselves in order to hear you.

### Use of Arabic in the foreign language classroom

It is always recommended to use English with the pupils as a general rule in the classroom and to encourage your pupils to do so as well. Establish the classroom as an English-speaking zone. If you start to implement this policy at the beginning of the academic year, pupils will accept it very quickly. If pupils know that they have to use English, they will use phrases and vocabulary that they may well otherwise not do.

It is a good idea to revise useful classroom phrases with the class at the beginning of the academic year and you could also put such sentences on posters to display on the classroom walls. When you give instructions for activities, give them in clear and simple English, only telling pupils what they have to do. As such instructions are likely to be repeated on numerous occasions throughout the course, pupils will adapt to hearing them in English very quickly indeed.

## **Games**

There are numerous games that can be used as supplementary activities in the foreign language classroom. Using games in the classroom is beneficial as pupils will then enjoy themselves while they are learning. It is often the case that if pupils enjoy playing a particular game, they will ask to play it again and again, which provides an opportunity to recycle and revise the language point.

There are many basic games which can be adapted according to the language that you wish to practise and many are detailed in the lesson plans. Examples are games which recycle vocabulary such as drawing and guessing games or action and mime games which can be used to practise particular structures, such as imperatives. Using a variation of activities in the classroom is useful and it is generally a good idea to follow a game with a quieter, more sedentary activity.

## **Classroom monitoring**

When pupils are involved in pair or group work activities or completing exercises in the Activity Book, it is necessary to monitor in order to ensure that pupils are completing the task according to your instructions and also to give any individual help where it may be required.

The best policy to apply in terms of the correction of mistakes is to correct mistakes at the time if they are related to the production of the target language in the activity. Studies show that pupils do remember about a mistake if they are corrected at the time of committing the error. However, if the error is a matter of pronunciation or a word that the pupils would not be expected to know or use correctly, use your judgement as to whether to correct this mistake or not at the end of the activity. It is usually beneficial to correct mistakes immediately after the

end of the activity. Common class errors should be focused on at this point. Another possibility is to ask pupils to correct common errors at the beginning of the subsequent class, so that they are aware of them.

Always ensure that along with correction, you give pupils praise for activities and exercises that have been completed successfully. Young learners will always feel encouraged if they are given praise by their teacher and will often work hard in order to achieve it.

# Unit 1

## Lesson 1

### Aims

To revise regular past simple verbs: *We stayed in a hotel by the sea.*

To teach new vocabulary: *city, country, holiday, sea, town, village, stay (v), great*

### Structures

Regular past simple verbs: *We visited Damascus.*  
The past form of the verb *to be*: *How was (your holiday)? It was (great).*

### Functions

Talking about holidays

### Topic

Holidays

### Vocabulary

*city, holiday, town, village, by the sea, in the country*

### Resources

Pupil's Book, page 5 Exercise 1, Listen and read  
Cassette, Unit 1, Exercise 1, Listen and read  
Activity Book, page 5 Exercise 1, Read and match

Activity Book, page 5 Exercise 2, Write  
Wall chart: Places

Flashcards: Omar, Laila, Ali, Hala, Miss Rana,  
city, village, country, town, sea

## Presentation 1

- Welcome the class back after the holiday. Say 'Good morning, children. My name's '... Ask pupils to introduce themselves to the class in the same way, beginning 'Good morning.'
- Teach the question and reply 'How are you? – I'm fine, thanks.' Put the question to one pupil, model the reply and encourage them to repeat the reply. Ask several pairs of pupils to ask and answer in the same way.
- Present the question 'How was your holiday?' Write it on the board. Put the question to different pupils, eliciting the reply 'It was great!'
- Invite different pairs to act out the short exchange ('How are you? ... How was your holiday? '). Help them to achieve a natural and friendly intonation. Offer plenty of praise after each performance.

## Presentation 2

- Teach the new vocabulary with the use of the flashcards or the wall chart (city, town, village, country and sea). Ask pupils to give you examples of a city, town and village in Syria. Where do pupils live?

## Pupil's Book, Exercise 1

Unit 1

1 Listen and read

Hello, Ali! How are you?

I'm fine thanks, Omar. How was your holiday?

How was your holiday?

It was great! We stayed in a hotel by the sea.

We visited my grandparents. They live in a village in the country.

We stayed in a town by the sea. How was your holiday, Hala?

We visited Damascus. It's a lovely city.

Good morning, children. My name's Miss Rana.

5

- Show pupils the flashcards of the main characters (Omar, Laila, Hala and Ali). Who can they remember from the course last year? Explain that Hala and Ali are Omar and Laila's new friends.
- Ask pupils to open their Pupil's Books on page 5 Who can they see? Encourage pupils to say as much as they can about the pictures.
- Play the cassette. Encourage pupils to listen to the story and to follow the dialogue in the speech bubbles.
- Play the cassette again, pausing after each sentence. Ask pupils to repeat the sentences. Pause to clarify unfamiliar vocabulary where necessary. Ask comprehension questions about the dialogue. For example, 'Where did Omar stay? Where do

Ali's grandparents live? Who visited Damascus?

- Focus on the verbs *stayed* and *visited*. Encourage pupils to tell you more about their holiday. *Stayed* is often followed by the preposition *in*: *stayed in a hotel, stayed in a little village*; *visited* is followed by the noun for a person or place: *visited my grandparents, visited Damascus*.

## Tapescript

OMAR: Hello, Ali! How are you?

ALI: I'm fine thanks, Omar. How was your holiday?

OMAR: It was great! We stayed in a hotel by the sea.

OMAR: How was your holiday?

ALI: We visited my grandparents. They live in a village in the country.

LAILA: We stayed in a town by the sea. How was your holiday, Hala?

HALA: We visited Damascus. It's a lovely city.

MISS RANA: Good morning, children. My name's Miss Rana.

## Followup

- Ask pupils to make similar dialogues to the characters in the story, talking about their holidays over the summer.

## Activity Book, Exercise 1

- Ask pupils to look at the exercise on Activity Book page 5 Explain the task. Pupils read the sentences and match them to the correct picture.
- Check their answers as a class.

## Answers

1 a            2 d  
3 b            4 c

## Followup

- Ask pupils to make true sentences about where they live, beginning *I live ...* Help them to make sentences about people they know who live elsewhere. For example, *My aunt and uncle live by the sea*.

## Activity Book, Exercise 2

- Pupils complete the sentences with the correct verb. Give them a few minutes to do the activity,

working individually.

- Check the exercise with the whole class. Invite several different pupils to read out the answer before you finally confirm whether or not it is correct.

## Answers

1 stayed            2 visited  
3 visited            4 stayed  
5 visited

## Lesson 2

### Aims

To revise vocabulary for places

To understand the difference between cities, towns and villages through real-world examples

To listen to and identify places

To talk about holidays: *How was your holiday? It was (great). We (visited Damascus).*

To read a holiday postcard

### Structures

The past form of the verb to be: *How was your holiday? It was (great).*

Regular past simple verbs: *We (visited Damascus).*

### Functions

Talking about holidays

Talking about places

### Topic

Holidays

### Resources

Pupil's Book, page 6 Study Box

Pupil's Book, page 6 Exercise 2, Listen and match

Pupil's Book, page 2, Exercise 3 Talk about you  
Cassette, Unit 1, Exercise 2, Listen and match  
Activity Book, page 6 Exercise 3 Find and write  
Activity Book, page 6 Exercise 4, Read and tick  
[✓] or cross [X]

Wall chart: Places

Flashcards: city, village, town, country, sea

## Revision

- Before the class open their books, ask different

pairs of pupils to repeat the short dialogue they practised in Lesson 1: 'How are you? ... How was your holiday?' Revise the vocabulary from the unit if necessary with the flashcards.

- Ask pupils if they can remember expressions that tell us where people went for their holidays. Elicit phrases by giving the class unfinished sentences, for example 'Omar stayed ...' then help pupils to supply the phrase *in a hotel*. Create a list on the board: *in a city, in the country, in a hotel, by the sea, in a town, in a village, in Damascus*.

## Pupil's Book, Study Box

**2 Listen and match**

**3 Talk about you**

How was your holiday?  
It was great. We ...

- Ask the class to open their Pupil's Books on page 6 Focus on the Study Box and ask 'What can you see?' As pupils name the different places, ask, for example, 'Is Latakia a city? Is it a village?'
- Name other places the pupils know, in Syria or abroad, and ask, for example, 'Is it a city or a village?'
- Focus on the words *country and sea*. Ask different pupils 'Do you like the country?' 'Do you like the sea?'

- Help pupils to say where they live: 'I live in the country' or 'I live in a town.'

## Pupil's Book, Exercise 2

- Look at the pictures with the class. What can they see?
- Explain to pupils that they are going to listen to short sentences which relate to the pictures. The children are all talking about their holidays. Ask pupils to listen and point to the corresponding picture. Pupils can also write down the corresponding letters in their exercise books. Play the cassette twice and encourage pupils to compare their answers after they listen for the first time. You can play the first sentence as an example and check the answer with the class before continuing with the remaining sentences.

## Tapescript

- 1 We stayed with my grandparents. They live in a little village.
- 2 We stayed in a hotel by the sea. It was lovely!
- 3 We visited my uncle and aunt. They live in the country.
- 4 We visited a big city. I liked it very much.

## Answers

- |     |     |
|-----|-----|
| 1 b | 2 c |
| 3 d | 4 a |

## Pupil's Book, Exercise 3

- Read the example dialogue with the class. How can the answer be completed? Ask the class to suggest a few alternatives.
- Ask some of the more confident pupils to tell you about their family holidays, in sentences beginning 'We visited ...' or 'We stayed in ...' Be ready to provide new vocabulary so that they can express their true ideas.
- Create a dialogue model on the board: 'How was your holiday?' – 'It was great! We visited ... / We stayed in ...' Then give pupils five minutes to practise the dialogue with their partner, completing your blackboard model with their own ideas. Go round the class, listening and helping with vocabulary.
- Ask different pairs to perform their dialogue for the class: as many as time will allow.

## Activity Book, Exercise 3

- Ask pupils to look at the word puzzle and find five words that they have learned. They must write the words correctly in the spaces provided.
- Check their answers as a class.

### Answers

1 village 2 town 3 city 4 country 5 sea

## Activity Book, Exercise 4

- Focus on Deema's postcard to Maya. Read it to the class and ask them to follow in their books.
- Ask questions about the postcard. For example 'Where is Maya?' 'Where do her grandparents live?' 'Is she with her aunt and uncle?' 'Do her grandparents live in a city?'
- Read the sentences with the class. Explain to the class that some of the sentences are true whilst others are not. If the sentence is true, pupils draw a tick. If the sentence is false, pupils draw a cross. Do the first sentence with the class as an example.

### Answers

1 [✓] 2 [✓] 3 [✓] 4 [✓] 5 [✗] 6 [✗]

## Lesson 3

### Aims

To talk about photographs of cities, villages, the country and the seaside  
To sing along with a song about holidays  
To write a holiday postcard

### Structures

Regular past simple verbs: *We stayed in (a lovely city).*

### Functions

Talking about places  
Talking about holidays

### Topic

Holidays

### Resources

Pupil's Book, page 7, Exercise 4, Look and say  
Pupil's Book, page 7, Exercise 5 Sing  
Cassette, Unit 1, Exercise 5 Sing  
Activity Book, page 7, Exercise 5 Write  
Activity Book, page 7, Exercise 6, Write about you


## Revision

- Before pupils open their books, help them to remember the short dialogues about holidays which they created in the last lesson. Ask different pupils, 'How was your holiday?' Encourage pupils to reply using *We stayed in... We visited...*

## Pupil's Book, Exercise 4

Unit 1

4 Look and say




5 Sing

*We stayed in a lovely city.  
We walked down the beautiful streets.  
We visited all of the museums.  
There was lots of ice cream to eat!*

*We stayed in a little village.  
We walked in the green country.  
We visited the market and the shops.  
There was lots of nice juice to drink.*

*I love holidays in the city.  
I love holidays by the sea.  
I love holidays in the country.  
Holidays are great with my family!*



7

- Look at the exercise in the Pupil's Book with the class. Ask pupils to suggest words that go with each photograph: *city, village*, etc. Hold up your book, pointing at each picture in turn. Point to the pictures in random order and elicit each answer several times from different pupils.
- Describe one of the photographs ('I can see...'). and ask the class to say which photo it is. Then, ask pupils to work in pairs. One pupil describes one of the photographs. The other guesses which photograph is being described. They can then change roles. Pupils can also use the language from the unit in their descriptions, such as *I stayed in... or I visited...*

## Suggested answers

*I can see a city. There are cars and people. I stayed in a city. It was very interesting.*

*I can see a village. There are some mountains. I visited my grandparents. They live in a village.*

*I can see the sea. I stayed in a hotel by the sea.*

*I can see the country. I can see some trees and the mountains. I stayed in the country.*

## Pupil's Book, Exercise 5

- Tell the class they are going to listen to a song about holidays. Play the cassette once while pupils listen and follow in their books.
- Hold up your book and point to the first verse. Ask 'What's verse 1 about? Is it about the country? Is it about the sea? ... No, it's about the city. What did they see in the city?'
- Proceed in a similar manner for verse 2.
- Play the song again as many times as you wish. Encourage pupils to sing along as soon as they can. You can divide the class in two: one group sings about a holiday city (verse 1); the others sing verse 2, about going to the country. Both groups sing verse 3

## Tapescript

*We stayed in a lovely city.  
We walked down the beautiful streets.  
We visited all of the museums.  
There was lots of ice cream to eat!*

*We stayed in a little village.  
We walked in the green country.  
We visited the market and the shops.  
There was lots of nice juice to drink!*

*I love holidays in the city.  
I love holidays by the sea.  
I love holidays in the country.  
Holidays are great with my family!*

## Activity Book, Exercise 5

- Explain the task carefully. Pupils imagine they are on holiday and writing a postcard to their friend. It can be about a real holiday they have had, or about a holiday they would like to have. They can use the postcard on Activity Book page 6 as a model, but alter the contents to fit their own holiday. For (d), they can write 'It's lovely,' or 'It's beautiful.'

- Circulate, monitor their work and help where necessary.
- Invite volunteers to read their postcards out to the class.

## Suggested answers

- a (a name)
- b my mum and dad / my family
- c in a hotel
- d beautiful / lovely
- e my aunt and uncle / my grandparents
- f in a village / by the sea
- g (pupil's name)

## Activity Book, Exercise 6

- Let pupils read the questions for themselves, as a reading comprehension activity.
- Put the questions orally to different pupils, so that everyone understands what is required. Then give the pupils sufficient class time to complete the activity in writing.
- Check the activity by asking pupils to put the questions orally to other pupils.

## Lesson 1

**Aims**

To revise frequency adverbs: *always, usually, often, sometimes, never*  
 To teach new vocabulary: *penguin, squirrel, coast, jungle, desert, forest, Europe, fruit*  
 To revise vocabulary for animals  
 To revise vocabulary for weather

**Structures**

The present simple: *Penguins live by the coast.*  
 The present simple with adverbs of frequency:  
*It's often cloudy and windy by the coast.*

**Functions**

Describing places  
 Talking about animals  
 Describing the weather

**Topic**

Places

**Vocabulary**

*penguin, squirrel, coast, jungle, desert, forest, Europe, fruit*

**Resources**

Pupil's Book, page 8, Exercise 1, Listen and read  
 Cassette, Unit 2, Exercise 1, Listen and read  
 Activity Book, page 8, Exercise 1, Look and write  
 Activity Book, page 8, Exercise 2, Read and write  
 Activity Book, page 9 Exercise 3 Write  
 Wall charts: Places; Animals  
 Flashcards: penguin, squirrel, coast, jungle, desert, forest

saying 'I always go to market: I go every Saturday,' etc.

**Presentation 2**

- Show the flashcard of the penguin and ask 'What is it?' Take the opportunity to revise other names of animals: 'Is it an elephant? Is it a crocodile?' Present *squirrel* in the same way.
- Ask 'Where do squirrels live? Show pupils the flashcards of the coast, jungle, desert and forest or the wall chart and ask them to point to the correct place. Present the new vocabulary in the usual way. Tell pupils 'Squirrels live in the forest'. Ask pupils where other animals live. Encourage pupils to reply in complete sentences.
- Ask 'What do monkeys eat?' Mime peeling a banana and elicit the word. Tell pupils 'They eat bananas'. Continue 'They eat bananas, apples, oranges. Bananas, apples and oranges are fruit.' Write 'They eat fruit' on the board.
- Revise vocabulary for the weather. Ask pupils what the weather is like today. Also ask pupils what the weather is usually like in the jungle, forest, desert and by the coast.

**Presentation 1**

- Revise adverbs of frequency (*always, usually, often, sometimes, never*) as follows: Ask the class 'What do you do on [Saturday] mornings?' Encourage them to give authentic replies.
- Tell the class about your Saturday morning routine, for example, 'I always go to the market. I usually visit my mother and father. I often visit my friends. I sometimes go to a restaurant. I never play football'. Repeat your description, writing the adverbs on the board in a row. Help comprehension by pointing to each adverb and



## Pupil's Book, Exercise 1

Unit 2

**1** **Listen and read**

Penguins live by the coast. They eat fish. It's often cloudy and windy by the coast.



Monkeys live in the jungle. They eat fruit. It's always hot and rainy in the jungle.



Camels live in the desert. It's usually very hot in the desert. There are deserts in Africa and Asia.



Squirrels live in forests in Europe. In summer, it's usually hot and sunny. In winter, it's sometimes cold and snowy.



8

- Look at the pictures with the class and ask pupils to name the characters they can see. Ask 'What animals can you see?' Play the cassette all the way through twice and follow the usual procedure.
- Focus on each picture in turn and ask comprehension questions: 'Where do penguins live? What do they eat? What's the weather like on the coast?'

### Tapescript

*HALA: Penguins live by the coast. They eat fish. It's often cloudy and windy by the coast.*

*ALI: Monkeys live in the jungle. They eat fruit. It's always hot and rainy in the jungle.*

*OMAR: Camels live in the desert. It's usually very hot in the desert. There are deserts in Africa and Asia.*

*LAILA: Squirrels live in forests in Europe. In summer, it's usually hot and sunny. In winter, it's sometimes cold and snowy.*

### Follow-up

- Ask pupils to talk about other animals. Where do they live? What do they eat?

### Activity Book, Exercise 1

- Pupils write the names of the places in the space provided next to the pictures.

#### Answers

- |          |          |
|----------|----------|
| 1 coast  | 2 jungle |
| 3 forest | 4 desert |

### Activity Book, Exercise 2

- Ask pupils to complete the sentences without looking in their Pupil's Books. Do the exercise orally first, if you feel it's necessary.

#### Answers

- 1 Monkeys live in the jungle.
- 2 Penguins live by the coast.
- 3 Squirrels live in the forest.
- 4 Camels live in the desert.

### Activity Book, Exercise 3

- Pupils can refer to the Pupil's Books to check the spelling of the continents if necessary.

#### Answers

- 1 Camels live in the deserts of Africa.
- 2 Monkeys live in the jungles of Africa and Asia.
- 3 Squirrels live in the forests of Europe.

## Lesson 2

### Aims

To consolidate weather vocabulary  
 To identify different landscapes and use appropriate prepositions: *by the coast, in the jungle, in the desert, in the forest*  
 To revise vocabulary for animals  
 To complete a weather forecast

### Structures

*What's the weather like? It's (hot) and (sunny).*

### Functions

Describing the weather

### Topic

Places

### Resources

Pupil's Book, page 9 Study Box  
 Pupil's Book, page 9 Exercise 2, Ask and answer  
 Pupil's Book, page 9 Exercise 3 Listen and match  
 Cassette, Unit 2, Exercise 3 Listen and match  
 Activity Book, page 9 Exercise 4, Tick [✓] or cross [✗]  
 Activity Book, page 9 Exercise 5 Look and write  
 Flashcards: coast, jungle, desert, forest, penguin, squirrel

### Revision

- Use the flashcards to revise words for places. Then, hold up the different cards and ask 'What's the weather like in the (jungle)?' Elicit full answers: 'It's hot.' etc. Hold up pairs of cards and elicit answers with *and*: 'It's hot and sunny.'
- Ask pupils what the weather is like today.


## Pupil's Book, Study Box

Unit 2

Study Box


coast    jungle    desert    forest

**2 Ask and answer**




**3 Listen and match**


a




b




c




d



e



f



9

- Look at the Study Box with the class. Practise the phrases *by the coast, in the jungle, in the desert, in the forest*.
- Say 'Penguins live by the coast.' Encourage pupils to make similar sentences by giving them the animal names as prompts: 'Monkeys ... Camels ... Squirrels ...'

### Pupil's Book, Exercise 2

- Focus on the example dialogue. Read the question and encourage several different pupils to read the answer. Ask about the other places shown in the Study Box: 'What's the weather like by the coast?' etc. Help pupils to formulate answers using the correct adverbs of frequency.
- Ask pupils to practise asking and answering in pairs. Set a time limit for the activity. Circulate, listen and correct pronunciation.

### Follow-up

- Ask pupils: 'What's the weather like in ...' and give the name of their own town or region. Write on

the board *In summer*, and help them produce a full sentence, for example, 'In summer, it's usually very hot and sunny.' Ask several pupils to repeat the sentence.

- Proceed in the same way with *In winter*.

## Pupil's Book, Exercise 3

- Show pupils the flashcards of the penguin and the squirrel. Elicit the words. Then, tell pupils that you are going to talk about one of these animals and they have to guess which one you are talking about: 'This animal lives by the coast. It eats fish. It can swim'. Ask pupils to guess the animal you are describing (penguin).
- Explain to pupils that they are going to hear people talking about the animals in the picture. Revise the names of the animals first with the class. Then, play the first description. Pupils should be able to tell you that the speaker is talking about the monkey (d). Continue with the other descriptions. Play the cassette twice. Encourage pupils to compare their answers after they listen for the first time.

### Tapescript

- 1 This animal lives in the jungle. It can climb trees. It eats fruit.
- 2 This animal lives by the coast. It can swim. It eats fish.
- 3 This animal lives in the desert. It can't fly and it can't swim. It walks and runs.
- 4 This animal lives in forests. It is small. It climbs trees.
- 5 This animal lives in the sea. It can swim. It eats fish. It is very big!
- 6 This animal lives in rivers in the jungle. It can swim and walk. It eats fish.

### Answers

- |     |     |
|-----|-----|
| 1 d | 2 b |
| 3 a | 4 c |
| 5 f | 6 e |

## Activity Book, Exercise 4

- Ensure that everyone understands the task, then let pupils read the sentences for themselves to develop their reading comprehension. Pupils write a tick if the sentences are correct or a cross if the sentences are incorrect.
- Go over their answers as a class.
- Encourage pupils to correct the false sentences.

### Answers

- |       |       |
|-------|-------|
| 1 [✓] | 2 [✓] |
| 3 [X] | 4 [✓] |
| 5 [✓] |       |

## Activity Book, Exercise 5

- Do the activity orally first with the whole class, then let them write the answers.
- Invite pupils to read the passage aloud like a weather forecaster on television.

### Answers

- |         |          |
|---------|----------|
| a sunny | b windy  |
| c rainy | d cloudy |
| e sunny |          |

## Lesson 3

### Aims

- To describe and discuss photographs of different landscapes
- To consolidate vocabulary for animals and their habitats
- To make a wild animal poster

### Structures

- The present simple: *Monkeys live in the jungle. They climb trees.*

### Functions

- Talking about animals

### Topic

- Places

### Resources

- Pupil's Book, page 10 Exercise 4, Look and say
- Pupil's Book, page 10 Exercise 5 Make a poster
- Activity Book, page 10 Exercise 6 Read and write
- Activity Book, page 10 Exercise 7, Project: Make a poster
- Material to make posters: drawing paper, pencils, coloured crayons

### Revision


- Before pupils open their books, play the recording for *Listen and read* in Lesson 1. Pause the tape

recorder after each sentence and ask different pupils to repeat. Revise the vocabulary for places once more.

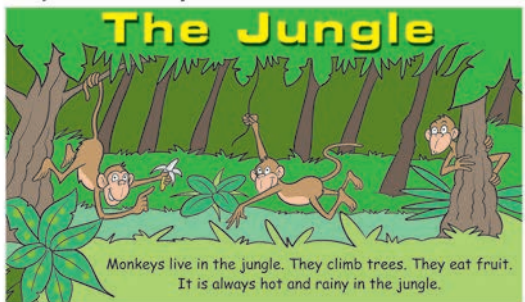
## Pupil's Book, Exercise 4

Unit 2

**4 Look and say**



**5 Project: Make a poster**



10

- Ask the class to look at the four photos. Ask 'What can you see?' and elicit the names of the different types of landscape. Revise *mountains*.
- As each landscape is identified, ask about the weather: 'What's the weather like in the mountains?' Help pupils to use adverbs of frequency: 'It's usually cold in the mountains.' etc. Ask pupils to continue in pairs.

### Suggested answers

*I can see the desert. It's always very hot and sunny in the desert.*

*I can see the coast. It's sometimes sunny by the coast.*

*I can see the mountains. It's usually cloudy in the mountains.*

*I can see the forest. It's often cold in the forest.*

## Pupil's Book, Exercise 5

- Focus on the poster. Ask 'What can you see?' and collect as many ideas as possible. Ask one or two pupils to read the sentences written on the poster.
- Explain to pupils that they are now going to prepare to make their own animal posters. They complete the two exercises in the Activity Book as per the instructions below. The first exercise helps pupils to write about animals and the second guides pupils in the making of their own posters. They can then copy their sentences onto a large sheet of paper and draw a picture of the animal and its habitat as in the example in the Pupil's Book.

## Activity Book, Exercise 6

- Focus on the two animal fact sheets. Ask 'What can you see?' and ensure that everyone can name both animals: *tiger* and *shark*.
- Pupils read the sentences and write them on the correct fact sheet.

### Answers

*Tigers: They're black and yellow. They can run and jump. They eat meat. They live in the jungle. It's always hot and rainy.*

*Sharks: They're white and grey. They can swim. They eat fish and animals. They live by the coast. It's often cloudy and windy.*

## Activity Book, Exercise 7

- Tell pupils they are going to make posters showing their favourite wild animal. Ask them to think what animal they want to draw. To help them choose, they can look at the habitats shown in the photos on Pupil's Book page 10 and think about the different animals that live there.
- Pupils write answers to the questions in the Activity Book. Circulate, help and correct any mistakes.
- Pupils then create full-size versions of their posters, and colour them in. Display their work in the classroom. Praise pupils for their work.

# Unit 3

## Lesson 1

### Aims

To revise vocabulary for school subjects  
To learn new vocabulary: *Social Studies, animal, easy, project, dinosaur*  
To describe one's school day: *We had (Social Studies). We learned about (cities). We talked about (animals). We started (a new project).*  
To learn the past form of the verb *to have*: *We had Science.*

### Structures

Regular past simple verbs: *We talked about animals. We learned about cities and villages in Syria.*  
The past form of the verb *to have*: *We had Science.*

### Functions

Talking about the past

### Topic

Past times

### Vocabulary

*Social Studies, animal, easy, project, dinosaur*

### Resources

Pupil's Book, page 11, Exercise 1, Listen and read  
Cassette, Unit 3, Exercise 1, Listen and read  
Activity Book, page 11, Exercise 1, Read and circle  
Activity Book, page 11, Exercise 2, Read and write  
Flashcard: dinosaur  
A calendar or school timetable  
A Social Studies textbook

### Presentation 1

- Revise the names of school subjects. Ask pupils what subjects they are learning this year. Show pupils textbooks to elicit the vocabulary.
- Teach a new subject: *Social Studies* with examples of a textbook from the Social Studies class.
- Present *dinosaur* with the flashcard.

### Presentation 2

- Talk about your pupils' school timetable and revise the past tense. Ask about yesterday or, if it is the beginning of the week, ask about last [Thursday]. Point to the calendar and ask 'What did you have

yesterday? Did you have Maths?' etc. Tell pupils: 'We had Maths' (or whatever subjects the pupils had) and ask several pupils to repeat.

### Pupil's Book, Exercise 1

Unit 3

1 Listen and read

Hello children! How was your day?

It was great!

We had Science. We talked about animals.

Then we had Social Studies. We learned about cities and villages in Syria.

It was very interesting!

I talked to my friends.

We had English and Maths.

I liked Maths.

English was easy today!

We started a new project about dinosaurs!

11

- Look at the pictures with the class and ask pupils to name the characters they can see. Ask 'Where are Omar and Laila? Are they at school? Is it the morning?' Establish that they are at home. It is the afternoon, after school.
- Play the cassette all the way through twice and follow the usual procedure.
- Demonstrate the adjective *easy* by drawing a very simple addition on the board:  $1 + 1 = 2$ . Point and say 'That's easy.' Point to the projects that pupils completed in the previous units to present *project*.

### Tapescript

MOTHER: Hello children! How was your day?

LAILA: It was great!

OMAR: We had Science. We talked about animals.

OMAR: Then we had Social Studies. We learned about

cities and villages in Syria.  
LAILA: It was very interesting!

OMAR: We had English and Maths.  
LAILA: I liked Maths.  
OMAR: English was easy today.

OMAR: I talked to my friends.  
LAILA: We started a new project about dinosaurs!

### Followup

- Ask pupils to tell you about their school day yesterday (or last week).

### Activity Book, Exercise 1

- Do the exercise orally first, to help pupils assimilate the rule whereby regular verbs take *e d* in the past tense. Sentences with *every day*, *every morning* or with a frequency adverb will be in the present simple. Give pupils a moment to read each sentence, and then ask pupils if the sentence is talking about the present or the past.
- Invite different pupils to read the full sentence and choose the correct verb. Write the *e d* ending on the board. Point to it as each past-tense verb is read out and say 'Past'.
- Have several pupils repeat sentence 6 *visit* takes on an extra syllable in the simple past tense: *visited*. Compare with *start – started*.
- Pupils complete the exercise in the books.

### Answers

1 play	2 talked
3 walked	4 clean
5 cooked	6 visited

### Activity Book, Exercise 2

- Let pupils try completing the crossword themselves before you correct it with the class.

### Answers

1 liked	2 had
3 talked	4 learned
5 played	6 started

## Lesson 2

### Aims

To use regular past simple forms: *He played football yesterday.*

To distinguish between the different pronunciations of regular past simple verbs

### Structures

Past simple verbs: *I watched television yesterday.*

### Functions

Talking about the past

### Topic

Past times

### Resources

Pupil's Book, page 12, Study Box

Pupil's Book, page 12, Exercise 2, Look and say

Pupil's Book, page 12, Exercise 3 Talk about you  
Activity Book, page 12, Exercise 3 Look and write

Activity Book, page 12, Exercise 4, Write about your day yesterday

### Revision

- Begin by asking pupils 'How was your day yesterday?' If yesterday was a school day, ask 'What did you have?' Then help them make sentences beginning 'We had ...' Ask 'What did you talk about?' to elicit sentences beginning 'We talked about ...'
- If yesterday was the weekend, ask different pupils 'What did you do?' Help them to formulate sentences like 'I played football.' or 'I visited my friend.'
- It is likely that pupils will want to use irregular past tenses like 'I went to the park.' Be ready to give pupils the language they require, but do not make it a focus of your teaching at this stage.

## Pupil's Book, Study Box


Unit 3

**Study Box**

talk	talked
learn	learned
start	started
have	had


**2 Look and say**

He played football yesterday.




1

watch




2

play




3

talk



4


visit




5

**3 Talk about you**

I watched television yesterday.



We learned about animals yesterday.



12

- Use the verbs in the Study Box to revise the rule for regular past-tense formation: add *e* or *d*.
- Ask pupils for sentences using each of the four verbs in the past tense. They can find sentences in the Pupil's Book or make up their own.
- Help pupils to use the correct pronunciation for the regular past simple verb endings.

## Pupil's Book, Exercise 2

- Pupils use the pictures as prompts to make sentences in the past simple tense. Explain to pupils that they should use one of the verbs in the box. Allow them to work in pairs for a few minutes to prepare their sentences.
- Go through the activity with the class. Have several pupils give the answer before finally confirming the correct version.

### Answers

- 1 He played football yesterday.
- 2 She watched television yesterday.

- 3 She visited her grandmother and grandfather yesterday.
- 4 He talked to his friend yesterday.

## Pupil's Book, Exercise 3

- Ask two different pupils to read the sentences in the speech bubbles. Then give the class a few minutes to prepare their own sentences saying what they did yesterday. Ask them to prepare sentences beginning 'I ...' and sentences beginning 'We ...' to say what they did at home with their family or in school with their class.
- Give every pupil the opportunity to say their sentences to the rest of the class.

## Activity Book, Exercise 3

- Focus on the picture of the girl and read the speech bubble out loud.
- Do the exercise orally first with the whole class. Pupils have to complete the sentences with the correct verb. All of the verbs are regular.
- Pupils do the exercise in writing. Monitor their work and help where necessary.

### Answers

- |          |            |           |
|----------|------------|-----------|
| 1 played | 2 watched  | 3 talked  |
| 4 helped | 5 listened | 6 watered |

## Activity Book, Exercise 4

- Pupils write sentences in the past tense about their day yesterday. Tell them to use verbs which they have encountered in the Pupil's Book or the Activity Book.

## Lesson 3

### Aims

To describe someone's day yesterday:  
*He played tennis yesterday.*  
 To divide words into lexical sets

### Structures

Regular past simple verb forms: *He played tennis yesterday.*

### Functions

Talking about the past  
 Creating lexical sets

### Topic

Past times

### Vocabulary

woman

### Resources

Pupil's Book, page 13, Exercise 4, Look and say  
 Pupil's Book, page 13, Exercise 5, Read and order  
 Activity Book, page 13, Exercise 5, Look and write  
 Activity Book, page 13, Exercise 6, Write


### Revision

- Ask pupils: 'How was your day yesterday? ... What did you do?' Encourage them to make sentences in the simple past tense, beginning 'I ...' or 'We ...'. You can prompt by writing verbs on the board: *help, watch, visit etc.*

## Pupil's Book, Exercise 4

Unit 3

**4 Look and say**



**5 Read and order**

People	Classroom	School subjects
bog	Art	desk
English	boy	Social Studies
pupil	book	chair
man	woman	teacher
	Maths	pencil

13

- Ask pupils to look at the photographs and to tell you what they can see.
- Explain to the class that the photographs show what the boy in the picture did yesterday. Point to one of the photographs and elicit the sentence as an example: *He cleaned his teeth.*
- Pupils continue, making the sentences in pairs.

### Answers

*He cleaned his teeth. He played a computer game. He watched television.*

### Follow-up

- Invite different pupils to mime something that they did yesterday. Ask the others: 'What did Rasha/Maher do yesterday?' Elicit sentences beginning 'He ...' or 'She ...'

### Activity Book, Exercise 5

- Pupils must follow the lines to find out what Omar and Ali did yesterday. Do the activity orally first



with the whole class, without letting pupils write anything. Pupils then complete the activity, working individually.

### Answers

- 1 Omar played tennis yesterday.
- 2 Omar visited a museum yesterday.
- 3 Omar watched television yesterday.
- 4 Ali played football yesterday.
- 5 Ali listened to music yesterday.
- 6 Ali visited a restaurant yesterday.

### Pupil's Book, Exercise 5

- Pupils have to sort the different words into categories. Before they begin, ask pupils to give you examples for each of the three category headings. Pupils write the category headings and the words in their exercise books. Present *Science*.

### Answers

*People: boy, girl, man, pupil, teacher, woman*  
*Classroom: bag, book, chair, computer, desk, pencil*  
*School subjects: Art, English, Maths, Science, Social Studies*

### Followup

- Ask pupils if they can suggest other words which belong in each category.

### Activity Book, Exercise 6

- Having established the principle of categorising vocabulary, you can let pupils work independently on this activity. Ensure that everyone understands the three category headings. Give examples to help comprehension, for example, (Food and drink) *bread*, (Towns and cities) *museum*, (The body) *head*.

### Answers

*Food and drink: cheese, rice, salad*  
*Places: hospital, park, post office*  
*The body: leg, mouth, nose*

## Lesson 1

**Aims**

To revise vocabulary for parts of the body  
 To revise the past form of the modal verb *can* for past ability: *This dinosaur could fly*.  
 To learn new vocabulary: *sharp, neck, above, body*  
 To learn about dinosaurs: physical features, abilities, diet and habitat  
 To learn the use of *ago*: *This dinosaur lived a long time ago*.

**Structures**

Regular past simple verb forms: *This dinosaur lived in the sea*.  
 The past form of the modal verb *can* for past ability: *This dinosaur could fly*.

**Functions**

Describing dinosaurs  
 Expressing ability in the past  
 Talking about the past

**Topic**

Dinosaurs

**Vocabulary**

*sharp, neck, above*

**Resources**

Pupil's Book, page 14, Exercise 1, Listen and read  
 Cassette, Unit 4, Exercise 1, Listen and read  
 Activity Book, page 14, Exercise 1, Read and tick [✓] or cross [X]  
 Activity Book, page 14, Exercise 2, Find, circle and write  
 Wall chart: The body  
 Flashcards: dinosaur  
 A calendar

**Presentation 1**

- Introduce the new topic – dinosaurs – with a guessing game. Hold up the dinosaur flashcard but cover the picture with a thick piece of paper or card. Ask the class 'What is it?' and uncover the picture very slowly, beginning with the feet. Accept guesses from as many pupils as possible.
- Ask a volunteer to come and write *dinosaur* on the board. The rest of the class can help the volunteer by calling out the correct letter if he or she gets

stuck or makes a mistake.

- Show pupils the wall chart: The body. Revise vocabulary for parts of the body that pupils have learned before and teach new vocabulary: *neck, body*.

**Presentation 2**

- Ask: 'Are there any dinosaurs living today?' ... Where can we see dinosaurs?' Establish that there are no living dinosaurs. We can only see them in museums or in films. Tell the class, 'Dinosaurs lived a long time ago.' Write the sentence on the board. Use the calendar to demonstrate the difference between *yesterday, last week* and *a long time ago*. Point to the calendar to show the recent past, and then point to somewhere far away to suggest the distant past.
- Ask pupils what dinosaurs could do. Could they swim? Could they fly?

**Pupil's Book, Exercise 1**

**Unit 4**

**1 Listen and read**

14

- Look at the pictures with the class. What are the children looking at? (dinosaurs). Ask pupils to try

- to describe the dinosaurs in the pictures.
- Ask the class to listen to the cassette and follow in their books. Play the cassette twice. Follow the usual procedure.
  - Give facts about the different dinosaurs and ask pupils to point to the correct picture in their books: 'This dinosaur had a long neck. Can you find it?' 'This dinosaur could fly.' etc.

### Tapescript

OMAR: This dinosaur lived a long time ago. It had a big mouth, sharp teeth and strong legs.

ALL: Look. Its arms were very small!

OMAR: This dinosaur had a very big body and a long neck.

ALL: Its head was very small!

OMAR: Yes, but where were its ears?

LAILA: This dinosaur lived in the sea.

HALA: It could swim very fast.

HALA: This dinosaur could fly. And it could catch fish!

LAILA: It lived 80 million years ago.

### Activity Book, Exercise 1

- Read the passage aloud while pupils follow in their books.
- Let pupils read the five sentences themselves and mark them as right or wrong.

### Answers

- |       |       |
|-------|-------|
| 1 [X] | 2 [✓] |
| 3 [✓] | 4 [✓] |
| 5 [X] |       |

### Activity Book, Exercise 2

- Pupils must find nine more parts of the body in the word puzzle. Tell them that all the words also appear in the picture sequence on Pupil's Book page 14.

### Answers

- |         |         |
|---------|---------|
| 1 neck  | 2 head  |
| 3 mouth | 4 ear   |
| 5 leg   | 6 nose  |
| 7 arm   | 8 body  |
| 9 eye   | 0 teeth |

n	e	c	k	z	h	o	m
r	e	a	r	y	e	u	o
l	e	g	u	x	a	s	u
g	x	o	w	s	d	x	t
y	n	x	d	k	z	l	h
a	o	b	o	d	y	n	r
r	s	o	q	w	e	y	e
m	e	q	t	e	e	t	h

## Lesson 2

### Aims

To talk about dinosaurs and what they could do: *This dinosaur could fly.*

To say what you did in the recent or distant past, using *ago*: *I started school four years ago.*

### Structures

The past form of the modal verb *can* for past ability: *This dinosaur could fly.*

The past simple with *ago*: *I started school four years ago.*

### Functions

Expressing ability in the past

Describing dinosaurs

Talking about the past

### Topic

Dinosaurs

### Vocabulary

feet, week, hour, minute

### Resources

Pupil's Book, page 15 Study Box

Pupil's Book, page 15 Exercise 2, Look and say

Pupil's Book, page 15 Exercise 3 Talk about you  
Activity Book, page 15 Exercise 3 Look and write

Activity Book, page 15 Exercise 4, Write

Wall chart: The body

Flashcards: dinosaur

### Revision

- Show pupils the wall chart: The body. Ask pupils to name the parts of the body on the wall chart. You can organise this as a team game if you wish.

## Pupil's Book, Study Box

Unit 4

**Study Box**

**2 Look and say**

1

2

Look at these dinosaurs.  
What could they do?

3

4

swim

fly

run

walk

**3 Talk about you**

I started school four years ago.

I visited my grandparents...

I had my breakfast...

I talked to my friends...

I watched television...

I listened to music...

I played a computer game...

- Pupils look at the dinosaur picture and the words for parts of the body. Read the words and ask pupils to point to their own heads, eyes, etc.
- Present *feet*. Help pupils to see that *feet* and *teeth* are irregular plurals.

## Pupil's Book, Exercise 2

- Look at the first picture with the whole class. Ask: 'What could it do?' and elicit a full sentence: 'It could fly.' Write it on the board.
- Give pupils a few minutes to work in pairs and make sentences about the other three dinosaurs. The verbs for pupils to use are in the box above the pictures.
- Go through the exercise with the whole class. Ask about each picture in turn: 'Look at number 2. What could it do?' etc. Elicit sentences from as many pupils as possible.

### Answers

- 1 It could fly.                      2 It could walk on two legs.  
3 It could swim.                 4 It could run.

## Pupil's Book, Exercise 3

- Focus on the example in the speech bubble. Ask a pupil to read it aloud. Remind the class what is meant by *four years ago*. Draw a time line on the board and mark four years at equal distances, writing the dates above the line: 0 etc.
- Go through the six sentence beginnings and complete them as if for you. Present *week*, *hour* and *minute* with a clock and calendar. Show how we can use *ago* with any measurement of time: *three hours ago*, *two weeks ago*, *a month ago*, etc.
- In pairs, pupils complete the sentences with *ago* so that they are true for them.
- Ask each pupil to say one of his or her sentences to the rest of the class.

## Activity Book, Exercise 3

- Pupils choose words from the box to complete the sentences.

### Answers

- 1 This dinosaur could swim very fast.  
2 This dinosaur could fly and catch fish.  
3 This dinosaur could walk on two legs.  
4 This dinosaur could run fast.

## Activity Book, Exercise 4

- Pupils refer to the time line to find approximate dates for the successive evolutionary stages of life on Earth. Do the exercise orally first, then ask pupils to complete it in writing.

### Answers

- 1 The first animals lived 500 million years ago.  
2 Big fish lived 360 million years ago.  
3 Dinosaurs lived 200 million years ago.  
4 The first man lived 2 million years ago.

## Lesson 3

### Aims

To revise vocabulary for animals  
 To listen and match descriptions of animals to photographs  
 To talk about animals: *It's got a long neck.*  
 To sing along with a song

### Structures

The verb *have got*: *It's got a long neck.*  
 Present simple: *It lives in the jungle.*

### Functions

Describing animals

### Topic

Animals

### Resources

Pupil's Book, page 16 Exercise 4, Listen, match and say  
 Pupil's Book, page 16 Exercise 5 Sing  
 Cassette, Unit 4, Exercise 4, Listen, match and say; Exercise 5 Sing  
 Activity Book, page 16 Exercise 5 Look and write  
 Activity Book, page 16 Exercise 6 Write about you

### Revision


- Before pupils open their books, ask them to repeat the sentences with *ago* that they prepared in the last lesson (Pupil's Book, page 15 Exercise 3 Talk about you).

## Pupil's Book, Exercise 4


Unit 4

4 Listen, match and say


a




b



c



d




5 Sing

Yesterday, it rained all day.  
 I couldn't go out  
 And I couldn't play.  
 I couldn't fly my kite.  
 I couldn't ride my bike.

Rain, rain, go away.  
 Come again another day!

Today, it's a sunny day.  
 I can go in the garden.  
 I can walk to the park.  
 I can run and I can swim.  
 I can play with my friends.



16

- Look at the photographs of the animals with the class. Ask pupils to name the animals they can see.
- Explain to pupils that they are going to hear descriptions of two of the animals. They must listen and match the descriptions to two of the animals in the photographs.

### Tapescript

- 1 This animal has got a very long neck. It is brown and white. It is very tall. It has got long legs.
- 2 This animal is very big. It has got four legs and a tail. It has got a very long nose.

### Answers

1 b (giraffe) 2 a (elephant)

- Now ask pupils to describe the other two animals in the same way in pairs. Monitor as pupils work in the usual way.

### Suggested answers

c (crocodile): This animal is very long. It's grey. It has got a big mouth.

*d (monkey): This animal is white. It's got four legs and a tail.*

## Pupil's Book, Exercise 5

- Hold up your book, point to the first picture and say, 'This was yesterday. What was the weather like yesterday?' Help pupils provide an answer in the past tense: 'It was rainy.' Point to the second picture and ask 'What's the weather like today?' (It's sunny.)
- Play the song once, while pupils follow in their books.
- Play the song once more and encourage pupils to join in with the mimes and – as soon as they can – with the words.
- Explain that *It rained* and *It was rainy* mean the same thing. We can also say *It snowed* and *It was snowy*.

### Tapescript

*Yesterday, it rained all day.  
I couldn't go out.  
And I couldn't play.  
I couldn't fly my kite.  
I couldn't ride my bike.*

*Rain, rain, go away.  
Come again another day!*

*Today, it's a sunny day.  
I can go in the garden.  
I can walk to the park.  
I can run and I can swim.  
I can play with my friends.*

## Activity Book, Exercise 5

- Pupils choose words from the box to complete the descriptions of the three animals. Explain to pupils that the first letter of each missing word is given.

### Answers

<i>a body</i>	<i>b mouth</i>
<i>c teeth</i>	<i>d legs</i>
<i>e neck</i>	<i>f ears</i>
<i>g eyes</i>	<i>h nose</i>

## Activity Book, Exercise 6

- Go through the activity orally with the class. Focus on question 1, and elicit ideas from different pupils. Encourage pupils to use their imaginations and to reflect on what they could do when they were younger.

## Lesson 1

**Aims**

To revise vocabulary for weather and places  
To revise the past simple tense: *I started it yesterday.*

To revise the past form of the modal verb *can* for past ability: *He could talk to elephants.*

**Structures**

Regular past simple forms: *He liked animals. He played with them.*

**Functions**

Talking about the past

Expressing ability in the past

**Topics**

Past times; Places

**Resources**

Pupil's Book, page 17, Exercise 1, Listen and read

Cassette, Unit 5 Revision 1, Exercise 1, Listen and read

Activity Book, page 17, Exercise 1, Look and tick [✓] or cross [✗]

Activity Book, page 17, Exercise 2, Look and write

Wall chart: Places

Flashcard: forest, coast, jungle, desert.

**Revision 1**

- Revise describing the weather. Point out to the window and ask 'What's the weather like?'
- Revise vocabulary for places using the flashcards or wall chart. Ask pupils what the weather is usually like in these places.

**Revision 2**

- Ask pupils 'What did you do yesterday?' If yesterday was a school day, ask about their lessons ('What did you have?') and what they talked about.

## Pupil's Book, Exercise 1

Unit 5 Revision 1

1 Listen and read

What are you reading?

It's a book about a boy. He lived a long time ago. I started it yesterday. It's very good!

The boy lived in a forest. He liked animals. He could talk to the animals. He played with them.

It was always cold and snowy in the forest. The boy helped the animals. The animals liked the boy.

I'd like to read that book.

You can have it on Sunday.

Thank you!

17

- Focus on the picture sequence and ask pupils 'Who can you see? ... What are they talking about?'
- Play the cassette two or more times while pupils follow in their books. Follow the usual procedure.
- Make statements about the picture sequence, including deliberate mistakes. Encourage pupils to correct your mistakes: 'Omar is reading a book. It's about a girl. He started the book today. The boy lived in the desert. He could talk to the animals. The animals liked the boy. Ali can read the book on Saturday.'

**Tapescript**

ALI: What are you reading?

OMAR: It's a book about a boy. He lived a long time ago. I started it yesterday. It's very good!

OMAR: The boy lived in a forest. He liked animals. He could talk to the animals. He played with them.

OMAR: It was always cold and snowy in the forest. The boy helped the animals. The animals liked the boy.

ALI: I'd like to read that book.  
 OMAR: You can have it on Sunday.  
 ALI: Thank you!

## Followup

- Ask pupils to look at the pictures and to tell the story without reading the text in the speech bubbles.

## Activity Book, Exercise 1

- Focus on the pictures which show the different things that Deema did yesterday. Help pupils to make a sentence in the past simple tense about each picture, beginning Deema ... or She ...
- Pupils read the five sentences about Deema's day and compare them to the pictures. They put a tick beside sentences which correspond to the pictures, and a cross beside sentences which are wrong.

## Answers

1 [✓] 2 [✓] 3 [✗] 4 [✗] 5 [✓]

## Activity Book, Exercise 2

- Pupils describe the pictures in sentences with *could*. Do the exercise orally first with the whole class, then ask them to complete it in writing.

## Answers

- He could ride a bike.
- He could climb trees.
- He could run very fast.
- He could swim.

# Lesson 2

## Aims

To revise time expressions with *ago* with the past simple: *They visited the museum two days ago.*  
 To revise vocabulary for continents and places  
 To divide words into lexical sets

## Structures

Regular past simple verb forms with *ago*: *They visited the museum two days ago.*

## Functions

Talking about the past

## Topic

Past times

## Resources

Pupil's Book, page 18, Exercise 2, Look and say  
 Pupil's Book, page 18, Exercise 3, Read and order  
 Activity Book, page 18, Exercise 3, Read and match  
 Activity Book, page 18, Exercise 4, Read and write  
 Wall chart: Places  
 Flashcards: forest, coast, jungle, desert.

## Revision 1

- Revise time expressions with *ago*: write on the board *I had my breakfast (two) hours ago*. Ask pupils to repeat.
- Rub out *had my breakfast* and write *started school*. Ask pupils to complete the sentence correctly, for example 'I started school four years ago.' Ask a pupil to come and rub out *two hours* and write *four years* in its place.
- Continue with other examples, reflecting the recent doings of your pupils: *visited Damascus, watched television, played with my friends, etc.*

## Pupil's Book, Exercise 2

Unit 5  
Revision 1

2 Look and say

1 They visited the museum two days ago.

1 MUSEUM

two days

2

a week

3

twenty minutes

4

three hours

3 Read and order

Africa, watched, visited, jungle, city, Europe, forest, liked, America, Asia, desert, town, coast, played, village



- Focus on the story. Help pupils to make sentences about what the children did and when, using *ago*. Pupils can then write the sentences in their notebooks.

## Answers

- 1 They visited the museum two days ago.
- 2 He painted a poster a week ago.
- 3 She talked to her friend twenty minutes ago.
- 4 They had lunch three hours ago.

## Pupil's Book, Exercise 3

- Look at the words with the class. Ask pupils to group together the words into categories. Look at the example with the class. Ask pupils to write the words in categories in their exercise books.

## Answers

Africa, America, Asia, Europe; liked, played, visited, watched; city, village, town; coast, desert, forest, jungle

## Activity Book, Exercise 3

- Look at the calendar and clock with the class. What's the date? (Friday 1st June) What's the time? (four o'clock)
- Pupils then look at the times, days and months on the left and match them with the time that has passed since Friday 1st June at 4 o'clock. Talk to them through the example: 'It's four o'clock now, so 5 is five minutes ago.' Do further examples with the whole class if you feel it's necessary.

## Answers

1 e 2 c 3 a 4 b 5 d

## Activity Book, Exercise 4

- Read aloud the passage describing Shaza's daily routine. Pause after each sentence and ask different pupils to repeat.
- Focus on the past-tense version, beginning *Yesterday* ... Contrast the two time adverbials: *every day* and *yesterday*. Say 'Yesterday is in the past.'
- Work with the whole class to describe Shaza's day, using the past simple tense. Pupils can then complete the activity in writing.

## Answers

Yesterday, Shaza started school at eight o'clock in the morning. She listened to her teacher. She talked to her friends. She played with her brother in the afternoon and she helped her mother.

## Follow-up

- Ask pupils to say what they did yesterday in three or four sentences: 'Yesterday I, ... They could also do the activity in writing.'

## Extra revision activities

- At the back of the Activity Book, there are extra activities which can be used to revise the vocabulary and structures from Units 1–4. The activities can be done in class or as homework and are intended as revision in preparation for Test 1.

## Exercise 1, Look and write

Pupils complete each sentence by referring to the picture at the end of each sentence.

## Answers

1 desert 2 jungle 3 sea 4 rivers 5 forests 6 coast

## Exercise 2, Write

Pupils complete each sentence with the past simple form of each verb in brackets.

## Answers

1 played 2 visited 3 talked 4 started 5 had

## Test 1

## Answers

### Exercise 1, Write

1 river 2 forest 3 desert 4 sea 5 country 6 city

### Exercise 2, Write

1 cold 2 in 3 windy 4 Asia 5 sometimes 6 and

### Exercise 3, Read and order

Animals: camel, dinosaur, fish, monkey, penguin, shark  
Weather: cold, cloudy, hot, rainy, sunny, windy

### Exercise 4, Read and circle

1 clean 2 cooked 3 helped 4 talk 5 played 6 walk

### Exercise 5, Read and write

1 played 2 watched 3 had 4 learned  
5 visited 6 started

### Exercise 6, Look and write

1 could 2 run 3 fast 4 fly ... fish

# Unit

# 6

## Lesson 1

### Aims

To learn and distinguish between prepositions of time: *in* and *on*: *It opens on Tuesday. We often stay there in the evening.*

To revise frequency adverbs: *We usually visit all of the gardens.*

To revise vocabulary for days and months

To learn different times of day: (*early*) *in the morning, in the afternoon, in the evening*

To learn new vocabulary: *happen (v), international, fair, procession, early, evening, stall*

### Structures

Present simple tense with adverbs of frequency:

*We usually go to the Fair early in the morning.*

Prepositions of time with times of day, days and months: *It opens on Tuesday. We often stay there in the evening.*

### Functions

Talking about special days

Expressing frequency

### Topic

Celebrations

### Vocabulary

*happen (v), international, fair, procession, early, evening, stall*

### Resources

Pupil's Book, page 19 Exercise 1, Listen and read

Cassette, Unit 6 Exercise 1, Listen and read  
Activity Book, page 19 Exercise 1, Read and write

Activity Book, page 19 Exercise 2, Tick [] or cross []

Flashcard: stall

Pictures, posters or information about the International Flower Fair in Tishreen Park

A clock

## Revision

- Revise the present simple tense for routine actions, as follows. Ask pupils about things they like, for example, 'Do you like tennis? ... When do you play tennis? Do you play tennis in the morning? Do you play tennis in the afternoon?' Elicit full sentences: 'I play tennis in the afternoon.' Model the sentence yourself if necessary and ask the pupil to repeat.
- Continue with other routine activities: 'When do you play computer games? When do you watch television? When do you help your mother? When do you clean your teeth?' Remind pupils of the frequency adverbs they learned in Unit 2: *always, usually, often, sometimes, never*. Help them to include these adverbs when describing their routine: 'I usually watch television in the evening. I always clean my teeth in the morning.'

## Presentation 1

- Revise the twelve months of the year with the class.
- Ask different pupils, 'When is the Flower Fair?' Elicit full sentences: 'It's in...' etc. Point out that we use the same preposition – *in* – to talk about times of day (*in the afternoon*) and months (*in October*). But we use *on* to talk about days: 'We have Science on Wednesday.' Write examples on the board and ask pupils to read them out loud.

## Lesson 1

**Aims**

To learn and distinguish between prepositions of time: *in* and *on*: *It opens on Tuesday. We often stay there in the evening.*

To revise frequency adverbs: *We usually visit all of the gardens.*

To revise vocabulary for days and months

To learn different times of day: (*early*) *in the morning, in the afternoon, in the evening*

To learn new vocabulary: *happen (v), international, fair, procession, early, evening, stall*

**Structures**

Present simple tense with adverbs of frequency:

*We usually go to the Fair early in the morning.*

Prepositions of time with times of day, days and months: *It opens on Tuesday. We often stay there in the evening.*

**Functions**

Talking about special days

Expressing frequency

**Topic**

Celebrations

**Vocabulary**

*happen (v), international, fair, procession, early, evening, stall*

**Resources**

Pupil's Book, page 19 Exercise 1, Listen and read

Cassette, Unit 6 Exercise 1, Listen and read  
Activity Book, page 19 Exercise 1, Read and write

Activity Book, page 19 Exercise 2, Tick [] or cross []

Flashcard: stall

Pictures, posters or information about the International Flower Fair in Tishreen Park

A clock

**Revision**

- Revise the present simple tense for routine actions, as follows. Ask pupils about things they like, for example, 'Do you like tennis? ... When do you play tennis? Do you play tennis in the morning? Do you play tennis in the afternoon?' Elicit full sentences: 'I play tennis in the afternoon.' Model the sentence yourself if necessary and ask the pupil to repeat.
- Continue with other routine activities: 'When do you play computer games? When do you watch television? When do you help your mother? When do you clean your teeth?' Remind pupils of the frequency adverbs they learned in Unit 2: *always, usually, often, sometimes, never*. Help them to include these adverbs when describing their routine: 'I usually watch television in the evening. I always clean my teeth in the morning.'

**Presentation 1**

- Revise the twelve months of the year with the class.
- Ask different pupils, 'When is the Flower Fair?' Elicit full sentences: 'It's in...' etc. Point out that we use the same preposition – *in* – to talk about times of day (*in the afternoon*) and months (*in October*). But we use *on* to talk about days: 'We have Science on Wednesday.' Write examples on the board and ask pupils to read them out loud.

## Pupil's Book, Exercise 1

Unit 6

**1** **Listen and read**

**Panel 1:** It's the International Flower Fair next week. It happens every year in Tishreen Park.

**Panel 2:** You can learn about flowers at the Fair. It opens on Tuesday.

**Panel 3:** We usually go to the Fair early in the morning. We stay all day. We often eat there in the evening.

**Panel 4:** I like the car procession and the gardens! We usually visit all of the gardens.

**Panel 5:** And my mother always buys honey from a stall!

19

- Focus on the story. Ask 'Who can you see? Where are they? What are they talking about? ... Miss Rana has got a picture. What can you see in the picture?' Help them remember the word *flower*. Establish that Miss Rana is talking about the International Flower Fair in Tishreen Park. Use any pictures or publicity you can find about the fair to help understanding. Invite the pupils to talk about their knowledge of the Flower Fair. Use the flashcard to present *stall*. Present *procession* with the picture in the Pupil's Book of the car procession at the Flower Fair.
- Play the cassette while pupils follow in their books. Follow the usual procedure.
- Ask comprehension questions: 'When does Laila usually go to the fair? What does Ali's mother buy?'

## Tapescript

**MISS RANA:** It's the International Flower Fair next week. It happens every year in Tishreen Park.

**MISS RANA:** You can learn about flowers at the Fair. It opens on Tuesday.

**LAILA:** We usually go to the Fair early in the morning. We stay all day. We often eat there in the evening.

**OMAR:** I like the car procession and the gardens! We usually visit all of the gardens.

**ALI:** And my mother always buys honey from a stall!

## Follow-up

- If any pupils regularly visit the Flower Fair, help them to make sentences about when they go ('We usually go ...'). and the things they like there ('I like ...').

## Activity Book, Exercise 1

- Pupils complete the advertisement for the Flower Fair, using the words in the box.

## Answers

- |         |           |
|---------|-----------|
| a in    | b on      |
| c learn | d flowers |
| e in    |           |

## Activity Book, Exercise 2

- Let pupils read the sentences quietly in order to develop reading comprehension skills.
- When they have completed the exercise, correct it with the whole class. Ask for correct versions of the three incorrect statements.

## Answers

- |       |       |
|-------|-------|
| 1 [X] | 2 [✓] |
| 3 [X] | 4 [✓] |
| 5 [✓] | 6 [X] |

## Lesson 2

### Aims

To consolidate time adverbials with *in* and *on*: *I usually go to school in the morning. I play sport on Saturday.*

To read and answer questions about a letter

### Structures

Present simple tense for routine actions: *I listen to music in the afternoon.*

Prepositions of time with times of day, days and months: *Mother's Day is in March. I play sport on Saturday.*

### Functions

Talking about daily routines

### Topic

Daily routines

### Resources

Pupil's Book, page 20 Study Box

Pupil's Book, page 20 Exercise 2, Ask and answer

Pupil's Book, page 20 Exercise 3 Talk about you  
Activity Book, page 20 Exercise 3 Read and write

Activity Book, page 20 Exercise 4, Read and tick [✓] or cross [✗]

Posters or pictures about the Flower Fair

### Revision

- Show pupils the posters you have about the Flower Fair. Ask pupils what Laila and Omar do at the Flower Fair. You can also ask pupils to talk about the Flower Fair if they have visited it.

## Pupil's Book, Study Box

Unit 6

**Study Box**

in	on
June	Saturday
the morning	Tuesday
the afternoon	
the evening	

**2 Ask and answer**

What do you usually do in the morning?

I listen to music in the afternoon

**3 Talk about you**

I listen to music in the afternoon.

- When do you listen to music?
- When do you have English?
- When do you use a computer?
- When do you visit your grandparents?
- When is Mother's Day?
- When do you play sport?

- Focus on the Study Box and contrast the two groups of adverb phrases. Point out that with months and times of day, we use *in*; with days we use *on*. Ask pupils to give further examples of words in each column.

### Follow-up

- Read out this sequence of sentences. Make a sound instead of the preposition in each. Pause after each sentence and ask pupils to identify the correct preposition in each sentence. 'We had Science *on* Thursday. I don't watch television *in* the morning. We sometimes play football *in* the afternoon. The International Flower Fair opens *on* Tuesday. I always clean my teeth *in* the evening. We go *on* holiday *in* the summer.'

## Pupil's Book, Exercise 2

- Read out the question – 'What do you usually do in the morning? Invite other pupils to read the answer: 'I usually go to school.' Ask pupils about

other possible answers to the same question. Pupils can use the pictures in the exercise for reference.

- Ask pupils ‘What do you usually do in the afternoon?’ and ‘What do you usually do in the evening?’ Then, ask pupils to work in pairs asking and answering the three questions. They can use the pictures to help them in their answers as well as their own ideas.

### Pupil’s Book, Exercise 3

- Read out each of the six questions in turn and ask different pupils to answer. Monitor for the correct use of *on* and *in*.
- Pupils can then ask and answer the questions in pairs.

### Activity Book, Exercise 3

- Pupils copy the different time expressions into the appropriate list, depending on whether they are used with *in* or *on*.

#### Answers

*in the morning, in March, in the evening, in December, in the afternoon; on Tuesday, on Friday, on Saturday*

### Activity Book, Exercise 4

- Before pupils read Firass’s letter, write two comprehension questions on the board: 1 *What does Firass usually do in the evening?* 2 *What does he usually do in the morning?*
- Ask pupils to read the letter quietly and find answers to the two questions.
- Elicit answers to the two questions: 1 *He usually watches television.* 2 *He usually goes on holiday.*
- Pupils read the six sentences and decide whether they are true or false. Correct the activity with the whole class.

#### Answers

1 [✓]	2 [✗]
3 [✗]	4 [✗]
5 [✓]	6 [✗]

## Lesson 3

### Aims

To talk about photographs of the International Flower Fair

To revise the present simple tense with adverbs of frequency: *I always visit the Flower Fair with my family.*

To write about a special day

### Structures

Present simple with adverbs of frequency: *I always visit the Flower Fair with my family.*

Prepositions *in* and *on*: *I always visit the gardens in the morning.*

### Functions

Talking about special days

Expressing frequency

### Topic

Celebrations

### Resources

Pupil’s Book, page 21, Exercise 4, Look and say  
Pupil’s Book, page 21, Exercise 5 Project: Write about a special day

Activity Book, page 21, Exercise 5 Read and write

Activity Book, page 21, Exercise 6 Project:

Write about a special day

Prepare ten word cards showing time adverbials: *always, usually, often, sometimes, never, in the morning, in the afternoon, in the evening, in summer, in winter*

### Revision

- Hold up the different word cards and ask the class to read what is written on them.
- Display the cards in two groups: frequency adverbs (*always, usually, often, sometimes, never*) and adverb phrases (*in the morning, etc.*). Ask pupils to come and choose a card from each group and make a sentence which is true for them. If necessary, prompt them by giving a verb phrase – *eat ice cream etc.* – or simply by miming. They then hold up the two cards and say, for example, ‘I often eat ice cream in summer.’

## Pupil's Book, Exercise 4

Unit 6

**4 Look and say**



**5 Project: Write about a special day**

- When is it?
- What do you usually do?

*The International Flower Fair happens every year in Tishreen Park in Damascus. I always visit the Flower Fair with my family. We see the flower stalls and the gardens. I like the car procession. It's very beautiful. We usually eat lunch at the Flower Fair. My mother always buys some honey. It's a lovely day!*

21

- Ask pupils to look at the photographs and tell you what they can see. Where are the people in the photographs? Clarify with pupils that they are at the International Flower Fair in Damascus. What can they see in the photographs? Pupils will be able to point out *flowers* and *stalls*.
- Talk about the photographs for a while as a class and then ask pupils to discuss their own experiences of the Flower Fair in pairs or small groups. Encourage pupils to use adverbs of frequency and adverb phrases (in the morning/afternoon/evening) in their sentences. If pupils have not visited the Flower Fair, they can talk about a special day familiar to them.

## Activity Book, Exercise 5

- Pupils complete the text about a family celebration by using the correct form of the present simple. You can revise this point with the class beforehand if necessary.

## Answers

- |        |         |
|--------|---------|
| a come | b cooks |
| c eat  | d play  |
| e talk | f drink |
| g walk | h buys  |
| i go   | j eat   |
| k have |         |

## Pupil's Book, Exercise 5

- Focus on the project title and explain what is meant by *special day*. Say: 'Mother's Day is a special day'.
- Pupils follow while you read the text about the International Flower Fair. Ask pupils which parts of the text are true for them.
- Explain to pupils that they are going to write about a special day. This can be the Flower Fair or any other day that is special for them. Ask pupils to turn first to the Activity Book exercise. This exercise helps pupils to organise and plan their text. You can then ask pupils to copy the text onto another piece of paper, which you can then display in the classroom.

## Activity Book, Exercise 6

- Pupils choose a special day and write about it. Tell them to answer the questions (*What is it? etc.*) in order to structure their work.
- Encourage pupils to discuss their ideas. Help pupils with vocabulary if necessary.

## Lesson 1

**Aims**

To learn the future form *going to*: *I'm going to tidy my bedroom.*

To practise time adverbials:  
*on Thursday evening, in the afternoon, this afternoon*

**Structures**

The future form *going to*: *I'm going to tidy my bedroom. We're going to go for a walk.*

**Functions**

Talking about future plans

**Topic**

Plans for the future

**Vocabulary**

*go shopping, go for a walk, have dinner, tidy (v), arrive (v), meet (v), friend*

**Resources**

Pupil's Book, page 22, Exercise 1, Listen and read

Cassette, Unit 7, Exercise 1, Listen and read  
Activity Book, page 22, Exercise 1, Read and match

Activity Book, page 22, Exercise 2, Read and write

A calendar

Wall chart: Actions

Flashcards: *go shopping, go for a walk, have dinner, tidy my bedroom*

**Presentation 1**

- Point to the calendar and ask 'What day is it today?' Elicit the correct day from several pupils. Point to the previous day and ask questions: 'How was your day yesterday? Did you have Maths? What did you do yesterday evening?' etc.
- Point to a day in the near future, such as the coming Saturday. Say, for example, 'On Saturday, I'm going to visit my aunt and uncle. I'm going to have lunch with them.' Ask different pupils 'What are you going to do on Saturday? Are you going to help your mother? Are you going to play tennis?' Accept 'Yes' or 'No' as an answer, then give pupils a full sentence: '[Maya] is going to help her mother.'

**Presentation 2**

- Write the question and answer on the board:  
*What are you going to do on Saturday? – I'm going to tidy my bedroom.* Show pupils the flashcard for *tidy my bedroom* to illustrate the new vocabulary. Do the same for *go for a walk, have dinner* and *go shopping*. You can also use the wall chart to present the new vocabulary.

**Pupil's Book, Exercise 1**

**Unit 7**

**1 Listen and read**

When are Grandma and Grandpa going to arrive?

They're going to arrive on Thursday evening.

What are we going to do on Saturday?

We're going to go shopping in the morning. In the afternoon, we're going to go for a walk with Grandma.

What are we going to do in the evening?

We're going to have dinner here for all the family.

What are you going to do this afternoon?

I'm going to tidy my bedroom.

I'm going to meet my friends in the park.

22

- Look at the story with the class. Ask 'Who can you see? Where are they? What are they doing?'
- Play the cassette while pupils follow the dialogue in their books. Play the cassette again, pausing after each sentence and asking different pupils to repeat.

**Tapescript**

OMAR: *When are Grandma and Grandpa going to arrive?*

MOTHER: *They're going to arrive on Thursday evening.*



LAILA: What are we going to do on Saturday?  
MOTHER: We're going to go shopping in the morning.  
In the afternoon, we're going to go for a walk with Grandma.

LAILA: What are we going to do in the evening?  
MOTHER: We're going to have dinner here for all the family.

MOTHER: What are you going to do this afternoon?  
LAILA: I'm going to tidy my bedroom.  
OMAR: I'm going to meet my friends in the park.

### Followup

- Act out the dialogue. Choose different pupils to be Omar, Laila and Mother. They read the different questions and replies, imitating the intonation of the voices on the cassette.

### Activity Book, Exercise 1

- Read each sentence aloud then ask one or two different pupils to repeat it. Ask other pupils to give you the letter of the corresponding picture. Revise *send an email*.
- Focus on the auxiliaries in each sentence. Ask the class what are the full forms of *We're (We are)* and *I'm (I am)*. Point out that they follow the same pattern as the verb *to be*: *I'm happy. I'm going to meet my friends ... She's happy. She's going to meet her friends, etc.*

### Answers

1 c            2 b  
3 a            4 e  
5 d

### Activity Book, Exercise 2

- Pupils complete the sentences with the correct auxiliary. Let them attempt the exercise without your help, working individually or in pairs. Then correct it with the whole class.

### Answers

1 are            2 am  
3 is              4 are  
5 are            6 is

## Lesson 2

### Aims

To practise the use of *going to* for future plans: *I'm going to do my homework. We're going to go for a walk.*

### Structures

*Going to* for future plans: *I'm going to tidy my bedroom. She's going to do her homework.*

### Functions

Talking about future plans  
Asking and answering questions

### Topic

Plans for the near future

### Vocabulary

*do [my] homework*

### Resources

Pupil's Book, page 23 Study Box  
Pupil's Book, page 23 Exercise 2, Ask and answer  
Pupil's Book, page 23 Exercise 3 Talk about you  
Activity Book, page 23 Exercise 3 Look and write  
Activity Book, page 23 Exercise 4, Write about you  
Wall chart: Actions  
Flashcard: *do (my) homework*

### Revision

- Show pupils the wall chart. Revise the phrases that pupils learned in the previous lesson and then ask pupils to tell you about their plans for tomorrow.

### Presentation

- Present *do (my) homework* with the use of the flashcard. Ask pupils when they do their homework.

## Pupil's Book, Study Box


**Unit 7**

**Study Box**


What are you going to do this afternoon?

I'm going to do my homework.  
We're going to go for a walk.  
She's going to tidy her bedroom.

**2 Ask and answer**



**3 Talk about you**



23

- Ask different pupils to read aloud the question and the different answers.
- Focus on the first sentence in the box: *I'm going to do my homework.* Write it on the board and show pupils which parts of the sentence change when we talk about people other than *I* *He's going to do his homework, etc.*
- List the personal pronouns on the board: *I, you, he, she, we, they.* Point to each in turn and elicit the full sentence, with pupils speaking individually or as a group: 'We're going to do our homework.' etc.

## Pupil's Book, Exercise 2

- Ask two pupils to read the question and answer shown in the speech bubbles.
- Put the same question to other pupils and ask them to reply using the ideas shown in the pictures.
- Pupils practise asking and answering in pairs, using the pictures as prompts. Once each has had a turn at asking and answering, they can change partners and repeat the question to other pupils.

## Answers

*What are you going to do on Saturday?  
I'm going to have dinner with my family. I'm going to tidy my bedroom. I'm going to go shopping.  
I'm going to go for a walk. I'm going to meet my friends. I'm going to do my homework.*

## Pupil's Book, Exercise 3

- Ask two or three pupils 'What are you going to do on Saturday?' Then give them a few minutes to practise in pairs, giving true answers about their plans for Saturday.
- If you have time, pupils can report back to the class with their partner's plans. This will practise the third person form of the verb.

## Activity Book, Exercise 3

- Pupils refer to the pictures to say what Laila and her family are going to do at each of the times shown. Do the activity orally with the whole class, before pupils complete the sentences in writing. Point out the use of the preposition *on* for days.

## Answers

*1 is going to do her homework on Wednesday afternoon.  
2 are going to arrive on Thursday evening.  
3 are going to visit her on Friday afternoon.  
4 are going to go shopping on Saturday morning.  
5 are going to have dinner on Saturday evening.*

## Activity Book, Exercise 4

- Pupils complete the sentences about their weekend plans, using *I'm going to ...*

## Lesson 3

### Aims

To use *going to* to talk about plans for the future: *I'm going to go to the park.*  
To learn to distinguish between nouns and verbs

### Structures

*Going to* for future plans: *I'm going to have dinner in a restaurant.*

### Functions

Talking about future plans

### Topic

Plans for the future

### Resources

Pupil's Book, page 24, Exercise 4, Listen and match

Pupil's Book, page 24, Exercise 5 Read and order

Cassette, Unit 7, Exercise 4, Listen and match

Activity Book, page 24, Exercise 5 Look and write

Activity Book, page 24, Exercise 6 Write  
Wall chart: Actions

### Revision 1


- Ask different pupils 'What are you going to do on Saturday morning? ... afternoon? ... evening?'  
When they have answered, ask them to pass the question on to other pupils. You can refer pupils to the wall chart if necessary to revise vocabulary they may need.

## Pupil's Book, Exercise 4


Unit 7

**4 Listen and match**


**a**




**b**



**c**



**d**



**5 Read and order**  
Are these nouns or verbs?

Nouns	Verbs
flower   city   photograph   take   homework   friend go   do   arrive   people   look buy   tidy   meet   car   garden	

24

- Look at the photographs with the class. Ask 'What can you see? What is happening in the pictures?'
- Explain to pupils that they are going to listen to a child telling them about his family's plans for the weekend. They must listen and match the photographs with each description.

### Tapescript

- On Saturday morning, my mother and my sister are going to go shopping. My sister wants to buy a skirt.
- On Saturday, we are going to have dinner in a restaurant. I like eating in restaurants. I'm going to eat chicken and rice.
- On Saturday afternoon, I'm going to play football. I play with my friends. My dad is going to watch.
- On Saturday afternoon, my sister is going to go to the park. She's going to go for a walk with my grandmother and my mother.

### Answers

- |     |     |
|-----|-----|
| 1 b | 2 c |
| 3 d | 4 a |

## Followup

- You can ask pupils to talk about their family's plans for the weekend in small groups.

## Activity Book, Exercise 5

- Focus on the picture of Munzer. Read the question and ask one or two pupils to repeat it.
- Pupils look at the items in Munzer's suitcase and make deductions about what he's planning to do on holiday. Do the exercise orally with the class, and then ask pupils to write answers.

## Answers

(in any order)

- 1 He's going to swim.
- 2 He's going to play football.
- 3 He's going to read a book about animals.
- 4 He's going to listen to music.
- 5 He's going to take photographs.
- 6 He's going to fly a kite.

## Pupil's Book, Exercise 5

- Present the difference between nouns and verbs. Give examples of each: *table, horse, man* for nouns; *swim, read, help* for verbs. Ask pupils to suggest other examples of nouns and verbs.
- On the board, show them how to create two lists in their notebooks: one headed *Nouns* and one headed *Verbs*. Look at the words in Exercise 5. Let pupils work individually or in pairs for a few minutes, deciding whether each word is a noun or verb.
- Go through the words with the whole class. Say 'Flower: is it a noun or a verb?' etc.

## Answers

*Nouns: flower, city, photograph, homework, friend, people, car, garden*  
*Verbs: take, look, go, do, tidy, arrive, meet, buy*

## Activity Book, Exercise 6

- Pupils sort the twelve words into two lists: nouns and verbs.

## Answers

*Nouns: computer, fruit, jungle, coast, dinosaur, forest*  
*Verbs: want, make, put, ride, draw, clap*

## Lesson 1

**Aims**

To make offers with the modal verb *will*: *I'll pick some flowers. I'll dry the dishes.*

**Structures**

The modal verb *will* for making offers: *I'll dry the dishes.*

**Functions**

Making offers

**Topic**

House and home

**Vocabulary**

*pick (some flowers), stop (work), switch off (the computer), put away (the shopping), put (v), vase, soon*

**Resources**

Pupil's Book, page 25 Exercise 1, Listen and read

Cassette, Unit 8, Exercise 1, Listen and read  
Activity Book, page 25 Exercise 1, Read and match

Activity Book, page 25 Exercise 2, Read and write

Wall chart: Actions

Flashcards: *pick some flowers, switch off.*

**Presentation 1**

- Ask pupils, 'Do you help your mother at home? What do you do?' Revise the rooms in a house. Ask pupils what they do to help at home in each room.
- Present *pick some flowers* and *switch off (the computer)* with the aid of the flashcards. Present *dry the dishes* and *vase* by showing pupils the pictures in the Pupil's Book on page 25.

**Presentation 2**

- Write this question and answer on the board: *Can you help me, please? – Yes, of course. I'll dry the dishes.* Explain that it's a mother talking to her daughter. Read the question and answer out loud and ask different pupils to repeat.
- Underline *I'll*. Explain that we use this expression when we offer to do something. *I'll* is a shortened form of *I will*.

## Pupil's Book, Exercise 1

Unit 8

**1 Listen and read**

Laila! Your grandparents are going to arrive soon. Can you help me, please?

Yes, of course. I'll dry the dishes. I'll put away the shopping.

I'll pick some flowers from the garden. I'll put them in the vase.

Thank you, Laila.

Grandma and Grandpa are going to arrive soon!

I'll stop work now. I'll switch off the computer.

They're here!

I'll open the door.

25

- Look at the picture story with the class. Ask 'Who can you see? Where are they? What are they doing?'
- Ask the class 'Who is going to visit Laila and Omar? Let's listen.' Play the cassette while pupils listen and read. They must find the answer to your question. (Laila and Omar's grandparents)
- Play the cassette again, pausing the machine after each sentence and asking different pupils to repeat. Present the other new vocabulary with the aid of the pictures in the story or mime.

## Tapescript

MOTHER: Laila! Your grandparents are going to arrive soon. Can you help me, please?

LAILA: Yes, of course. I'll dry the dishes. I'll put away the shopping.

LAILA: I'll pick some flowers from the garden. I'll put them in the vase.

MOTHER: Thank you, Laila.

MOTHER: Grandma and Grandpa are going to arrive soon!

OMAR: I'll stop work now. I'll switch off the computer.

MOTHER: They're here!

LAILA: I'll open the door.

## Followup

- Mime the different things that Laila and Omar offer to do: *dry the dishes*, etc. Elicit corresponding offers from the different pupils, beginning *I'll: I'll dry the dishes*. etc. Reply each time by thanking the pupil for his or her offer: 'Thank you, [Maysaa].'

## Activity Book, Exercise 1

- Focus on each picture in turn and ask 'What is he/she saying?' Ask pupils to read aloud the correct offer. Pupils then draw a line from each sentence to the correct picture.

## Answers

1 b            2 c  
3 e            4 a  
5 d

## Activity Book, Exercise 2

- Pupils choose the correct verb to complete each sentence.

## Answers

1 tidy            2 wash  
3 stop           4 switch off  
5 pick

## Lesson 2

### Aims

To make offers of help with the modal verb *will*:  
*I'll put some flowers in a vase.*

To listen to offers and match them to the corresponding pictures

### Structures

The modal verb *will* to make offers: *I'll tidy my bedroom.*

### Functions

Making offers

### Topic

House and home

### Resources

Pupil's Book, page 26 Study Box

Pupil's Book, page 26 Exercise 2, Listen and match

Cassette, Unit 8, Exercise 2, Listen and match  
Activity Book, page 26 Exercise 3 Read and match

Activity Book, page 26 Exercise 4, Look and write

Wall chart: Actions

Flashcards: dry the dishes, pick some flowers, switch off, vase


## Revision

- Revise the vocabulary from the previous lesson with the aid of the flashcards and/or wall chart. Then, read the first part of the story in lesson 1 once more. Ask pupils what Laila and Omar offer to do to help.
- Elicit other offers from different pupils by mime. For example, mime washing the car and encourage different pupils to say 'I'll wash the car.' Say 'Thank you, [Ahmad]' each time.
- After a couple of actions, choose a pupil to take your place and elicit the offers by doing a mime. Insist on a polite *Thank you* after each offer.

## Pupil's Book, Study Box

Unit 8


**Study Box**

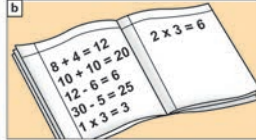



I'll put some flowers in the vase.


I'll switch off the computer.


**2 Listen and match**


a 

b 

c 

d 

e 

f 

26

- Focus on the two sentences and show how offers are formed by using *I'll* with a verb. Ask the class to tell you all the offers they have learned so far.

## Pupil's Book, Exercise 2

- Look at the pictures with the class. What can they see?
- Explain that they are going to hear a series of short dialogues. Each dialogue corresponds to one of the pictures. Pupils listen and match the dialogues with the pictures. They can write the letters in their exercise books or point to the pictures in their Pupil's Book.

## Tapescript

- 1 Girl: Look, at the lovely fruit.  
Mother: I'll buy some oranges and some apples.
- 2 Boy: It's hot in here.  
Boy: I'll open the windows.
- 3 Girl: Grandma's going to visit us soon.  
Girl: I'll write her an email.
- 4 Boy: My Maths homework isn't very easy today.  
Boy: I'll help you.
- 5 Mother: Your bedroom isn't very tidy.  
Girl: I'll tidy it now.
- 6 Mother: This is a lovely holiday.  
Girl: I'll take a photograph

## Answers

- |     |     |     |
|-----|-----|-----|
| 1 d | 2 f | 3 e |
| 4 b | 5 a | 6 c |

## Activity Book, Exercise 3

- Read aloud the sentences on the left and ask different pupils to repeat after you. After each sentence, help the class to choose the appropriate offer on the right. Explain that each sentence and response is a mini-dialogue between two people.
- Give pupils a few minutes to draw the linking lines. Correct the exercise by saying the sentences and eliciting the response. Ask pairs to stand up and act out the mini-dialogues, adding *Thank you*, as before. They can mime switching off the television, opening a window, taking a photograph on the beach, etc.

## Answers

- |     |     |     |
|-----|-----|-----|
| 1 d | 2 c | 3 f |
| 4 a | 5 e | 6 b |

## Activity Book, Exercise 4

- Pupils choose the correct verb to complete each offer.
- Correct the exercise by asking pupils to read out the whole sentence. Have different pupils repeat the answer. Model a natural intonation for making an offer and encourage the pupils to imitate you.

## Answers

- |            |         |
|------------|---------|
| 1 buy      | 2 water |
| 3 put away | 4 write |

## Lesson 3

### Aims

To make offers: *I'll buy some fruit. I'll pick some flowers.*

To sing along with a song about helping at home

To revise adverbs of frequency and time adverbials

### Structures

Present simple for routine actions: *I always tidy my bedroom. I sometimes put away the shopping.*

The modal verb *can* for making requests: *Can you help me?*

The modal verb *will* for making offers: *I'll tidy my bedroom.*

### Functions

Making offers

Talking about the home

### Topic

House and home

### Resources

Pupil's Book, page 27, Exercise 3 Look and say

Pupil's Book, page 27, Exercise 4, Sing

Cassette, Unit 8, Exercise 4, Sing

Activity Book, page 27, Exercise 5 Read and answer

Activity Book, page 27, Exercise 6 Read and write


Wall chart: Actions

- Write on the board *always* and *sometimes*. Encourage pupils to make distinctions: 'I always tidy my bedroom. I sometimes dry the dishes.'
- Revise time adverbials by asking 'When do you tidy your bedroom? In the evening? On Saturday morning?' etc.

### Pupil's Book, Exercise 3

Unit 8

#### 3 Look and say



wash

put away

buy

pick

#### 4 Sing



Can you help me?  
Yes, of course.

I'll dry the dishes.  
I'll make my bed.  
I'll pick some flowers.

Can you help me?  
Yes, of course.

I'll buy some bread  
I'll get some juice.  
I'll tidy my bedroom.

Can you help me?  
Yes, of course.

27

### Revision 1

- Before pupils open their books, read out the sentences in Exercise 3 of the Activity Book (*Read and match*) and elicit the corresponding offer. If you feel your pupils will need help remembering, write prompts in random order on the board before the lesson: either the verb alone – *take*, for example – or the whole verb phrase – *take a photograph*.
- If your pupils acted out the mini-dialogues in Lesson 2, ask them to repeat their role-plays.

### Revision 2

- As in Lesson 1, ask pupils, 'Do you help your mother at home? What do you do?' Elicit sentences in the present simple tense: 'I water the flowers.' etc.

- Focus on each of the photographs in turn. Ask pupils what they can see in each photograph.
- Explain to pupils that they are going to make offers to help at home based on the prompts in the photographs. Pupils should use one of the verbs in the box when they make their offers.
- Pupils work in pairs. Encourage them to say 'thank you' to each offer made by their partner.

### Answers

*I'll wash the car. I'll put away the shopping. I'll buy some fruit. I'll pick some flowers.*



**Pupil's Book, Exercise 4**

- Play the song once while pupils follow in their books.
- Play the song again and encourage pupils to join in as soon as they can. You can improvise actions for each of the verbs. You could also divide the class into two groups to sing the question, *Can you help me?*, and the reply: *Yes, of course*. The two groups then join together for the main verses of the song.

**Tapescript**

*Can you help me?  
Yes, of course.*

*I'll dry the dishes.  
I'll make my bed.  
I'll pick some flowers.*

*Can you help me?  
Yes, of course.*

*I'll buy some bread.  
I'll get some juice.  
I'll tidy my bedroom.*

*Can you help me?  
Yes, of course,*

**Activity Book, Exercise 5**

- Read the question out loud and ensure everyone understands. Pupils then write sentences saying what they do to help at home. You can ask them to include frequency adverbs: *always, often, usually or sometimes*.
- Pupils compare answers, asking each other 'What do you do to help your mother?'

**Activity Book, Exercise 6**

- Pupils consider each of the situations shown, then write an offer beginning with *I'll ...* Do the exercise orally with the whole class first, or let pupils prepare their answers in pairs.

**Answers**

1 *I'll help you.*                      2 *I'll take a photograph.*  
3 *I'll open the window*          4 *I'll clean my teeth.*

# Unit 9

## Lesson 1

### Aims

To revise vocabulary for describing people  
To learn vocabulary for describing people:  
*clever, funny, pretty, slim, kind, small, hair*  
The verb *have got*: *He's got (brown eyes)*.  
The verb *to be* with adjectives: *He's (clever)*.

### Structures

The verb *have got*: *He's/She's got (brown eyes)*.  
The verb *to be* + adjective: *He's/She's (very) (funny)*.

### Functions

Describing people

### Topic

Describing people

### Vocabulary

*clever, funny, kind, pretty, slim, small, hair*

### Resources

Pupil's Book, page 28, Exercise 1, Listen and read  
Cassette, Unit 9 Exercise 1, Listen and read  
Activity Book, page 28, Exercise 1, Read and match  
Activity Book, page 28, Exercise 2, Write  
Wall chart: The body

### Presentation

- Show the class the wall chart: The body. Ask the class 'What does he look like?' Point to his eyes and his hair. Present *He's got brown eyes* and *He's got black hair*. Ask the class if he is *tall* or *small*. *Is he slim?*
- You can then ask the class to describe other pupils in the class.
- Present the other new vocabulary by paraphrasing. For example, 'He's funny. He makes me laugh' or 'She's kind. She always helps me'.

## Pupil's Book, Exercise 1

Unit 9

1 Listen and read

My grandparents arrived yesterday!

What do they look like?

My grandfather is tall. He's got brown eyes. He's clever. He's very funny.

My grandmother's very pretty. She's slim. She's got brown eyes. She's very kind.

You're slim and you've got brown eyes, too!

Yes, when she was young, my grandmother looked like me!

28

- Look at the story with your pupils. Ask 'Who can you see? Who are they talking about?' Establish that Laila is talking about her grandparents. Write *grandparents* on the board. Explain: 'Your grandparents are your grandmother and grandfather.'
- Ask 'Who has got brown eyes?' Write the question on the board if necessary, to ensure it is understood. Pupils listen to the cassette and follow in their books.
- Play the cassette again, pausing after each sentence and asking different pupils to repeat.
- Ask again, 'Who has got brown eyes?' The answer is 'Laila's grandfather', 'Laila's grandmother' or 'Laila'. Remind the pupils: 'Laila looks like her grandmother.'

### Tapescript

LAILA: My grandparents arrived yesterday!  
HALA: What do they look like?

LAILA: My grandfather is tall. He's got brown eyes. He's clever. He's very funny.

LAILA: My grandmother's very pretty. She's slim. She's got brown eyes. She's very kind.

HALA: You're slim and you've got brown eyes, too!

LAILA: Yes, when she was young, my grandmother looked like me!

## Activity Book, Exercise 1

- Look at Sentence 1 with the class. Ask a pupil to read it out, then hold up your book and point to the correct picture.
- Let pupils complete the exercise themselves, working individually.
- Circulate and monitor their work, helping as necessary. Then correct the activity with the whole class.

### Answers

1 c 2 a 3 b 4 e 5 d

## Activity Book, Exercise 2

- Pupils must complete the sentences with the correct adjective from the box. Do the activity orally first, then ask pupils to complete it in writing.
- Invite different pupils to read their completed sentences aloud.

### Answers

1 clever 2 pretty 3 funny 4 kind

## Lesson 2

### Aims

To practise basic vocabulary and structures for describing people: *He's got (brown eyes). He's (tall). He's wearing (a blue shirt).*  
To revise vocabulary for clothes

### Structures

The verb *have got*: *He's/She's got black hair.*  
The verb *to be* + adjective: *He's/She's [tall and slim].*  
Present continuous: *What's he/she wearing? He's wearing a blue shirt.*

### Functions

Describing people

### Topic

Describing people

### Resources

Pupil's Book, page 29, Study Box  
Pupil's Book, page 29, Exercise 2, Listen and match  
Pupil's Book, page 29, Exercise 3, Ask and answer  
Cassette, Unit 9, Exercise 2, Listen and match  
Activity Book, page 29, Exercise 3, Read and match  
Activity Book, page 29, Exercise 4, Look and write  
Wall chart: The body  
Flashcards: dress, skirt, shirt, t-shirt, shorts, trousers, socks, shoes

### Revision 1

- Show pupils the wall chart once more. Ask pupils 'What does he / she look like?' Encourage pupils to describe the children.

### Revision 2

- Show pupils the flashcards of the clothes items. Revise the vocabulary with the class.
- Refer pupils to the wall chart. Ask pupils 'What is he/she wearing?'. Elicit descriptions from pupils, using *He /She's wearing*'...

## Pupil's Book, Study Box

Unit 9

**Study Box**

What does she look like?

She's tall.  
She's got brown eyes.  
She's wearing a yellow dress.

2 Listen and match

a

b

c

d

3 Ask and answer

What does he/she look like?

1

2

3

4

What is he/she wearing?

29

- Look at the Study Box with the class. On the board, contrast the two structures, *She's got (She has got)* and *She's (She is)*. Show how *She's got* is followed by a part of the body (noun phrase), while *She's* is followed by a describing word (adjective).
- Give further examples: *She's got brown hair. She's tall / small / very clever.* Remind pupils that *She's* becomes *He's* if we're talking about a boy or a man.

### Pupil's Book, Exercise 2

- Ask pupils to name the clothes items in the pictures. Explain to pupils that they are going to listen to four descriptions on the cassette. They have to match them to the pictures.
- Afterwards, focus on each picture in turn and ask pupils to recall the description they heard on the cassette.

#### Tapescript

- 1 He's tall and slim. He's wearing a blue t-shirt and black shorts.
- 2 He's small. He's wearing a white shirt and brown trousers.
- 3 She's small. She's wearing a green shirt and a green skirt.
- 4 She's tall. She's wearing a pink and white dress.

#### Answers

- 1 c   2 d   3 b   4 a

### Pupil's Book, Exercise 3

- Ask a pupil to read the questions in the speech bubbles. Let pupils work in pairs for a few minutes to prepare as many sentences as they can about the people in the picture, using the structures shown in the Study Box. Circulate and listen to their ideas, helping and correcting where necessary.
- Invite different pairs to say their sentences to the rest of the class. The others must say which person in the picture is being described.

#### Suggested answers

- He's tall. He's got black hair. He's wearing a blue t-shirt and black trousers. He's very happy.*  
*He's tall and slim. He's wearing a blue shirt.*  
*She's small. She's wearing a pink dress.*  
*She's tall and slim. She's got black hair. She's wearing a green shirt and green trousers.*  
*She's small. She's got white hair. She's wearing a yellow dress.*

### Activity Book, Exercise 3

- Let pupils read the descriptions quietly to themselves, in order to gain confidence in reading comprehension. They must then match the descriptions to the people shown on the right.
- Correct the activity with the whole class, asking pupils to read the descriptions aloud.

#### Answers

- 1 d   2 a   3 b   4 c

### Activity Book, Exercise 4

- Pupils must look at the pictures and write descriptions, as in the example. Depending on the level of your class, you may wish to go through the activity orally first.

#### Answers

- 1 He's small. He's got short, white hair.
- 2 She's tall and slim. She's got long, black hair.
- 3 He's small.
- 4 She's slim and pretty.

## Lesson 3

#### Aims

- To practise basic vocabulary and structures for describing people
- To complete a written project describing a person

#### Structures

- The verb *have got*: *He's/She's got [brown eyes].*
- The verb *to be* + adjective: *He's/She's (very) [funny].*

#### Functions

- Describing people

#### Topic

- Describing people

#### Resources

- Pupil's Book, page 8   Exercise 4, Look and say
- Pupil's Book, page 8   Exercise 5 Project: Describe a person
- Activity Book, page 8   Exercise 5 Read, match and write
- Activity Book, page 8   Exercise 6 Project: Describe a person
- Wall chart: The body


## Revision

- Ask 'Who am I talking about? He's in this class ...' Describe a pupil in the class, without giving the name. Use the structures presented so far in Unit 9. Extend your description to reactivate other areas of language, such as likes and dislikes and so on.

## Pupil's Book, Exercise 4

Unit 9

**4 Look and say**



**5 Project: Describe a person**

*My dad is tall.  
He's slim.  
He's got brown eyes.  
He's got black hair.  
He's very clever.  
He's kind.*

30

- Look at the photograph of the people with the class. Point to each person in turn and elicit descriptions of the people from different pupils. Pupils can also describe what the people in the photograph are wearing.
- Then, give pupils a few minutes to talk about the photos in pairs. They can take turns to describe one of the people and see if their partner can show them who it is. Circulate and help where necessary.

## Activity Book, Exercise 5

- The task is to read the description and find out the names of the children in the photo. Pupils then

write the children's names in the correct spaces.

- Give pupils a few minutes to read the letter quietly to themselves, then ask questions to ensure they have understood: 'Is Bashaar small? ... Who is Maya's sister? What is her name? ... Is Lubna small? ...' etc.
- Let pupils write the names, then check the answers with the whole class.

## Answers

a Lubna    b Bashaar    c Maya

## Pupil's Book, Exercise 5

- Tell pupils they are going to write a description of someone in their family, or one of their friends. Ask different pupils to read aloud the description in the Pupil's Book, changing the reader after each sentence. Refer pupils to the corresponding exercise in the Activity Book, which will help them to structure their answers. Pupils can then copy their descriptions onto bigger sheets of paper, which you can then display in the classroom.

## Activity Book, Exercise 6

- The questionnaire in the Activity Book will help pupils to structure their descriptions. First, they should decide who they are going to describe, and write their name in the space provided.
- They then consider the list of statements and decide whether or not they apply to the person they want to describe. They put ticks or crosses accordingly.
- Pupils can now draft their descriptions, using the statements that apply to the person they are describing. Circulate and check their work, helping where necessary.
- If time allows, pupils can copy their descriptions on a loose sheet of paper, and add a drawing. Display their work.

## Lesson 1

### Aims

To revise the use of *going to* to make plans for the future: *I'm going to make a cake.*

To revise making offers with the modal verb *will*: *I'll close the window.*

### Structures

*Going to* for making plans: *I'm going to do my homework.*

The modal verb *will* for making offers: *I'll switch off the computer.*

### Functions

Making offers

Talking about future plans

### Topic

Plans for the future

### Resources

Pupil's Book, page 3, Exercise 1, Listen and read

Cassette, Unit 10 Revision 2, Exercise 1, Listen and read

Activity Book, page 3, Exercise 1, Look and write

Activity Book, page 3, Exercise 2, Read and answer

Wall chart: Actions

Flashcards: go shopping, go for a walk, have dinner, do my homework, tidy my bedroom, dry the dishes, pick some flowers, switch off

### Revision

- Before the lesson begins, write on the board *What are you going to do this afternoon/evening?*
- Ask different individuals 'What are you going to do this afternoon/evening?', and point to the question on the board. Continue with other questions: 'What are you going to do on Saturday morning?' etc. Elicit full sentences beginning 'I'm going to ...'
- Help pupils with vocabulary they may need with the use of the flashcards and the wall chart.

## Pupil's Book, Exercise 1

**Unit 10** **Revision 2**

**1 Listen and read**

Can you put away your books, please?  
Yes, Miss Rana.

I'll close the window.  
I'll switch off the computer.

What are you going to do this afternoon, Omar?  
I'm going to do my homework. Then, I'm going to play football.

What are you going to do this afternoon, Laila?  
I'm going to make a cake for my grandparents.  
I'll help you!

31

- Ask pupils 'Who can you see? Where are they? Are they at home or are they at school?'
- Once pupils have grasped the general sense of the story from the pictures, ask them to close their books. Alter the question you wrote up earlier so that it says *What's Omar going to do this afternoon?* Play the cassette. Pupils listen and try to find the answer to the question.
- Ask 'What's Omar going to do this afternoon?' Elicit the answer from several different pupils before finally confirming that they are correct. Then ask, 'What's Laila going to do this afternoon?' and elicit the correct answer.
- Play the cassette again, pausing after each sentence. Ask different pupils to repeat what they have just heard.
- Play the dialogue for the second frame. Ask pupils to write down what Omar and Laila say. If necessary, write *I'll* on the board to remind them how we offer to do things.
- Pupils open their Pupil's Books at page 3 and check the sentences they have written.

**Tapescript**

MISS RANA: Can you put away your books, please?

GIRLS: Yes, Miss Rana.

OMAR: I'll close the window.

LAILA: I'll switch off the computer.

ALI: What are you going to do this afternoon, Omar?

OMAR: I'm going to do my homework. Then, I'm going to play football.

HALA: What are you going to do this afternoon, Laila?

LAILA: I'm going to make a cake for my grandparents.

HALA: I'll help you!

**Activity Book, Exercise 1**

- Pupils must look at each picture and make an appropriate offer beginning *I'll ...* with one of the verbs in the box. Do the exercise orally with the whole class.
- Pupils complete the exercise in writing.

**Answers**

1 I'll close the window.

2 I'll help you.

3 I'll put the flowers in the vase.

4 I'll switch off the computer.

**Activity Book, Exercise 2**

- First, remind pupils of the example from the Study Box in Unit 7: *I'm going to do my homework*. List the personal pronouns on the board, as before: *I, you, he, she, we, they*. Point to each in turn and elicit the full sentence: 'We're going to do our homework.' etc.
- Focus on Exercise 2 in the Activity Book. Do the exercise orally first, then ask pupils to complete it in writing.

**Answers**

1 We're going to have

2 We're going to see

3 He's going to come home

4 I'm going to do my homework

**Lesson 2****Aims**

To revise *going to* for making plans: *What are you going to do this afternoon? I'm going to do my homework.*

To revise common collocations

**Structures**

*Going to* for making plans: *What are you going to do this afternoon? I'm going to do my homework.*

**Functions**

Talking about future plans

**Topic**

Plans for the future

**Resources**

Pupil's Book, page 2, Exercise 2, Ask and answer

Pupil's Book, page 2, Exercise 3 Look and match

Activity Book, page 2, Exercise 3 Look and write

Activity Book, page 2, Exercise 4, Read and match

**Revision 1**

- Practise the question *What are you going to do ...* with different time adverbials. First, ask 'What are you going to do this afternoon?' and ask the class to repeat. Then ask 'What are you going to do tomorrow morning?' and have them repeat again.
- Continue, giving just the adverb phrase and encouraging them to repeat the whole question: *on Saturday morning / on Saturday afternoon / this evening / this weekend / in the night, etc.*
- Put the same questions to different individuals and elicit true responses with *I'm going to ...*

## Pupil's Book, Exercise 2

**Unit 10  
Revision 2**

**2 Ask and answer** What are you going to do this afternoon?

**3 Look and match** Can you match the verbs and nouns?

go	the shopping
have	for a walk
meet	the computer
put away	my friends
dry	dinner
switch off	the dishes

32

- Focus on the girl's question and ask a pupil to read it aloud. Point to the first picture and elicit the answer from several different pupils: 'I'm going to read a book.'
- Pupils work in pairs, asking and answering about the four pictures. Tell them to take turns at asking the questions and at answering. Circulate, listen and correct pronunciation where necessary.

### Answers

- 1 I'm going to read a book.
- 2 I'm going to go shopping.
- 3 I'm going to go for a walk.
- 4 I'm going to do my homework.

## Activity Book, Exercise 3

- Read the question at the top of the exercise and ask one or two pupils to repeat it.
- Pupils must look at the pictures and write about the people's plans for the weekend, using the correct subject pronoun followed by *going to*.

- Do the exercise orally with the whole class, and then ask pupils to complete it in writing.

### Answers

- 1 They're going to go shopping.
- 2 They're going to play football.
- 3 She's going to read a book.
- 4 They're going to have dinner in a restaurant.

## Pupil's Book, Exercise 3

- Pupils must match the verbs shown on the left with the noun phrases on the right. Give them a few minutes to work on the exercise in pairs, while you circulate and help.
- Bring the class together to check their answers.

### Answers

go for a walk, have dinner, meet my friends, put away the shopping, dry the dishes, switch off the computer

## Activity Book, Exercise 4

- Pupils match the verbs on the left of the exercise with the corresponding noun on the right. Let pupils do the exercise individually while you circulate and monitor their work.
- Correct the exercise with the whole class.

### Answers

- 1 pick some flowers
- 2 stop work
- 3 do my homework
- 4 have Science
- 5 go shopping

### Extra revision activities

- At the back of the Activity Book, there are extra activities which can be used to revise the vocabulary and structures from Units 69. The activities can be done in class or as homework and are intended as revision in preparation for Test 2.

### Exercise 3, Write

- Pupils complete the sentences with the correct preposition.



## Answers

- |      |      |
|------|------|
| 1 in | 2 in |
| 3 in | 4 on |
| 5 in | 6 on |

## Exercise 4, Look and write

- Look at the picture of Mother with the class.  
Explain that the girl is offering to help her mother.  
Pupils complete the sentences.

## Answers

- |             |                          |
|-------------|--------------------------|
| 1 dry       | 2 I'll put away          |
| 3 I'll pick | 4 I'll stop / switch off |

## Test 2

## Answers

### Exercise 1, Tick [✓] or cross [X]

- |       |       |
|-------|-------|
| 1 [X] | 2 [✓] |
| 3 [✓] | 4 [✓] |
| 5 [✓] | 6 [X] |

### Exercise 2, Write

- |      |      |
|------|------|
| 1 on | 2 in |
| 3 in | 4 in |
| 5 on | 6 in |

### Exercise 3, Write

- |         |       |
|---------|-------|
| 1 you   | 2 am  |
| 3 going | 4 is  |
| 5 you   | 6 are |

### Exercise 4, Read and write

Verbs: buy, make, meet, play, read, tidy

Nouns: apple, book, cake, computer, flower, window

### Exercise 5, Write

- |            |           |
|------------|-----------|
| 1 computer | 2 books   |
| 3 bed      | 4 flowers |
| 5 bedroom  | 6 door    |

### Exercise 6, Match the verbs and nouns

- |                |              |
|----------------|--------------|
| 1 the window   | 2 for a walk |
| 3 the shopping | 4 my friends |
| 5 lunch        | 6 the dishes |

# Unit 11

## Lesson 1

### Aims

To teach the past simple form of irregular verbs: *We went to Bosra last month. We saw the theatre.*

To revise words for buildings in a town

To learn new vocabulary: *ate, bought, drank, read, sat, saw, went, wrote, newspaper, postcard*

To read and answer questions about a postcard

### Structures

The past simple tense: irregular verbs: *We went to Bosra last month. We saw the theatre.*

### Functions

Talking about the past

Talking about holidays

### Topic

Holidays

### Vocabulary

*ate, bought, drank, read, sat, saw, went, wrote, newspaper, postcard*

### Resources

Pupil's Book, page 3 Exercise 1, Listen and read

Cassette, Unit 11, Exercise 1, Listen and read  
Activity Book, page 3 Exercise 1, Read and match

Activity Book, page 3 Exercise 2, Read and tick [✓] or cross [✗]

Flashcard: postcard

A guide or book from any famous museum, or museum souvenirs, e.g. postcards, ornaments, if available

A newspaper, if available

### Presentation 1

- Present the new vocabulary with the aid of the flashcard. Present *newspaper*, either by showing pupils a real newspaper if available or the picture in the Pupil's Book.

## Pupil's Book, Exercise 1

Unit 11

1 Listen and read

This is for you, Laila. We bought it in Bosra.

We went to Bosra last month.

Thank you, Grandma! It's really pretty.

This book is for you, Omar. We bought it in the museum.

Thank you, Grandma! What was Bosra like?

We had a lovely time. We saw the theatre. It's very big!

I wrote postcards and ate fruit.

I read the newspaper.

I'd like to visit Bosra!

We stayed in a nice hotel. We sat in the hotel gardens. We drank coffee.

33

- Pupils open their books at page 3 Ask 'Who can you see?' Elicit the names of the characters.
- Ask pupils to listen to the cassette and follow in their books. Tell them to count the places in Bosra that Grandma and Grandpa say they went to. Play the cassette two or three times.
- Ask comprehension questions: 'Where did Grandma buy the book? In the hotel? ... Where did they drink coffee? In the museum? In the theatre? ... Who read the newspaper? Grandma or Grandpa?'
- Ask 'How many places?' and establish that they went to the museum and the theatre, and they stayed in a hotel: three places.
- Play the cassette again. Pause after each sentence and ask different pupils to repeat.

### Tapescript

GRANDMA: This is for you, Laila. We bought it in Bosra.

GRANDPA: We went to Bosra last month.

LAILA: Thank you, Grandma! It's really pretty.

GRANDMA: *This book is for you, Omar. We bought it in the museum.*

OMAR: *Thank you, Grandma! What was Bosra like?*

GRANDMA: *We had a lovely time. We saw the theatre. It's very big!*

GRANDPA: *We stayed in a nice hotel. We sat in the hotel gardens. We drank coffee.*

GRANDMA: *I wrote postcards and ate fruit.*

GRANDPA: *I read the newspaper.*

OMAR: *I'd like to visit Bosra!*

## Followup

- Focus on the first frame of the picture sequence on page 3. Ask the pupils to tell you which words are verbs. Explain that *bought* and *went* are the past tense forms of *buy* and *go*, just as *talked* and *started* are the past tense of *talk* and *start*, as we saw in Unit 3.
- Ask pupils to identify the other verbs on page 3 and see if they can tell you the present-tense form of each verb. Point out that the verb *read* is spelt the same in the present and in the past, but the pronunciation is different: /rɪ:d/ and /red/.

## Activity Book, Exercise 1

- Pupils match the verbs in the present tense with their past tense forms.
- Extend the exercise by asking pupils to imagine they are Grandma and Grandpa and are talking about their visit to Bosra. They must make whole sentences with the past-tense verbs, beginning *We* ... 'We went to Bosra. We saw the theatre.' etc.

## Answers

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

## Activity Book, Exercise 2

- Read Grandma's postcard aloud while pupils follow in their books.
- Ask pupils to read the eight sentences about Grandma's postcard quietly to themselves, to develop their reading comprehension. They must then decide whether each sentence is correct or incorrect, and put a tick or a cross accordingly.
- Ask pupils to correct the sentences that have been

marked with a cross.

## Answers

1 [X]	2 [X]	3 [✓]	4 [X]
5 [X]	6 [X]	7 [✓]	8 [X]

## Lesson 2

### Aims

- To consolidate the past simple form of irregular verbs
- To listen and match descriptions with pictures

### Structures

The past simple tense: irregular verbs: *I ate an ice cream. I bought a new camera.*

### Functions

Talking about the past

### Topic

Holidays

### Resources

- Pupil's Book, page 3, Study Box
- Pupil's Book, page 3, Exercise 2, Listen and match
- Cassette, Unit 11, Exercise 2, Listen and match
- Activity Book, page 3, Exercise 3 Read and write
- Activity Book, page 3, Exercise 4, Look and write

## Revision 1

- Before pupils open their books, play the cassette from Lesson 1 again (*Listen and read*), pausing after each sentence and asking different pupils to repeat.
- Ask pupils to imagine that they are Grandma and Grandpa talking about their visit to Bosra. Give them different prompts – *a book, the theatre*, etc. – and help them to make sentences in the simple past tense, beginning with *We*: *We bought a book. We saw the theatre.* etc.

## Pupil's Book, Study Box

Unit 11

**Study Box**

buy	<b>bought</b>	drink	<b>drank</b>
go	<b>went</b>	read	<b>read</b>
see	<b>saw</b>	write	<b>wrote</b>
sit	<b>sat</b>	eat	<b>ate</b>

**2** Listen and match

**a**

**b**

**c**

**d**

**e**

**f**

34

- Focus on the verbs in the Study Box. Point out that the first verb in each pair is the present tense, and the second verb is the past. Read each pair and ask the class to repeat, making clear distinctions between the pronunciation of each tense.
- You can then ask pupils to make true sentences with each past tense verb from the Study Box, beginning *Last weekend, I ...* Give them a few minutes to prepare, working individually or in pairs.
- Treat the exercise as a speaking activity initially. You may then ask pupils to write their sentences so you can correct them.

## Pupil's Book, Exercise 2

- Ask pupils what they can see in the pictures. 'What are the children doing?' 'Where are they?'
- Explain to pupils that they are going to listen to the children in the pictures talking about what they did yesterday. Pupils listen and write the corresponding letter in their exercise books.

## Tapescript

- 1 I ate an ice cream.
- 2 I went to the theatre with my family.
- 3 I sat in the park with my friend.
- 4 I bought a new camera.
- 5 I read a book about dinosaurs.
- 6 I wrote an email to Grandpa.

## Answers

- |     |     |
|-----|-----|
| 1 c | 2 b |
| 3 e | 4 a |
| 5 d | 6 f |

## Activity Book, Exercise 3

- Pupils must complete the sentences with the verbs in the box. Do the exercise orally first as a whole-class activity. Don't let pupils write anything. Once the correct answer is established, ask several different pupils to repeat it.

## Answers

- |         |                 |
|---------|-----------------|
| 1 drank | 2 sat / read    |
| 3 ate   | 4 went / bought |
| 5 wrote | 6 saw           |

## Activity Book, Exercise 4

- Read the question and ensure that pupils understand it. There is no need to teach simple-past question forms at this point: these will be presented in Unit 13
- Do the activity orally first. Tell the pupils that all the verbs they need appear in the word box in the previous exercise.
- Pupils complete the exercise in writing.

## Answers

- |                        |                      |
|------------------------|----------------------|
| 1 He bought an apple.  | 2 He went to school. |
| 3 He drank some juice. | 4 He read a book.    |
| 5 He wrote a letter.   |                      |

## Lesson 3

### Aims

To practise the past simple form of irregular verbs: *He wrote a postcard. He read a book.*  
To learn the order of nouns and adjectives in a sentence

### Structures

The past simple tense: irregular verbs: *He wrote a postcard. He read a book.*

### Functions

Talking about the past

### Topic

Holidays

### Resources

Pupil's Book, page 3 Exercise 3 Look and say

Pupil's Book, page 3 Exercise 4, Read and order

Activity Book, page 3 Exercise 5 Look and write

Activity Book, page 3 Exercise 6 Write

### Revision 1

- Before pupils open their books, play the cassette from Lesson 2 (*Listen and match*), pausing the tape recorder after each sentence and asking different pupils to repeat.

### Revision 2

- Ask pupils 'What did you do last weekend?' Encourage them to repeat the sentences they wrote in Lesson 2, beginning *Last weekend, I ...* You can prompt them by giving them the noun phrase as a prompt: 'an email to my cousin' – *Last weekend I wrote an email to my cousin.*

## Pupil's Book, Exercise 3

Unit 11

**3 Look and say**



**4 Read and order**

Grandma bought a **pretty** vase. Laila has got **brown** hair.

Giraffes have got \_\_\_\_\_ .      **brown**      **teeth**

Sharks have got \_\_\_\_\_ .      **necks**

Omar has got \_\_\_\_\_ .      **long**      **sharp**      **eyes**

35

- Focus on photographs on page 3 Tell pupils that Mazen, the boy in the picture, went on holiday to Damascus last month with his family. The photographs show what he did. Ask pupils what they can see in the photographs.
- Pupils work in pairs to talk about what Mazen did on holiday. If you wish, you can write the verbs that pupils will need to use on the board.

### Suggested answers

*He ate an ice cream. He went to the museum. He bought a book.*

### Activity Book, Exercise 5

- Pupils write about the pictures and say what Amer and Hani did yesterday. You could work through the whole exercise orally first, then ask pupils to complete it in writing. Alternatively, work through it picture by picture, discussing the correct answer then asking pupils to write it.

## Answers

- 1 Yesterday, Amer and Hani went to the beach.
- 2 They bought an ice cream.
- 3 They played football.
- 4 They drank some water
- 5 They had dinner.

## Presentation 1

- Write on the board Grandpa's sentence from page 3 of the Pupil's Book: *We stayed in a nice hotel.* Use it to illustrate the difference between an adjective or 'describing word' (*nice*) and a noun (*hotel*).
- Work with the whole class to find other adjectives on page 3 *pretty, lovely, big.*

## Pupil's Book, Exercise 4

- Look at the exercise with the class. Explain that the words in pink are describing words (adjectives) whilst the words in blue are nouns. Explain to pupils that in English, the adjective always comes before the noun in a sentence.
- Help pupils to complete the three sentences with the correct adjective and noun in the right order.

## Answers

- Giraffes have got long necks.*  
*Sharks have got sharp teeth.*  
*Omar has got brown eyes.*

## Activity Book, Exercise 6

- Focus on the example answer. Pupils complete the sentences with the noun and adjective in the right order. Pupils can then do the exercise individually or in pairs.

## Answers

- 1 *Grandma bought an interesting book.*
- 2 *Elephants have big ears.*
- 3 *We stayed in a nice hotel.*
- 4 *Hind has got short hair.*
- 5 *Laila had a very busy day yesterday.*

# Unit 12

## Lesson 1

### Aims

To learn new prepositions of movement and place: *in front of, behind, at the top/bottom, in the middle*

To introduce short answers in the past simple tense: *Did you like it? Yes, we did.*

To revise names of places in a town

To talk about the Roman theatre at Bosra

### Structures

Prepositions of movement and place: *in front of, behind, at the top (of), at the bottom (of), in the middle (of)*

Short questions and answers in the past simple: *Did you like it? Yes, I/we did. No, I/we didn't.*

### Functions

Expressing location

### Topic

Describing places

### Vocabulary

*in front of, behind, at the top (of), at the bottom (of), in the middle (of) stage, steps*

### Resources

Pupil's Book, page 36 Exercise 1, Listen and read

Cassette, Unit 12, Exercise 1, Listen and read

Activity Book, page 36 Exercise 1, Look and match

Activity Book, page 36 Exercise 2, Read and write

Flashcards: *in front of, behind, at the top, at the bottom, in the middle*

A large photo of the theatre at Bosra, if available

### Revision

- Ask pupils to tell you the buildings you can find in a town or city. Revise *hotel, museum and theatre*.

### Presentation 1

- Use the flashcards to present the new vocabulary.
- Draw a simple town map on the board to practise the new vocabulary. Tell pupils, 'The (hotel) is in front of the (theatre)'. Encourage pupils to form more sentences. You can also ask pupils, 'Where's the (hotel)?'

### Presentation 2

- Show the class a photograph of the ancient theatre at Bosra, if one is available. Ask, 'What's this?' See if anyone is able to identify it as 'A theatre'. If not, say 'It's the theatre at Bosra. It's very big and it's very old.'
- Ask: 'Is it big or is it small? ... Is it old or is it new?' ... If anyone has been to the theatre, ask 'Did you like it?' Model the short-form answer: 'Yes, I did' or 'No, I didn't.'

### Pupil's Book, Exercise 1

- Pupils look at the picture sequence on page 36. Ask, 'Who can you see? ... What are they talking about?'
- Say: 'There are two adjectives in the dialogue. Can you find them?' Play the cassette.
- Ask 'What are the two adjectives?' Elicit the answers: *old* and *big*.
- Follow the usual procedure for the *Listen and read* activities.
- Help pupils with the new words *stage* and *steps* using the pictures in the story.

**Tapescript**

GRANDMA: Look! There's Grandpa in front of the theatre. We stayed in a hotel behind the theatre.

LAILA: Did you like it?

GRANDMA: Yes, we did!

LAILA: Look! Grandpa is at the top of the theatre!

GRANDMA: Yes. I was at the bottom. I could hear him!

GRANDPA: The stage is in the middle of the theatre. We went up and down a lot of steps!

GRANDPA: It's very old.

GRANDMA: It's very big.

LAILA: It's very interesting. I'd like to visit!

**Activity Book, Exercise 1**

- Do the activity with the whole class first, asking pupils to point to the correct picture. As each picture is identified, describe what is shown and ask pupils to repeat: 'He's at the bottom of the sea ... It's in the middle of the park' ... etc.

**Answers**

1 b            2 c  
3 a            4 e  
5 d

**Activity Book, Exercise 2**

- Refer to the prepositions listed in Exercise 1. Point out that *at the top* and *at the bottom* include the word *at*, while *in front of* and *in the middle* use *in*.
- Read the sentences in Exercise 2 with the class and select the correct preposition: *at* or *in*. Pupils can then complete the exercise in writing.

**Answers**

1 at            2 in  
3 in            4 at  
5 at            6 at

**Lesson 2****Aims**

To consolidate prepositions of movement and place: *The bird is at the top of the tree.*

To practise Yes/No questions in the past simple tense: *Did you play tennis yesterday? Yes, I did / No, I didn't.*

**Structures**

Prepositions of movement and place: The simple past tense (interrogative and short-form answers): *The bird is at the top of the tree.*

Short questions and answers in the past simple: *Did you [play tennis] yesterday? Yes, I did. / No, I didn't.*

**Functions**

Expressing location

Asking for and giving information

**Topic**

Describing places

**Resources**

Pupil's Book, page 3, Study Box

Pupil's Book, page 3, Exercise 2, Look and say

Pupil's Book, page 3, Exercise 3 Ask and answer

Activity Book, page 3, Exercise 3 Look and write

Activity Book, page 3, Exercise 4, Read and answer

Flashcards: in front of, behind, at the top, at the bottom, in the middle

**Revision**

- Revise the prepositions from the previous class with the flashcards.
- Ask the class to describe where items in the classroom are with the correct preposition.



## Pupil's Book, Study Box

Unit 12

Study Box

in front of    behind    at the top    at the bottom    in the middle

**2 Look and say**

The bird is at the top of the tree.

**3 Ask and answer**

Did you play tennis yesterday?

Yes, I did.

37

- Pupils turn to page 3 and look at the Study Box. Ask 'What can you see?' and elicit the answer from different pupils: 'It's a cat.'
- Focus on each picture in turn. Ask 'Where's the cat?' Encourage pupils to answer in full sentences.

### Answers

*It's in front of the shop.  
It's behind the door.  
It's at the top of the steps.  
It's at the bottom of the steps.  
It's in the middle of the stage.*

## Pupil's Book, Exercise 2

- Focus on each picture in turn and help pupils to make a sentence like the one shown in the speech bubble. Ask several different pupils to repeat each answer. Ask pupils to continue in pairs.
- Pupils can write the four sentences in their notebooks, if time allows.

### Answers

- 1 The bird is at the top of the tree.
- 2 The girl is in front of the television.
- 3 The boy is behind the tree.
- 4 The boat is in the middle of the sea/lake.

## Activity Book, Exercise 3

- Do the exercise orally first with the whole class. Once the correct answer is established, ask different pupils to read the whole sentence.
- Pupils complete the exercise in writing.

### Answers

- 1 at the bottom / at the top
- 2 in front / behind
- 3 in the middle / behind

### Presentation

- Ask different pupils, 'What did you do yesterday? Did you watch television yesterday? Did you meet your friends yesterday?' Begin with questions which are likely to produce an affirmative response. Insist on short-form answers: *Yes, I did.*
- As you ask each question, write the verb on the board: *watch, meet*, etc.
- Continue with questions which will produce a negative response, writing up the verbs as before: 'Did you go to Bosra yesterday? Did you buy a tennis racket yesterday?' Model the answer *No, I didn't* and insist that pupils use it rather than just *No*.

## Pupil's Book, Exercise 3

- Ask two pupils to read aloud the question and answer shown in the speech bubbles.
- Ask other pupils to ask questions about the pictures: 'Did you ride your bike yesterday? Did you play tennis yesterday?' Ask several pairs to ask and answer the same questions.
- Help pupils to make other questions. Use the wall charts and flashcards to help pupils formulate other questions. Write the verbs on the board. Pupils can answer using *Yes, I did* or *No, I didn't*.
- Give pupils five minutes to ask and answer in pairs. They can use the verbs on the board, the flashcards or their own ideas. Circulate, listen and help.

## Activity Book, Exercise 4

- Pupils answer the questions using short answers: *Yes, I did* or *No, I didn't*.

## Answers

Pupils' answers

## Lesson 3

### Aims

To practise prepositions of movement and place: *At the top of the picture, there are some clouds. In the middle of the picture, there is a house.*  
To sing along with a song to practise prepositions

### Structures

Prepositions of movement and place: *At the top of the picture, there are some clouds. In the middle of the picture, there is a house.*

### Functions

Describing a picture  
Expressing location

### Vocabulary

flew

### Topic

Describing places

### Resources

Pupil's Book, page 8, Exercise 4, Look and say  
Pupil's Book, page 8, Exercise 5 Sing  
Cassette, Unit 12, Exercise 5 Sing  
Activity Book, page 8, Exercise 5 Look, read and match  
Activity Book, page 8, Exercise 6 Look and write


## Revision 1

- Start by playing the cassette from Lesson 1 (*Listen and read*). Pause the cassette after each sentence. Ask different pupils to repeat what they have just heard, without looking in their books.

## Pupil's Book, Exercise 4

Unit 12

**4 Look and say**




**5 Sing**

Yesterday was a windy day,  
I flew my kite but it flew away.

It flew into the sky.  
It flew through the clouds.  
It flew up and down.  
It flew through the town.

It flew in front of houses.  
One, two and three.  
And then my kite  
Flew into a tree!

I watched my kite  
At the top of the tree.  
It came down the tree  
And then it flew to me!



38

- Look at the photographs with the class. Ask pupils what they can see in the pictures and what is happening.
- Ask more detailed questions: 'What can you see at the top of the photograph?' Continue with *in the middle* and *at the bottom*.
- Ask pupils to work in pairs. One pupil describes a photograph as above. The other pupil listens and matches the description to a photograph. Pupils can then change roles.

## Pupil's Book, Exercise 5

- Ask pupils what they can see in the picture (a kite). Play the song through once, while pupils follow in their books.
- Play it again and encourage the class to sing along. You can use simple actions to illustrate the words and reinforce comprehension. Ask pupils to identify the present tense form of the irregular past simple verb *flew* in the song.

## **Tapescript**

*Yesterday was a windy day.  
I flew my kite but it flew away.*

*It flew into the sky.  
It flew through the clouds.  
It flew up and down.  
It flew through the town.*

*It flew in front of houses.  
One, two and three.  
And then my kite  
Flew into a tree!*

*I watched my kite  
At the top of the tree.  
It came down the tree  
And then it flew to me!*

## **Activity Book, Exercise 5**

- Ask pupils to look at the picture. What can they see? Ask pupils to try describing the picture without looking at the texts beneath.
- Pupils then read the descriptions and choose the description that matches the picture. They then write the number in the space provided.

## **Answer**

Text 1

## **Activity Book, Exercise 6**

- Ask pupils to tell you what they can see in the picture. Then, ask pupils to tell you what is at the top of the picture, in the middle of the picture and at the bottom of the picture.
- Pupils then complete the descriptions in writing.

## **Answers**

- 1 there are some clouds, a kite and a plane.
- 2 there are some trees, a house, two boys and a car.
- 3 there are some flowers, a boy and a ball.

# Unit 13

## Lesson 1

### Aims

To ask questions in the past simple tense: *What time did you get up? What did you do in the evening?*

To tell the time: *I got up at five o'clock. I usually went to bed at half past nine.*

### Structures

Questions in the past simple tense: *Where did you live? What time did you [get up]?*

### Functions

Talking about the past

Telling the time

### Topic

Past times

### Vocabulary

*a quarter to/past, half past, get up/got up (v), sell (v)/sold, go to bed, farm, did, made*

### Resources

Pupil's Book, page 9 Exercise 1, Listen and read

Cassette, Unit 13 Exercise 1, Listen and read

Activity Book, page 9 Exercise 1, Read and match

Activity Book, page 9 Exercise 2, Read and write

### Presentation

- Before the lesson begins, write the following questions on the board: *Where did you live when you were young? What did you do at the weekend? What did you do in the evening?*
- Ask the class to imagine that they are talking to their grandparents and they want to learn about life fifty years ago. Focus on the questions on the board. Read them aloud, asking different pupils to repeat. Say, 'Omar and Laila's grandma is going to answer these questions.'
- Ask pupils to suggest other questions that Omar and Laila could ask Grandma, beginning *What time did you ...* and *What did you do ...* If necessary, prompt them with verbs: *go to school, have lunch, have dinner, go to bed, etc.* You could also give times (*at the weekend, etc.*) to prompt the question *What did you do at the weekend?* etc. Or, hold up the *winter and summer* flashcards: *What did you do in the winter? ... summer?*

## Pupil's Book, Exercise 1

Unit 13

1 Listen and read

Where did you live when you were young, Grandma?  
I lived on a farm in the country.

What time did you get up?  
I got up at five o'clock.

What did you do at the weekend?  
I helped my mother. I did my homework. I made bread.

On Saturday, we went to the market.  
What did you sell in the market?  
We sold eggs and vegetables.

What did you do in the evening?  
We had dinner. I read a book.

I usually went to bed at half past nine.

39

- Pupils turn to page 9 Ask them to listen to the cassette and follow in their books. Tell them that you want them to find Grandma's answers to the three questions on the board. Play the cassette twice.
- Point to the questions on the board and elicit answers from different pupils.
- Point to the first picture on page 9 to help understanding of *on a farm*.
- Ask further comprehension questions: 'What did she do at the weekend? Where did she go on Saturday? What did she sell in the market? What time did she go to bed?' Encourage pupils to answer in full sentences, beginning with *She ...*

### Tapescript

LAILA: *Where did you live when you were young, Grandma?*

GRANDMA: *I lived on a farm in the country.*

OMAR: *What time did you get up?*

GRANDMA: *I got up at five o'clock.*

OMAR: *What did you do at the weekend?*

GRANDMA: I helped my mother. I did my homework. I made bread.

GRANDMA: On Saturday, we went to the market.  
OMAR: What did you sell in the market?  
GRANDMA: We sold eggs and vegetables.

LAILA: What did you do in the evening?  
GRANDMA: We had dinner. I read a book. I usually went to bed at half past nine.

### Followup

- Act out the dialogue. Take the part of Grandma yourself, and ask pupils to ask you the questions. Choose a new reader for each question.

### Activity Book, Exercise 1

- Pupils must choose the correct answer to each question. Read the questions yourself, then ask different pupils to read out the answer.
- Pupils draw in the linking lines. While they are working, circulate and put the questions to pupils individually.

#### Answers

1 e            2 a  
3 b            4 c        5 d

### Activity Book, Exercise 2

- Pupils complete Deema's description of what she did today – a Saturday – using the verbs in the box. Let them work individually or in pairs, then bring the class together to correct the exercise.
- Ask different pupils to read each sentence. Ask two or three pupils to give you the answer before finally confirming what is correct.

#### Answers

a got up            b made  
c had                d did  
e read                f went

## Lesson 2

### Aims

To practise making questions in the past simple tense: *What time did Samer get up?*  
To practise telling the time: *It's five o'clock. It's half past three.*

### Structures

Questions in the past simple tense: *Where did you live? What time did you get up?*

### Functions

Telling the time  
Asking and answering questions

### Topic

Past times

### Resources

Pupil's Book, page 40 Study Box  
Pupil's Book, page 40 Exercise 2, Listen and match  
Pupil's Book, page 40 Exercise 3 Ask and answer  
Cassette, Unit 13 Exercise 2, Listen and match  
Activity Book, page 40 Exercise 3 Look, read and answer  
Activity Book, page 40 Exercise 4, Read and write  
Flashcards: five o'clock, half past three, a quarter past six, a quarter to twelve  
15 word cards made from large sheets of display paper or card: / What / did / you / do / yesterday? / What time / did / you / get up / this morning? / Where / did / you / go / at the weekend?


### Revision 1

- Play the cassette from Lesson 1 (*Listen and read*). Pause the tape-recorder only after Omar and Laila's questions, and ask different pupils to repeat the questions.


## Pupil's Book, Study Box

Unit 13


Study Box





Where did you live? I lived in the country.  
What time did you get up? I got up at five o'clock.





**2 Listen and match**

a 


b 


c 


d 

e 


**3 Ask and answer**

1 

2 

3 

What time did Samer get up?  
He got up at half past six.

4 

40

- Pupils look at the Study Box on page 40 Ask different pairs to read out the questions and the answers.
- Focus on the structure of the questions. Demonstrate on the board how the question is in four parts: question word + *did* + *you* + verb. Point out the use of the question mark to pupils as well. Sometimes the 'question word' may be two words: *What time* or *How many*.
- Point out that the verb is the infinitive form, not the past simple that we have been learning since Unit 3 The word *did* shows us that the question is about the past. But when we reply, we must use the past tense: *What time did you get up? I got up at six o'clock.*

### Followup

- Stick the word cards for the first question (see Resources, above) on the board in jumbled order. Ask a pair of pupils to come and arrange them in the right order. Ask the rest of the class if the question is correct.

- Do the same with the other two questions. Ask other pairs to come and put the words in order.

### Presentation

- Use the flashcards to present telling the time: *half past* and *a quarter to/past*. Revise *It's (five) o'clock*.
- You can also draw a clock on the board and ask pupils to tell you the time.

### Pupil's Book, Exercise 2

- Pupils listen to the cassette and decide which of the clocks shows the time that they hear. Pupils write the letter of the appropriate clock in their exercise books.

### Tapescript

- 1 *It's five o'clock.*
- 2 *It's a quarter past two.*
- 3 *It's a quarter to eleven.*
- 4 *It's half past three.*
- 5 *It's a quarter past eight.*

### Answers

- |     |     |
|-----|-----|
| 1 b | 2 a |
| 3 c | 4 e |
| 5 d |     |

### Pupil's Book, Exercise 3

- Focus on each of the four pictures in turn and ask questions beginning *What time did Samer ...* Elicit full-sentence answers in the past tense, beginning *He ...*
- Pupils practise asking and answering about the pictures in pairs.

### Answers

- 1 *What time did Samer get up? He got up at half past six.*
- 2 *What time did Samer go to school? He went to school at a quarter to eight.*
- 3 *What time did Samer do his homework? He did his homework at half past four.*
- 4 *What time did Samer play football? He played football at half past six.*

### Activity Book, Exercise 3

- Read out the sentences in Maher's speech bubble.
- Pupils follow the tangled lines to find out what time Maher did the different activities. They then answer the questions, writing out the times in words.

## Answers

- 1 He got up at a quarter past six.
- 2 He had breakfast at seven o'clock.
- 3 He went to the swimming pool at half past eight.
- 4 He had lunch at two o'clock.
- 5 He read a book at three o'clock.
- 6 He watched television at eight o'clock.

## Activity Book, Exercise 4

- Pupils must choose the correct question words for each sentence. Point out that some of the choices in the box are used twice.

## Answers

- |         |             |
|---------|-------------|
| 1 Where | 2 What time |
| 3 What  | 4 Where     |

## Lesson 3

### Aims

To practise asking questions in the past simple tense: *What did you do in the morning?*  
 To revise telling the time: *I went to bed at nine o'clock.*  
 To complete a class survey

### Structures

Questions in the past simple tense: *What time did you get up yesterday?*  
*What did you do in the morning?*

### Functions

Asking and answering questions  
 Telling the time  
 Talking about the past

### Topic

Past times

### Resources

Pupil's Book, page 41, Exercise 4, Ask and answer  
 Pupil's Book, page 41, Exercise 5 Project: Do a survey  
 Activity Book, page 41, Exercise 5 Read and write  
 Activity Book, page 41, Exercise 6 Project: Do a survey






## Revision

- Ask pupils to draw six clock faces in their notebooks.
- Dictate six times and ask pupils to draw them on the clock faces:  
 1 It's a quarter past nine. 2 It's half past four. 3 It's a quarter to one. 4 It's half past eleven. 5 It's a quarter past eight. 6 It's six o'clock.
- Correct the dictation by asking pupils to read back the times. Ask different pupils to come and draw the times on the board.


## Pupil's Book, Exercise 4

Unit 13

**4 Ask and answer**

	in the morning	in the afternoon
		
		

**5 Project: Do a survey**



41

- Focus on the photographs on page 41 of the Pupil's Book. Ask pupils what they can see.
- Ask about the boy in the picture: 'What did he do in the morning?' Pupils make sentences about the photographs, beginning *He ...*
- Ask 'What did he do in the afternoon?' and elicit answers from different pupils.
- Pupils then continue in pairs, asking and answering the questions. If time allows, ask pupils to write about what the boy did in the morning, and what

he did in the afternoon. Collect the sentences for correction.

## Answers

*What did he do in the morning? He went to the museum. He did his homework.*

*What did he do in the afternoon? He ate an ice cream. He flew a kite.*

## Activity Book, Exercise 5

- Pupils have to write questions in the past simple that will produce the replies shown. Do the exercise orally first. Tell pupils that they don't need to have *yesterday* in every question.
- Pupils complete the exercise in writing.

## Answers

*1 What time did you get up yesterday?*

*2 What time did you have breakfast?*

*3 When did you go to the market?*

*4 What did you buy (in the market)?*

*5 What did you do in the evening?*

## Pupil's Book, Exercise 5

- Tell the class, 'We're going to do a survey. We're going to ask questions about yesterday.' Focus on the two boys shown at the bottom of Pupil's Book page 41. Ask two pupils to read the question and answer shown in speech bubbles.

## Activity Book, Exercise 6

- Pupils use the answer grid as a basis for their survey. They must put the questions about yesterday to three different friends, writing their friends' names and their answers.
- Insist on full-sentence answers: *I got up at ...*

## Followup

- Pupils write a paragraph about one of the friends who they interviewed in the survey. The paragraph should begin with their friend's name: for example, *Rana got up at* etc. Subsequent sentences can begin *He* or *She*.



# Unit 14

## Lesson 1

### Aims

To learn how to give directions: *Where is the park? Go straight on. It's on the left.*  
 To revise the names of places in a town  
 To revise prepositions of place

### Structures

Imperatives: *Go straight on. Turn left.*

### Functions

Giving directions

### Topic

Giving directions

### Vocabulary

*Excuse me, go straight on, turn left/right*

### Resources

Pupil's Book, page 42, Exercise 1, Listen and read  
 Cassette, Unit 14, Exercise 1, Listen and read  
 Activity Book, page 42, Exercise 1, Look and match  
 Activity Book, page 42, Exercise 2, Tick [✓] or cross [✗]  
 Flashcards: go straight on, turn left, turn right

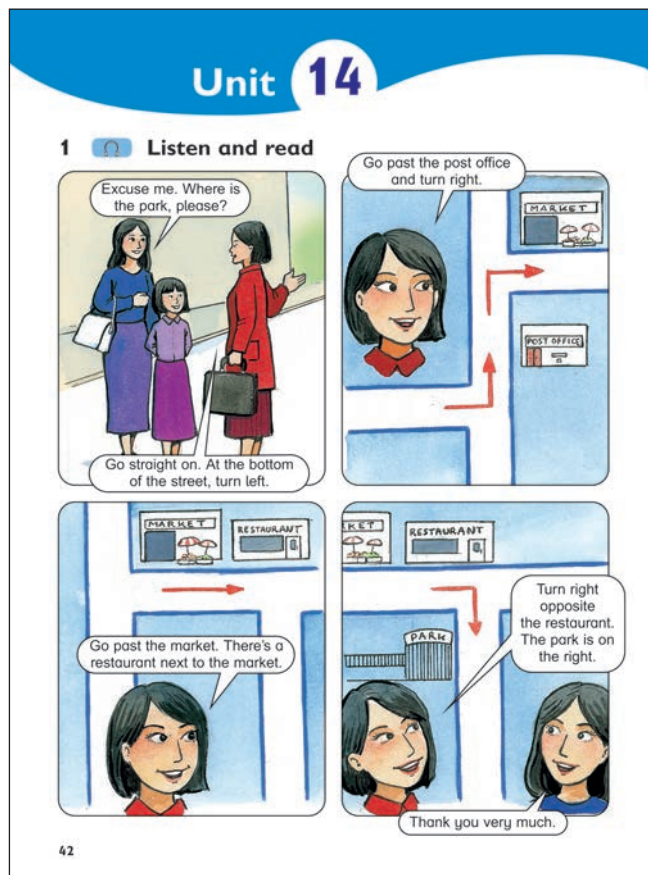
### Revision 1

- Revise the names for places in a town. Ask pupils about the places in their town.

### Presentation

- Using the flashcards, present the phrases used to give directions.
- Draw a simple street map on the board with a park, market and restaurant. Ask pupils 'Where's the park?' Encourage pupils to give you directions. Repeat with the other buildings.

## Pupil's Book, Exercise 1



- Ask pupils to look at the picture sequence on page 42. Ask 'Who can you see? Where are they?' Explain to pupils that Mother, Laila and Omar are shopping in a nearby town. They are looking for the park.
- Play the cassette while pupils listen and follow in their books. Play it a second time, pausing after each sentence and asking pupils to repeat.

### Tapescript

MOTHER: *Excuse me. Where is the park, please?*

WOMAN: *Go straight on. At the bottom of the street, turn left.*

WOMAN: *Go past the post office and turn right.*

WOMAN: *Go past the market. There's a restaurant next to the market.*

WOMAN: *Turn right opposite the restaurant. The park is on the right.*

MOTHER: *Thank you very much.*

## Activity Book, Exercise 1

- Pupils read the sentences and match them to the corresponding pictures.
- Correct the exercise by giving the letter of the picture – ‘a’ etc. – and asking pupils to say the sentence.

### Answers

- |     |     |
|-----|-----|
| 1 b | 2 a |
| 3 f | 4 c |
| 5 d | 6 e |

## Activity Book, Exercise 2

- Pupils read the directions and decide if they correspond to the routes shown in the street maps. Ask them to correct any directions which are wrong.

### Answers

- 1 [✓]
- 2 [✗] Turn left at the bottom of the street.
- 3 [✓]

# Lesson 2

### Aims

To practise giving and understanding directions:  
*Go straight on. It's opposite the park.*  
 To reinforce the names of places in a town

### Structures

Imperatives: *Go straight on. Turn right.*

### Functions

Giving directions

### Topic

Giving directions

### Resources

Pupil's Book, page 43 Study Box  
 Pupil's Book, page 43 Exercise 2, Listen and find  
 Cassette, Unit 14, Exercise 2, Listen and find  
 Activity Book, page 43 Exercise 3 Read and write  
 Activity Book, page 43 Exercise 4, Look and answer  
 Flashcards: go straight on, turn left, turn right

## Revision

- Help pupils to reconstruct the conversation in Lesson 1 (*Listen and read*) without looking at the text in the speech bubbles. Ask pupils if they can remember Mother's question, including the polite expressions *Excuse me* and *please*.

## Pupil's Book, Study Box

Unit 14

Study Box

Turn left
Turn right
Go straight on
Go past the market

2 Listen and find

43

- Focus on the Study Box on page 43 Ask the class to recite the four directions with accompanying gestures to help them memorise them.

## Pupil's Book, Exercise 2

- Ask pupils to look at the map and find the point that says *You are here*.
- Explain, 'You're going to listen to some people in the street. Listen and find the place they are talking about.' Play the cassette once. Be ready to pause the machine to allow anyone who has got lost to catch up.
- After each set of directions, ask 'Where are you?' Elicit answers from several pupils, but do not confirm the correct answers yet.

- Play the cassette again. Pause after each sentence and ask pupils to repeat. Ask 'Where are you?' after each set of directions. This time, confirm the correct answer.

### Tapescript

- 1 Go straight on. Go past the baker's, the bookshop and the bank. Turn left. It's on the left, opposite the school.
- 2 Go straight on. Go past the park. Turn right. It's on the left.
- 3 Go straight on. Go past the baker's. Turn left. It's on the right, opposite the restaurant.

### Answers

- 1 museum
- 2 swimming pool
- 3 market

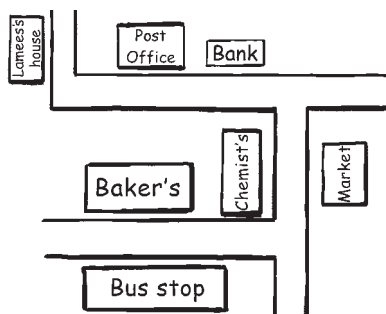
### Followup

- If you have time, pupils can give directions to one or two of the other places on the map in pairs. As in Exercise 2, their partner listens to the descriptions and finds the place on the map.

### Activity Book, Exercise 3

- Pupils must read Lamees's email to Maysaa and add the names of the different places to the map that she mentions. Read the email aloud slowly, while pupils follow in their Activity Books.
- Help them locate and write in the first item: the Baker's.
- Let pupils continue working quietly on the exercise, individually or in pairs. Circulate and help. Point to the buildings on pupils' maps and ask 'What's this?' Say: 'Show me the chemist's ... What's opposite the bus stop?' etc.

### Answers



### Activity Book, Exercise 4

- Pupils give directions to the places mentioned, choosing sentences from the box. Do the exercise

orally with the whole class, to give spoken practice. Then ask pupils to complete it in writing.

### Answers

- 1 Go straight on. It's on the right.
- 2 Turn left. It's on the left.

## Lesson 3

### Aims

To practise giving and understanding directions: *Where's the baker's? Go straight on. Turn left. It's on the left, next to the bank.*

To reinforce the names of places in a town

To revise the English alphabet

To practise arranging words in alphabetical order

### Structures

Imperatives: *Go straight on. Turn left.*

### Functions

Giving directions

Arranging words in alphabetical order

### Topic

Giving directions

### Resources

Pupil's Book, page 44, Exercise 3 Ask and answer

Pupil's Book, page 44, Exercise 4, Look and order

Activity Book, page 44, Exercise 5 Look and write

Activity Book, page 44, Exercise 6 Write

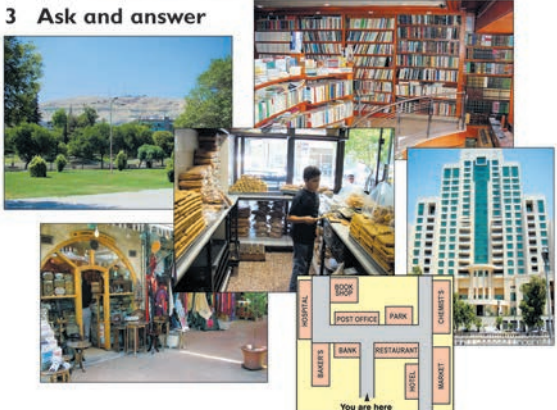
### Revision 1

- Tell the class, 'You're in front of the school. Listen carefully.' Give directions to somewhere nearby – ideally somewhere that all the pupils will know – using as many as possible of the directions that pupils have learned in Unit 14. Ask, 'Where is it?' Encourage several different pupils to answer.
- Ask pupils to repeat the directions you just gave. If possible, ask someone to give directions to another place near your school. The others listen and say what the place is. This is an advanced task, so be ready to help with vocabulary.

## Pupil's Book, Exercise 3

Unit 14

**3 Ask and answer**



**4 Look and order**

A L S Z R E J O C  
K Y D H P T B

Now put these words in alphabetical order:

left right farm  
stage clever behind

Where do these letters come in the alphabet? At the beginning? In the middle? Near the end?

44

- Focus on the map and the photographs in Exercise 3. Ask pupils 'What can you see?' Ask a pupil, 'Excuse me, Where is the park, please?' and see if anyone is able to direct you: 'Go straight on. Turn right. It's on the left. It's opposite the restaurant.'
- Write on the board, *Excuse me. Where is the ..... , please?* Let pupils work on the map in pairs, taking turns to ask each other where the places are in the photographs.
- Insist that they use the polite expressions, *Excuse me* and *please*.

### Answers

*Excuse me. Where is the park, please? Go straight on.*

*Turn right. It's on the left. It's opposite the restaurant.*  
*Excuse me. Where is the bookshop, please? Go straight on. Turn left. Turn right. It's on the right. It's opposite the hospital.*

*Excuse me. Where is the baker's, please? Go straight on. Turn left. It's on the left. It's next to the bank.*

*Excuse me. Where is the hotel, please? Go straight on. Turn right. Turn right again. It's on the right. It's*

*opposite the market.*

*Excuse me. Where is the market, please? Go straight on. Turn right. Turn right again. It's on the left. It's opposite the hotel.*

## Activity Book, Exercise 5

- Do the exercise orally with the class, and then ask pupils to complete it in writing.

### Answers

- 1 Go straight on. It's on the right, opposite the baker's.
- 2 Go straight on. It's on the left. It's next to the baker's.
- 3 Turn left. It's on the right, opposite the post office.
- 4 Go straight on. Go past the park. Turn left. It's on the right.

## Pupil's Book, Exercise 4

- If you have an alphabet chart, use it to revise the alphabet, pointing and reciting with the class from A to Z. If not, you can write the alphabet along the top of the board, as the class recites.
- Focus on Exercise 4. Read out the questions in the speech bubble, using gesture to underline the meaning of *at the beginning*, *in the middle* and *near the end*. Read out the different letters shown and encourage pupils to say where they come: 'At the beginning,' etc. (Z of course comes *not near the end but at the end*.)
- Pupils can work in pairs or individually, copying the six words into their notebooks in alphabetical order.

### Answers

*behind, clever, farm, left, right, stage*

## Activity Book, Exercise 6

- Read the instruction and ensure that everyone understands what is meant by alphabetical order. Pupils can complete the activity individually or in pairs – or you can ask them to do it for homework.

### Answers

- |              |            |
|--------------|------------|
| 1 bank       | 2 bookshop |
| 3 café       | 4 hospital |
| 5 market     | 6 museum   |
| 7 restaurant | 8 theatre  |

## Lesson 1

### Aims

To revise the past simple for talking about past events: *I got up at seven o'clock. I bought some cherries in the market.*

To revise telling the time: *We had breakfast at a quarter past eight.*

### Structures

The past simple: *I did my homework. What time did Laila go to the market?*

Telling the time: *We had breakfast at a quarter past eight.*

### Functions

Telling the time

Talking about the past

### Topic

Past times

### Resources

Pupil's Book, page 45 Exercise 1, Listen and read

Cassette, Unit 15 Revision 3 Exercise 1, Listen and read

Activity Book, page 45 Exercise 1, Read and tick [✓] or cross [✗]

Activity Book, page 45 Exercise 2, Read and write

Flashcards: six o'clock, half past six, a quarter past six, a quarter to six

### Revision 1

- Revise the past simple tense by asking pupils 'What did you do yesterday?' Ask them to write two sentences beginning *Yesterday, I ...* They can refer to the Study Box on page 3 of the Pupil's Book.
- Ask pupils to read out their sentences. Write them on the board at the same time: *Hassan bought some fruit*, etc. Give everyone a chance to speak.
- Point to different sentences on the board and ask other pupils about the same things: 'Maysaa, did you buy some fruit yesterday?' Encourage them to reply, 'Yes, I did' or 'No, I didn't.'

### Revision 2

- Revise telling the time with the flashcards.

## Pupil's Book, Exercise 1

- Pupils turn to the picture sequence on page 45. Read out Laila's speech bubble at the top of the page. Help pupils remember what *a busy day* means by explaining, 'She did a lot of things.'
- Set a listening task: ask the pupils 'What time did Laila go to the market?' Write the question on the board.
- Pupils listen to the cassette and follow in their books.
- Refer back to the question you wrote on the board. See if anyone can answer: 'She went to the market at half past nine.'
- Play the cassette again. Pause the tape-recorder after each sentence and ask different pupils to repeat.
- Ask further comprehension questions: 'What time did Laila get up? What did she do then? What did she do at a quarter past eight? What did she buy in the market? What did she do in the afternoon?'

**Tapescript**

LAILA: I had a busy day today.

I got up at seven o'clock. I read my book

We had breakfast at a quarter past eight. I helped my mum.

I went shopping with my mother at half past nine. I bought some cherries in the market.

In the afternoon, I did my homework. I wrote a story and I went to bed.

**Activity Book, Exercise 1**

- Read Laila's letter aloud slowly, while pupils follow in their books.
- Pupils read the seven sentences about Laila's letter on their own, to develop reading comprehension skills. They must decide whether the sentences are correct or not, and put a tick or a cross.
- Bring the class together again to correct the exercise. Read each sentence aloud and ask someone to repeat it. Ask, 'Yes or no?' When pupils answer 'No', ask for a correct version of the sentence.

**Answers**

- 1  ] She wrote a story about some monkeys.
- 2  ]
- 3  ]
- 4  ] She had lamb for lunch.
- 5  ]
- 6  ] She went to the market.
- 7  ] She went shopping with her mother.

**Activity Book, Exercise 2**

- Pupils answer the questions by looking at the clock in each picture. Do the exercise orally first then ask pupils to complete it in writing.

**Answers**

- 1 She got up at a quarter past seven.
- 2 They went shopping at half past nine.
- 3 She read a book at a quarter to twelve.

**Lesson 2****Aims**

To revise the past simple for talking about past events: *He bought a book.*

To revise telling the time: *He got up at seven o'clock.*

To revise saying where objects are: *It's at the top of the tree.*

**Structures**

The past simple: affirmative, negative, questions and short answers: *He ate a banana. What did Hussam do yesterday? Did you eat a banana yesterday? Yes, I did. / No, I didn't.*

Prepositions of place: *It's at the top of the tree.*

**Functions**

Talking about the past

Expressing location

**Topic**

Past times

**Resources**

Pupil's Book, page 46 Exercise 2, Ask and answer

Pupil's Book, page 46 Exercise 3 Look and say  
Activity Book, page 46 Exercise 3 Look and write

Activity Book, page 46 Exercise 4, Read and match

Flashcards: in front of, behind, at the top, at the bottom, in the middle

**Revision 1**

- Sing the song about the kite (Pupil's Book, page 8), to revise the past simple tense plus prepositions of movement and place.

**Revision 2**

- Ask different pupils to mime something they did yesterday. Ask the rest of the class, 'What did Hussam do yesterday?' Elicit full sentences beginning *He* (or *She*): 'He ate a banana.' etc. Ask other pupils, 'Did you eat a banana yesterday?' Elicit short-form answers: 'No, I didn't' or 'Yes, I did.'

## Pupil's Book, Exercise 2

Unit 15

**2 Ask and answer**

1 What did Amer do today?

**3 Look and say**

Where are the monkeys?

46

- Read the question: 'What did Amer do today?' Focus on each picture in turn and elicit the answer from different pupils. Insist on full sentences, beginning *He ...*
- Pupils talk about the pictures in pairs, taking turns to point at a picture and ask the question. Circulate, listen and help.

### Answers

- 1 He got up at seven o'clock.
- 2 He bought a book with his mother.
- 3 He drank some juice.
- 4 He wrote a story / He did his homework.
- 5 He went to a museum.
- 6 He ate an apple.

## Activity Book, Exercise 3

- Ask a pupil to read aloud the question at the top of the exercise.
- Focus on each of the four pictures in turn. Elicit answers in the past tense, beginning *He ...*
- Pupils complete the exercise in writing.

### Answers

- 1 He went to school.
- 2 He read a book.
- 3 He wrote a story.
- 4 He drank some juice.

### Revision 3

- Use the flashcards to revise prepositions of place.

## Pupil's Book, Exercise 3

- Hold up your Pupil's Book, open at page 46 Focus on the picture of the monkeys. Say 'Show me the monkey behind the tree.' Encourage pupils to hold up their books and point to the right monkey.
- Continue in the same way for the monkeys *in front of, at the top of, in the middle of and at the bottom of* the tree.
- Point to different monkeys in the picture, asking 'Where's this monkey?' Elicit descriptions: 'It's in front of the tree.' etc. Pupils continue in pairs.

### Answers

- a It's at the top of the tree.
- b It's in the middle of the tree.
- c It's behind the tree.
- d It's at the bottom of the tree.
- e It's in front of the tree.

## Activity Book, Exercise 4

- Pupils read the sentences and find the corresponding picture.

### Answers

- 1 c
- 2 a
- 3 b
- 4 d

### Extra revision activities

- At the back of the Activity Book, there are extra activities which can be used to revise the vocabulary and structures from Units 11-14. The activities can be done in class or as homework and are intended as revision in preparation for Test 3

### Exercise 5, Write

- Pupils complete sentences in the past simple, putting the verb in brackets in the past simple tense.

### Answers

- 1 got up
- 2 went
- 3 sat
- 4 read

5 had            6 drank  
7 did            8 wrote

## Exercise 6, Look and write

- Pupils look at the clocks and write the times in words, beginning *It's...*

### Answers

1 *It's five o'clock.*            2 *It's half past three.*  
3 *It's a quarter to nine.*    4 *It's a quarter past twelve.*

## Test 3

### Answers

## Exercise 1, Look and match

1 c            2 a  
3 e            4 b  
5 d

## Exercise 2, Look and answer

1 *Turn right. It's on the left.*  
2 *Go straight on. It's on the right.*  
3 *Turn left. It's next to the chemist's.*

## Exercise 3, write

1 went            2 saw  
3 bought        4 sat  
5 read            6 wrote  
7 flew           8 had

## Exercise 4, Read and write

1 *What time*        2 *What*  
3 *What*            4 *Where*  
5 *What time*

## Exercise 5, Look and write

1 *It's half past ten.*  
2 *It's six o'clock.*  
3 *It's a quarter past four.*  
4 *It's a quarter to nine.*



# Unit 16

## Lesson 1

### Aims

To learn vocabulary for illnesses  
To give advice to people when they are ill: *You should see the doctor.*

### Structures

The verb *have got*: *I've/He's/She's got a cold etc.*  
The modal verb *should* for giving advice: *You should see the doctor.*

### Functions

Talking about health and illness  
Giving advice

### Topic

Health and illness

### Vocabulary

*What's the matter?* medicine, after, sore throat, cough, temperature, bad, cold, meal

### Resources

Pupil's Book, page 47, Exercise 1, Listen and read  
Cassette, Unit 16 Exercise 1, Listen and read  
Activity Book, page 47, Exercise 1, Read and match

Activity Book, page 47, Exercise 2, Read and answer

Flashcards: cold, cough, sore throat, temperature, medicine

### Presentation 1

- Show the flashcard of the boy with a cold. Ask, 'What's the matter?' then answer your own question: 'He's got a cold.' Ask the class to repeat, and then stick the flashcard up on the board.
- Continue in the same way with the flashcards for *cough*, *sore throat* and *temperature*, sticking them on the board in a row. Point to the cards – first in order, then randomly – asking 'What's the matter?' Pupils will need to use the correct subject pronoun, *he* or *she*, as well as remembering the word for the illness.

### Presentation 2

- Point to the flashcard of the boy who has a cold. Ask pupils what he should do. Show pupils the flashcard of the medicine, and tell pupils 'He should take some medicine'. Ask pupils to give any other advice, using *should*.

## Pupil's Book, Exercise 1

**Unit 16**

**1 Listen and read**

What's the matter, Omar?

I feel ill. I've got a sore throat and a cough.

You should see the doctor. Let's go.

You've got a temperature. You should go to bed.

But I've got a football match this afternoon.

You can't play football today. You've got a bad cold. You should stay at home.

He should take this medicine after every meal. He should drink lots of water.

But he can get up and read a book this evening.

All right, doctor. Thank you.

Thank you, doctor!

47

- Pupils turn to the picture sequence on page 47. Ask, 'Who can you see? ... Where are they? ... Look at Omar: what's the matter with him?'
- Write on the board *Omar should...* and then draw four lines below. Say, 'The doctor says Omar should...' and point to the four lines. Pupils must listen and find four things that Omar should do, according to the doctor.
- Play the cassette once. Play it again, pausing after each sentence and asking different pupils to repeat. Explain *I feel ill* by pointing to the four flashcards and saying, 'They feel ill.'
- Focus on the partly completed sentence on the board: *Omar should ...* Encourage pupils to tell you the four things that Omar should do: *Omar should go to bed / stay at home / take some medicine / drink lots of water.*

### Tapescript

MOTHER: What's the matter, Omar?

OMAR: I feel ill. I've got a sore throat and a cough.

MOTHER: You should see the doctor. Let's go.

# Unit 16

## Lesson 1

### Aims

To learn vocabulary for illnesses  
To give advice to people when they are ill: *You should see the doctor.*

### Structures

The verb *have got*: *I've/He's/She's got a cold etc.*  
The modal verb *should* for giving advice: *You should see the doctor.*

### Functions

Talking about health and illness  
Giving advice

### Topic

Health and illness

### Vocabulary

*What's the matter?* medicine, after, sore throat, cough, temperature, bad, cold, meal

### Resources

Pupil's Book, page 47, Exercise 1, Listen and read  
Cassette, Unit 16 Exercise 1, Listen and read  
Activity Book, page 47, Exercise 1, Read and match

Activity Book, page 47, Exercise 2, Read and answer

Flashcards: cold, cough, sore throat, temperature, medicine

### Presentation 1

- Show the flashcard of the boy with a cold. Ask, 'What's the matter?' then answer your own question: 'He's got a cold.' Ask the class to repeat, and then stick the flashcard up on the board.
- Continue in the same way with the flashcards for *cough*, *sore throat* and *temperature*, sticking them on the board in a row. Point to the cards – first in order, then randomly – asking 'What's the matter?' Pupils will need to use the correct subject pronoun, *he* or *she*, as well as remembering the word for the illness.

### Presentation 2

- Point to the flashcard of the boy who has a cold. Ask pupils what he should do. Show pupils the flashcard of the medicine, and tell pupils 'He should take some medicine'. Ask pupils to give any other advice, using *should*.

## Pupil's Book, Exercise 1

**Unit 16**

**1 Listen and read**

What's the matter, Omar?

I feel ill. I've got a sore throat and a cough.

You should see the doctor. Let's go.

You've got a temperature. You should go to bed.

But I've got a football match this afternoon.

You can't play football today. You've got a bad cold. You should stay at home.

He should take this medicine after every meal. He should drink lots of water.

But he can get up and read a book this evening.

All right, doctor. Thank you.

Thank you, doctor!

47

- Pupils turn to the picture sequence on page 47. Ask, 'Who can you see? ... Where are they? ... Look at Omar: what's the matter with him?'
- Write on the board *Omar should...* and then draw four lines below. Say, 'The doctor says Omar should...' and point to the four lines. Pupils must listen and find four things that Omar should do, according to the doctor.
- Play the cassette once. Play it again, pausing after each sentence and asking different pupils to repeat. Explain *I feel ill* by pointing to the four flashcards and saying, 'They feel ill.'
- Focus on the partly completed sentence on the board: *Omar should ...* Encourage pupils to tell you the four things that Omar should do: *Omar should go to bed / stay at home / take some medicine / drink lots of water.*

### Tapescript

MOTHER: What's the matter, Omar?

OMAR: I feel ill. I've got a sore throat and a cough.

MOTHER: You should see the doctor. Let's go.

DOCTOR: You've got a temperature. You should be in bed.

OMAR: But I've got a football match this afternoon.

DOCTOR: You can't play football today. You've got a bad cold. You should stay at home.

DOCTOR: He should take this medicine after every meal. He should drink lots of water.

MOTHER: All right, doctor. Thank you.

DOCTOR: But he can get up and read a book this evening.

OMAR: Thank you, doctor!

### Activity Book, Exercise 1

- Pupils read the sentences and find the corresponding picture.

#### Answers

1 d    2 a  
3 b    4 c

### Activity Book, Exercise 2

- Read aloud what the girl says, then ask a pupil to read it out.
- Pupils write advice for the girl, in sentences beginning *You should ...*

#### Answers

These sentences in any order: You should see the doctor.  
You should drink lots of water. You should take some medicine. You should be in bed.

## Lesson 2

### Aims

To practise saying *what's wrong* when you feel ill: *I've got a sore throat.*

To revise and consolidate words for common illnesses

To practise giving advice to people when they are ill: *You should drink lots of water.*

### Structures

The verb *have got*: *I've/He's/She's got a cold etc.*

The modal verb *should* for giving advice: *You should drink lots of water.*

### Functions

Talking about health and illness

Giving advice

### Topic

Health and illness

### Resources

Pupil's Book, page 48, Study Box

Pupil's Book, page 48, Exercise 2, Listen and match

Pupil's Book, page 48, Exercise 3 Ask and answer

Cassette, Unit 16 Exercise 2, Listen and match

Activity Book, page 48, Exercise 3 Read and write

Activity Book, page 48, Exercise 4, Read and write

Flashcards: cold, cough, sore throat, temperature

### Revision 1

- Use the flashcards to revise the words for illnesses which you presented in Lesson 1. Hold up each card in turn and say the appropriate sentence: 'He's got a cold', etc. Ask the class to repeat.
- Hold up the cards in a different order and ask 'What's the matter with him/her?' Pupils respond: 'He's/She's got a cough, etc.'
- Play the cassette from Lesson 1 again. Pupils listen with their Pupil's Books closed. Pause the cassette after each sentence and ask different pupils to repeat.



### Revision 2

- Ask the class to remember the advice the doctor gave to Omar. Help them to make sentences beginning *You should ...*


## Pupil's Book, Study Box

Unit 16

**Study Box**


	I've got a sore throat.	You should drink lots of water.	
	I've got a cough.	You should stay at home.	
	I've got a temperature.	You should take some medicine.	

**2 Listen and match**




What's the matter?


a




b




c



d




**3 Ask and answer**



What's the matter?

I've got a cough.



You should take some medicine.

- Pupils look at the Study Box. Ask different individuals to read Omar's sentences, followed each time by the doctor's advice.
- Focus on the structures for saying something is wrong (*I've got* + name of the illness), and for giving advice (*You should* + verb).
- Point out that each piece of advice may apply to more than one of the medical problems mentioned.

### Followup

- Tell the class, 'I'm tired.' Write on the board *You should ...* and help the class to give advice to someone who is tired: *You should go to bed*, etc.
- Continue in the same way with *I'm hungry / thirsty / sad*. Suggestions could be, *You should eat a banana / drink some water / visit your friend*.

### Pupil's Book, Exercise 2

- Choose a pupil to read the question: *What's the matter?*

- Ask pupils what they can see in the pictures. Explain to pupils that they are going to hear what is wrong with the people in the pictures. Pupils listen and write the correct letter after each sentence in their exercise books.
- Play the cassette twice. Pupils can compare their answers after they listen for the first time.

### Tapescript

- 1 *I've got a temperature.*
- 2 *I've got a bad cold.*
- 3 *I've got a sore throat.*
- 4 *I've got a bad cough.*

### Answers

- 1 b    2 d  
3 c    4 a

### Pupil's Book, Exercise 3

- Read the short dialogue out loud. Take the doctor's role yourself. Choose a pupil to read what the boy says.
- Ask the class to work in pairs. They should focus on each picture in Exercise 2. Ask the question, give the answer and then give advice using *You should*. Pupils should change roles, so that they have the opportunity to be both the patient and the doctor.

### Activity Book, Exercise 3

- Pupils must consider each picture and decide what will be the mother's advice, based on what we see her thinking about. Do the exercise orally first, then ask the class to complete it in writing.

### Answers

- 1 *You should drink lots of water.*
- 2 *You should see the doctor.*
- 3 *You should go to bed.*

### Activity Book, Exercise 4

- Pupils write the dialogue in the speech bubbles, choosing sentences from the box.
- Correct the exercise by asking one or two different pairs to read out the dialogue.

### Answers

- 1 *What's the matter?*
- 2 *I've got a bad cold.*
- 3 *You should take some medicine.*

## Lesson 3

### Aims

To give advice: *They should take a bottle of water.*  
To sing along with a song about illnesses

### Structures

The modal verb *should* for giving advice:  
*You/They should take a mobile phone.*

### Functions

Giving advice

### Topic

Health and illness

### Vocabulary

*mobile phone*

### Resources

Pupil's Book, page 49 Exercise 4, Look and say  
Pupil's Book, page 49 Exercise 5 Sing  
Cassette, Unit 16 Exercise 5, Sing  
Activity Book, page 49 Exercise 5 Read and match  
Activity Book, page 49 Exercise 6 Read and write


### Revision

- Tell pupils that they are going on a school trip to a museum. What should they take with them? Ask pupils to decide on a list of six items. Pupils should use *We should take...* in their discussions.

## Pupil's Book, Exercise 4

Unit 16

**4 Look and say**



We're going to go to the mountains. What should we take?


**5 Sing**

What's the matter?  
What's the matter with you?

Have you got a temperature  
Or have you got a cough?  
Have you got a sore throat  
Or have you got a cold?

You should go to bed.  
You should drink some water.  
You should stay at home.  
You should take some medicine.

What's the matter?  
What's the matter with you?



49

- Focus on the photographs and ask pupils 'What can you see?' Present *mobile phone* by pointing to the photograph.
- Read out what the girl is saying. Ask 'Where are they going?' Focus on the question, *What should we take?*
- Write on the board *They should take ...*. Encourage pupils to tell you what the girl and her family should take to the mountains. Pupils use the photographs as prompts.
- Pupils discuss together in pairs or small groups. They should decide on the three most useful items.

### Answers

*Pupils' own answers*

## Pupil's Book, Exercise 5

- Hold up your book and point to the man in the picture next to the song. Ask, 'What's his job?' etc. Elicit the answer, 'He's a doctor.'
- Ask pupils to listen to the song and follow in their books.
- Play the cassette again. Encourage pupils to join in with the words.
- Ultimately, pupils can try singing the song without looking at their books. You can stick the flashcards for *temperature* etc. on the board, to serve as prompts for the second verse. (Place them in the order they occur in the song.) Invent simple actions to accompany the third verse.

### Tapescript

*What's the matter?*

*What's the matter with you?*

*Have you got a temperature*

*Or have you got a cough?*

*Have you got a sore throat*

*Or have you got a cold?*

*You should go to bed.*

*You should drink some water.*

*You should stay at home.*

*You should take some medicine.*

*What's the matter?*

*What's the matter with you?*

## Activity Book, Exercise 5

- Pupils read the weather phrases and choose the appropriate advice. If possible, let them do the exercise unaided, to develop reading comprehension skills.
- Correct the exercise with the whole class. Say the weather phrases, and then ask different pupils to read out the advice.

### Answers

1 b    2 a

3 d    4 c

## Activity Book, Exercise 6

- Do the exercise orally with the class first, writing sentences on the board beginning *You should ...*
- Rub out your sentences and ask pupils to complete the exercise in writing. You may want to

leave certain words on the board – *sun cream* for example – depending on the level of your class.

### Answers

1 *You should see the doctor.*

2 *You should take some sun cream.*

3 *You should go to bed.*

4 *You should take a photograph.*

5 *You should eat a sandwich.*

# Unit 17

## Lesson 1

### Aims

To learn to say what you've got or haven't got, using *some* and *any*: *We haven't got any yoghurt. We've got some garlic.*

To learn to ask what you've got: *Have we got any cucumbers? Yes, we have. / No, we haven't.*

### Structures

The verb *have got* with determiners *some* or *any*: *We've got some apples. We haven't got any yoghurt. Have we got any bananas?*

### Functions

Expressing quantity  
Talking about food

### Topic

Food

### Vocabulary

*cucumber, yoghurt, garlic, mint*

### Resources

Pupil's Book, page 50 Exercise 1, Listen and read

Cassette, Unit 17, Exercise 1, Listen and read  
Activity Book, page 50 Exercise 1, Tick [✓] or cross [✗]

Activity Book, page 50 Exercise 2, Write  
Wall chart: Food and cooking

Flashcards: cucumbers, garlic, mint, yoghurt

### Presentation

- Begin by drawing a large shopping basket on the board. Tell the class, 'Let's go shopping.'
- Encourage the class to tell you what they want to buy. Help pupils to revise vocabulary for food.
- Use the flashcards to teach new words. Hold up the picture of the *cucumber* and ask, 'Do you like cucumbers? ... Let's buy some cucumbers! Do the same with *garlic*, *mint* and *yoghurt*.

## Pupil's Book, Exercise 1

**Unit 17**

**1 Listen and read**

Can we make a cucumber salad for lunch?

Yes, we can. Have we got any cucumbers?

No, we haven't.

We haven't got any yoghurt.

Let's go shopping. We can go to the market.

We've got some garlic.

But we haven't got any mint.

We haven't got any fruit. Can we buy some bananas?

Yes, we can. Let's go!

Cucumber  
Yoghurt  
Mint  
Bananas

50

- Pupils turn to the picture sequence on page 50. Ask 'Who can you see? Where are they? What's Laila doing? What's her mother doing?'
- Ask pupils to listen to the cassette and count how many things Laila and her mother are going to buy at the market.
- Play the cassette once. Play it again, pausing after each sentence for pupils to repeat.
- Ask, 'What are they going to buy?' Help pupils list the things, counting the items on your fingers as you go: *cucumbers, yoghurt, mint* and *bananas* (or fruit). They are going to buy four things at the market.

### Tapescript

LAILA: Can we make a cucumber salad for lunch?  
MOTHER: Yes, we can. Have we got any cucumbers?  
LAILA: No, we haven't.

LAILA: We haven't got any yoghurt.  
MOTHER: Let's go shopping. We can go to the market.

LAILA: We've got some garlic.  
MOTHER: But we haven't got any mint.

LAILA: We haven't got any fruit. Can we buy some bananas?  
MOTHER: Yes, we can. Let's go

### Followup

- Draw a simple outline of a big shopping basket on the board. Stick three flashcards 'inside' your basket: *yoghurt*, *cucumbers* and *mint*.
- Point to the *cucumbers* and say, 'We've got some cucumbers.' Ask the class to repeat. Do the same for *mint* and *yoghurt*. In each case, insist that they include the determiner *some*.
- Model the negative form by pointing to your basket and asking, 'Apples?' Say, 'We haven't got any yoghurt.' Ask about other things that are not in your basket: 'Cherries? ... Oranges? ... Garlic?' Encourage pupils to reply with sentences beginning *We haven't got any ...*
- Ask, 'Have we got any bananas?' Elicit the answer: 'No, we haven't.'

### Activity Book, Exercise 1

- Pupils must look at the bowl of fruit and decide whether the sentences below are correct or not. They put a tick or a cross accordingly.
- Do the exercise orally first. Read each sentence and ask someone to repeat it. Then ask, 'Yes or no?'
- Pupils can then work through the exercise again, adding the ticks and crosses.

#### Answers

1 [✓]      2 [✗]  
3 [✓]      4 [✗]  
5 [✗]

### Activity Book, Exercise 2

- Pupils can look at the models you wrote on the board (see *Follow-up*) to help them complete the sentences.

#### Answers

1 *some*      2 *any*  
3 *any*      4 *any*  
5 *some*      6 *any*  
7 *any*      8 *some*

## Lesson 2

### Aims

To practise saying what you've got or haven't got, using *some* and *any*: *We've got some apples. We haven't got any cucumbers. Have we got any bananas? Yes, we have.*

### Structures

The verb *have got* with determiners *some* or *any*: *We've got some apples. She's got some cherries. We haven't got any cucumbers. She hasn't got any ice cream. Have we/you got any garlic? Yes, I have. No, I haven't*

### Functions

Expressing quantity  
Talking about food

### Topic

Food

### Resources

Pupil's Book, page 5, Study Box  
Pupil's Book, page 5, Exercise 2, Ask and answer  
Activity Book, page 5, Exercise 3 Look and answer  
Activity Book, page 5, Exercise 4, Look and write  
Flashcards: cucumbers, garlic, mint, yoghurt

### Revision


- Repeat the 'shopping basket' activity from Lesson 1 (*Follow-up*), but with three different items in your basket, to give variety.
- There is no need to write up the sentence-models again. These are given in the Pupil's Book, Study Box.



## Pupil's Book, Study Box


Unit 17

**Study Box**

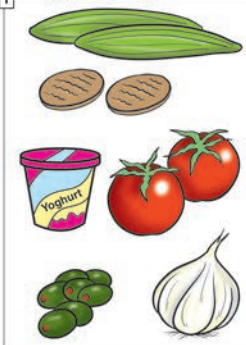



We've got some apples.  
We haven't got any cucumbers.  
Have we got any bananas?  
Yes, we have.

**2 Ask and answer**




1





2



51

- Pupils look at the Study Box. Ask different pupils to read aloud the example sentences.
- Point out how *some* is used when we have got something (affirmative) and *any* is used when we haven't got something (negative), and in questions.

### Pupil's Book, Exercise 2

- Pupils work in pairs. They must choose one of the pictures – number 1 or number 2. Ask pupils to sit opposite each other and to cover the other picture. Explain to pupils that there are two differences between the pictures.
- Help pupils with any items of vocabulary as they work.

### Answers

In picture 1 there are some olives and some tomatoes.  
In picture 2, there are some eggs and some mint.

### Activity Book, Exercise 3

- Pupils have to look at the picture and answer the

questions with *Yes, I have* or *No, I haven't*. Do the exercise orally first, working with the whole class and then ask pupils to complete it in writing.

### Answers

- 1 Yes, I have.      2 Yes, I have.  
3 No, I haven't.    4 No, I haven't.    5 Yes, I have.

### Activity Book, Exercise 4

- Pupils refer to the picture prompts and write sentences beginning *She's got some...* or *She hasn't got any...* depending on whether the food item is crossed out or not.

### Answers

- 1 She's got some cherries.  
2 She's got some biscuits.  
3 She hasn't got any ice cream.  
4 She's got some juice.  
5 She hasn't got any cakes.

## Lesson 3

### Aims

To practise saying what people have got or haven't got, using *some* and *any*: *They've got some (apples). They haven't got any (pears).*  
To practise guessing unknown vocabulary from context

### Structures

The verb *have got* with determiners *some* or *any*: *They've got some [apples]. They haven't got any [pears]. Have they got any [oranges]?*

### Functions

Expressing quantity  
Guessing the meaning of unknown words

### Topic

Food

### Vocabulary

*coat, envelope, magazines, paper, sandals, telephone*

### Resources

Pupil's Book, page 52, Exercise 3, Look and say  
Pupil's Book, page 52, Exercise 4, Read and guess  
Activity Book, page 52, Exercise 5, Look and write  
Activity Book, page 52, Exercise 6, Look and match  
Flashcards: cucumbers, garlic, mint, yoghurt

## Revision

- Place an assortment of classroom items (pencils, pens, rubbers, etc) on your table. Ask pupils to tell you what you have and haven't got on your table using *some* and *any*.

## Pupil's Book, Exercise 3

Unit 17

**3 Look and say**



**4 Read and guess**

Can you guess the meaning of the word in blue?



- Where are my **sandals**? It's hot and I don't want to wear shoes.
- Can I have some **paper**? I need to write a story for school. I've got a pen but I haven't got any paper.
- I'm going to write a letter to Grandpa. Then I'm going to put the letter in an **envelope** and send it.
- You need to wear your **coat** today – it's cold outside.
- There's a **telephone** in the sitting room. You can use it and speak to Grandma.
- My mum loves reading **magazines**. My dad prefers reading newspapers. I like books.

52

- Focus on the photographs of the market on page 52. Ask pupils what they can see on the market stalls.
- Pupils work in pairs. Ask each pair to prepare four sentences about the photographs: two sentences beginning *They've got some...* and two beginning *They haven't got any...* Ask them to write the sentences in their notebooks.
- Circulate and help as necessary. Ask individuals to read their sentences to you quietly.
- Bring the class together again to share ideas. Invite as many pupils as possible to read out their sentences.

## Suggested answers

- They've got some tomatoes.*
- They've got some bananas.*
- They haven't got any cherries.*
- They haven't got any onions.*

## Activity Book, Exercise 5

- Pupils write sentences about what is or isn't on sale at the market stall, using the words in brackets as prompts.

## Answers

- They've got some garlic.*
- They haven't got any eggs.*
- They've got some cucumbers.*
- They haven't got any meat.*
- They've got some oranges.*
- They've got some tomatoes.*
- They've got some bananas.*
- They haven't got any olives.*

## Pupil's Book, Exercise 4

- The aim is to help pupils develop the skill of guessing new vocabulary from the context of the sentence. Tell them they do not need to get stuck on an unfamiliar word. They should look at the other words in the sentence and use them as clues to help them guess the meaning of the word they don't know.
- Read aloud the question in the speech bubble.
- Ask pupils to read the six sentences quietly to themselves. They can discuss their ideas in pairs.
- Read each sentence aloud. See if pupils have been able to guess the correct meanings.

## Activity Book, Exercise 6

- Pupils match the pictures to the six new words from the guessing activity in the Pupil's Book.

## Answers

- |     |     |
|-----|-----|
| 1 d | 2 a |
| 3 b | 4 e |
| 5 f | 6 c |

# Unit 18

## Lesson 1

### Aims

To use *there is/are...* with countable and uncountable nouns: *There are some aubergines. There is some rice.*

To learn some new vocabulary for food

### Structures

*There is (There's) some + uncountable nouns:*

*There is some rice.*

*There are some + countable nouns in the plural:*

*There are some aubergines.*

### Functions

Expressing quantity

Talking about food

### Topic

Going shopping

### Vocabulary

*aubergine, onion, lemon, lamb, nuts, chickpeas, need (v)*

### Resources

Pupil's Book, page 5 Exercise 1, Listen and read

Cassette, Unit 18, Exercise 1, Listen and read

Activity Book, page 5 Exercise 1, Look and match

Activity Book, page 5 Exercise 2, Tick [✓] or cross [✗]

Wall chart: Food and cooking

Flashcards: aubergines, onions, lemons, lamb, nuts, chickpeas

### Presentation 1

- Present the new vocabulary using the flashcards or the wall chart.
- Take three of the flashcards and hold them so that the class cannot see the pictures or the words. The class then asks questions to find which three cards you have, asking *Have you got any...?* Reply either with *Yes, I have* or *No, I haven't*. When the class have found which cards you are holding, a pupil can then take your role.

### Presentation 2

- Draw a large fridge outline on the board. Ask, 'What is it?' Either elicit the answer or remind the class: 'It's a fridge.' Ask pupils to repeat, first

individually then all together.

- Inside your fridge, stick the flashcards for *aubergines* and *onions*. Ask 'What's in the fridge?' Point to the *aubergines* flashcard and see if anyone can say 'Aubergines.' Say 'Good! There are some aubergines.' Do the same with the *onions*.
- Point to the *lamb* and the *yoghurt* in the same way. Model the sentences, 'There is some lamb' 'There is some yoghurt.'

### Pupil's Book, Exercise 1

Unit 18

1 Listen and read

Have they got any cucumbers?

Yes, they have. There are some aubergines and onions too.

We need lemons, apples, bananas and nuts.

Look. There are some lemons on that stall. There are some apples and bananas, too.

There's some yoghurt here.

I'm going to cook lamb this evening. There's some rice at home.

Great! We can make the cucumber salad too, now!

53

- Pupils turn to the picture sequence. Ask 'Who can you see? Where are they? What are they doing?' Establish that Laila and her mother are going shopping in the market.
- Ask pupils to listen to the cassette and to identify what Laila and her mother buy. Play the cassette.
- Play the cassette again. Pause the tape-recorder after each sentence and ask pupils to repeat.

**Tapescript**

LAILA: Have they got any cucumbers?

MOTHER: Yes, they have. There are some aubergines and onions too.

LAILA: We need lemons, apples, bananas and nuts.

MOTHER: Look. There are some lemons on that stall. There are some apples and bananas, too.

LAILA: There's some yoghurt here.

MOTHER: I'm going to cook lamb this evening. There's some rice at home.

LAILA: Great! We can make the cucumber salad too, now!

**Followup**

- Ask pupils to look at the dialogue again and find all the sentences that begin with *There* ... . Invite different individuals to read them aloud.
- Point out that when we talk about several things, we use *There are*: *There are some aubergines*. When we talk about just one thing, we use *There is* (or *There's*): *There's some yoghurt*.

**Activity Book, Exercise 1**

- Give pupils a few minutes to match the pictures to the words.

**Answers**

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

**Activity Book, Exercise 2**

- Ask pupils to identify what they can see in the fridge to revise the vocabulary.
- Pupils can do the activity unaided, to develop reading comprehension skills.
- Ask pupils to tell you what is in the fridge, using sentences beginning *There are* or *There is*.

**Answers**

1 [X]	2 [✓]
3 [✓]	4 [X]
5 [X]	6 [✓]
7 [✓]	8 [✓]

**Lesson 2****Aims**

To use *there is/are...* with countable and uncountable nouns: *There are some aubergines. There is some yoghurt.*

To revise vocabulary for food and drink

**Structures**

*There is (There's) some + uncountable nouns:*

*There is some yoghurt.*

*There are some + countable nouns in the plural:*

*There are some aubergines.*

**Functions**

Expressing quantity

Talking about food

**Topic**

Food

**Resources**

Pupil's Book, page 5, Study Box

Pupil's Book, page 5, Exercise 2, Look and say  
Activity Book, page 5, Exercise 3 Read and write

Activity Book, page 5, Exercise 4, Look and write

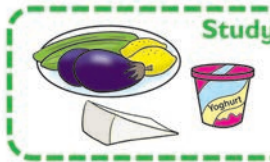
Wall chart: Food and cooking

**Revision**

- Before pupils open their books, play the recording from Lesson 1 (*Listen and read*). Pause after each sentence and ask pupils to repeat. Encourage them to imitate the intonations of the voices on the cassette.

## Pupil's Book, Study Box


Unit 18



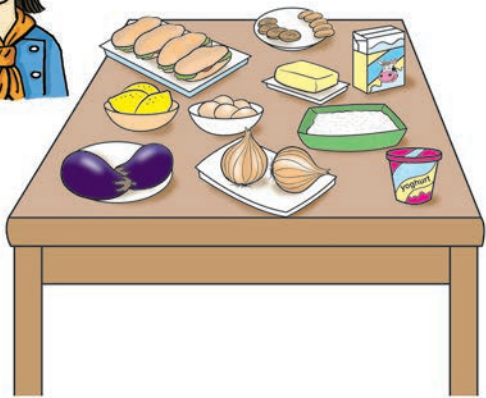
**Study Box**

There are some cucumbers.  
There are some aubergines.  
There is some cheese.  
There is some yoghurt.

**2 Look and say**



There are some aubergines.  
There is some milk.



54

- Pupils turn to the Study Box on page 5. Ask different pupils to read out the two example sentences.
- Point out that cucumbers are things we can count (countable nouns). We could say *There are two cucumbers*. So we always use the plural form if we have more than one cucumber: *There are some cucumbers*.
- Cheese is considered as just one thing which cannot be counted (uncountable noun). We always use the singular form: *There is some cheese*. Drinks are also things we cannot count: *There is some water. There is some juice*.
- Ask pupils to make sentences about the other food shown in the Study Box.

### Answers

*There are some aubergines. There are some lemons.  
There is some butter. There is some yoghurt.*

### Follow-up

- Look at the wall chart with the class. Help the class to make sentences using *There is/are...* about the food items they can see on the chart.

### Pupil's Book, Exercise 2

- Ask pupils to name the food items on the table.
- Read the speech bubble with the class. Ask pupils for a few other examples based on the food items on the table. Monitor the use of *There is/are...* Pupils can then continue in pairs.

### Answers

*There are some aubergines / biscuits / eggs / lemons / onions / sandwiches.  
There is some butter / milk / rice / yoghurt.*

### Activity Book, Exercise 3

- Pupils complete the sentences with *is* or *are*.
- Correct the activity by asking pupils to read the whole sentence aloud. Ask different pupils to read each sentence before you confirm the correct answer.

### Answers

1 is	2 are
3 is	4 are
5 are	6 is
7 are	8 is

### Activity Book, Exercise 4

- Do the activity orally first. Ask the class 'What can you see?' Insist on whole sentences beginning *There is...* or *There are...*
- Pupils complete the activity in writing.

### Answers

*These sentences in any order:*

- 1 *There is some cheese.*
- 2 *There are some eggs.*
- 3 *There is some milk.*
- 4 *There are some olives.*
- 5 *There is some butter.*
- 6 *There is some honey.*
- 7 *There are some tomatoes.*
- 8 *There is some rice.*

## Lesson 3

### Aims

To use *there is/are...* with countable and uncountable nouns: *There are some (aubergines).*  
 To learn the negative forms: *There isn't any (honey).* *There aren't any (cakes).*  
 To revise vocabulary for food and drink

### Structures

*There is (There's) some + uncountable nouns:*  
*There is some (yoghurt).*  
*There are some + countable nouns in the plural:*  
*There are some (aubergines).*  
*There isn't any + uncountable nouns: There isn't any (honey).*  
*There aren't any + countable nouns in the plural:*  
*There aren't any (apples).*

### Functions

Expressing quantity  
 Talking about food

### Topic

Food; Going shopping

### Resources

Pupil's Book, page 5 Exercise 3 Look and say  
 Pupil's Book, page 5 Exercise 4, Project: What's in your shop?  
 Activity Book, page 5 Exercise 5 Look and write  
 Activity Book, page 5 Exercise 6 Project: What's in your shop?  
 Wall chart: Food and cooking

### Revision

- Show the wall chart once more to the class. Say several sentences to the class using *There is/are...* based on the items in the wall chart. Make some of the sentences true and others false. Ask pupils to tell you whether the sentences are true or false.

### Presentation

- Continue the same activity as above. This time, include items that are not on the wall chart 'There is some water.' 'There are some bananas.' When pupils say 'No,' confirm with a full sentence: 'There isn't any water.' 'There aren't any bananas.'
- Write negative sentences on the board. Underline

the key structures:

*There isn't any water.*


*There aren't any bananas.*


- Practise the negative structure as follows. Name different food or drinks that are not on the wall chart. Encourage the class to respond with a full sentence.

### Pupil's Book, Exercise 3


Unit 18


#### 3 Look and say





*aubergines*  
*lemons*  
*eggs*  
*cakes*  
*honey*  
*milk*





#### 4 Project: What's in your shop?

- What does your shop sell?
- What doesn't your shop sell?

*We sell fruit on a stall in the market. There are some lemons, oranges, apples and bananas. There aren't any eggs or cucumbers. There is some mint. There isn't any milk.*

55

- Look at the photographs with the class. Ask pupils to name the food items they can see.
- Now, read the shopping list with the class. Pupils must look at the shopping list and then see if each food item is in the photographs. They then make sentences using *There is/are some...* and *There isn't/aren't any...*. Encourage pupils to discuss their ideas in pairs or small groups.
- Bring the class together again to share ideas.

### Answers

*There are some aubergines. There are some lemons.*  
*There aren't any eggs. There aren't any cakes. There isn't any honey. There isn't any milk.*

## Activity Book, Exercise 5

- Do the exercise orally first, working with the whole class. Read out the question – *Can you find the differences between the pictures?* Work through the example answer, pointing to each picture in turn.
- Ask pupils to read out the whole sentences, pointing to each picture at the appropriate point.

### Answers

- 1 *In picture 1, there are some oranges, but in picture 2, there aren't any oranges.*
- 2 *In picture 2 there are some pears, but in picture 1 there aren't any pears.*
- 3 *In picture 1 there is some butter, but in picture 2 there isn't any butter.*
- 4 *In picture 2 there is some yoghurt, but in picture 1 there isn't any yoghurt.*

## Pupil's Book, Exercise 4

- Pupils can work on the project individually or in pairs. They are to imagine that they have a shop in the middle of their town or neighbourhood or – if they prefer – a stall in the local market. They can choose what food and drink they want to sell. These can include all the things they like.
- Read the project instructions on Pupil's Book page 55 then read the example text.
- Point out how *and* and *or* are used in the example text to link groups of items.
- Tell the class that you want them to write a similar text, once they have decided what is in their shop.

## Activity Book, Exercise 6

- This Activity Book exercise provides a framework for the pupils' project work. They should choose what sort of shop they want to open, and then make lists of what is on sale in their shop and what isn't. These lists will provide vocabulary for their paragraph, which they can model on the example in the Pupil's Book.
- If time allows, pupils can draw the display in their shop or on their stall. Pupils can also present their work to the rest of the class.

# Unit 19

## Lesson 1

### Aims

To understand a series of instructions, as in a recipe: *Chop the cucumber. Cut the garlic.*  
To revise imperatives: *Be careful. Don't add a lot of water.*  
To learn some cooking verbs  
To revise words for food

### Structures

Imperatives: *Be careful. Don't add a lot of water.*

### Functions

Giving instructions  
Following a recipe

### Topic

Food and cooking

### Vocabulary

*chop (v), cut (v), add (v), mix (v), pour (v), call (v), together, careful, ready*

### Resources

Pupil's Book, page 5 Exercise 1, Listen and read  
Cassette, Unit 19 Exercise 1, Listen and read  
Activity Book, page 5 Exercise 1, Read and order  
Activity Book, page 5 Exercise 2, Read and match  
Flashcards: chop, add, mix, pour, cucumbers, garlic, mint, yoghurt  
A picture of a cucumber salad, if available

### Presentation 1

- Now that Laila and her mother have bought all of the ingredients, explain to the class that they are now going to make a cucumber salad. Revise the ingredients for the salad with the flashcards and then ask pupils how to make it. List the ingredients on the board, saying 'We need cucumbers.' etc.
- Ask, 'What should we do first?' Mime opening a pot of yoghurt and pouring it into a bowl. Say 'Pour the yoghurt in the bowl.' Ask pupils to repeat.
- Mime picking up a cucumber and chopping it with a knife. Say 'Chop the cucumber.' and ask pupils to repeat. Continue in the same way with 'Cut the garlic. Add water and salt. Add mint. Mix it together.' Use the flashcards and the wall chart to

help pupils understand.

- Mime and say just the verbs, encouraging pupils to join in: 'Pour. Chop. Cut. Add. Mix.' Repeat several times.

### Pupil's Book, Exercise 1

Unit 19

1 Listen and read

The yoghurt's in the bowl. What's next?  
Chop the cucumber.  
Cut the garlic.

Be careful!

Don't add a lot of water!

Now mix it together.

Good. Now add a little mint. Pour it into this bowl.

Is lunch ready?

Yes, it is. Wash your hands.  
Laila, call your father, please.

Cucumbers  
Yoghurt  
Garlic  
Mint  
Salt  
Water

56

- Pupils turn to the picture sequence on page 5 Ask, 'Who can you see? Where are they? What are they doing?' Establish that Laila and her mother are in the kitchen. They are making a cucumber salad.
- Ask pupils to listen to the dialogue and tell you the food items that are mentioned. Play the cassette. Then, ask pupils to name the food items in the story.
- Play the cassette again, pausing and asking pupils to repeat, as usual.



**Tapescript**

LAILA: The yoghurt's in the bowl. What's next? Chop the cucumber. Cut the garlic.

MOTHER: Be careful!

LAILA: Add water and salt.

MOTHER: Don't add a lot of water!

LAILA: Now mix it together.

MOTHER: Good. Now add a little mint. Pour it into this bowl.

OMAR: Is lunch ready?

MOTHER: Yes, it is. Wash your hands. Laila, call your father, please.

**Followup**

- Mime the different stages of the recipe: *Chop the cucumber*, etc. Encourage the class to find the corresponding instructions in the Pupil's Book dialogue.

**Activity Book, Exercise 1**

- Pupils read the instructions for making a cucumber salad and put them in the correct order. Pupils can refer to the story in the Pupil's Book if they need to.

**Answers**

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

**Activity Book, Exercise 2**

- Pupils read the instructions and match them to the pictures. Let them try the exercise unaided to develop reading comprehension skills.
- Correct the exercise by giving the letter of the picture – you can also mime the action – and asking pupils for the corresponding instruction.

**Answers**

1 b	2 a
3 d	4 c
5 e	

**Lesson 2****Aims**

To understand a series of instructions, as in a recipe

To practise imperatives: *Don't add mint. Wash your hands.*

**Structures**

Imperatives: *Don't add mint. Wash your hands.*

**Functions**

Giving instructions

Following a recipe

**Topic**

Food and cooking

**Resources**

Pupil's Book, page 3, Study Box

Pupil's Book, page 3, Exercise 2, Look and say  
Activity Book, page 3, Exercise 3 Look and write

Activity Book, page 3, Exercise 4, Look and write

Wall chart: Food and cooking

**Revision**

- Look at the wall chart with the class and revise the vocabulary from the previous lesson. Can pupils remember how to make a cucumber salad?

## Pupil's Book, Study Box

Unit 19

**Study Box**



Chop the cucumber.  
Cut the garlic.  
Add some mint.  
Pour the yoghurt.

**2 Look and say**



57

- Focus on the four instructions in the Study Box. Invite different pupils to read them aloud.
- Point out how instructions are formed, with the verb at the beginning. But if we are telling someone **not** to do something, the verb is preceded by *Don't* ...

## Pupil's Book, Exercise 2

- Focus on each of the pictures in turn and ask pupils to give the corresponding instruction.

### Answers

- 1 Wash your hands.
- 2 Don't add mint.
- 3 Chop the tomatoes.
- 4 Add some rice.
- 5 Pour the juice.
- 6 Mix it together.

### Followup

- Mime the actions shown in Exercise 2, in random order. Elicit the corresponding instruction.

## Activity Book, Exercise 3

- Pupils have to complete the instructions by adding the correct verb. Do the exercise orally first, then ask pupils to complete it in writing.

### Answers

- |        |        |
|--------|--------|
| 1 Chop | 2 Cut  |
| 3 Add  | 4 Wash |
| 5 Pour | 6 Chop |

## Activity Book, Exercise 4

- Pupils write instructions beginning with *Don't*... to match the pictures.

### Answers

- |                     |                                   |
|---------------------|-----------------------------------|
| 1 Don't run.        | 2 Don't close the window.         |
| 3 Don't eat sweets. | 4 Don't use <i>al</i> this knife. |

## Lesson 3

### Aims

To practise giving instructions, as in a recipe  
To sing along with a song to practise imperatives

### Structures

Imperatives: *Chop the aubergines. Add the onions.*

### Functions

Giving instructions  
Following a recipe

### Topic

Food and cooking

### Vocabulary

cook (v)

### Resources

Pupil's Book, page 8, Exercise 3 Look and say  
Pupil's Book, page 8, Exercise 4, Sing  
Cassette, Unit 19 Exercise 4, Sing  
Activity Book, page 8, Exercise 5 Read, write and circle

## Revision 1


- Invite two girls to come to the front of the class with their books. Ask them to imagine they are making a cucumber salad, like Laila and her mother on Pupil's Book page 58. They can even pretend they are on a television cookery programme.

- As the girls mime, ask the rest of the class to give the instructions for each stage of the recipe, without looking in their books. Be ready to write up key verbs if necessary: *Cut* etc.

## Pupil's Book, Exercise 3

Unit 19

**3 Look and say**




**4 Sing**

*It's a holiday today,  
There aren't any lessons.  
Go to the park.  
Go to the swimming pool.*

*Watch television.  
Ride your bike.  
Go to the beach.  
Fly a kite.*

*Play a game of tennis.  
Read a book.  
Talk to your friends.  
Write a letter.*

*It's a holiday today,  
There aren't any lessons.  
Go to the park.  
Go to the swimming pool.*



58

- Focus on the photographs and ask 'What can you see?' As the various dishes are named, ask pupils how often they eat them and if they like them or not.
- Ask pupils if they can tell you how to make the dishes in the photographs. Try one as a class and see if pupils can give instructions for the others in pairs or small groups. Help pupils with the vocabulary they need. Present the verb *to cook*.
- You can also ask pupils to give instructions for how to make their favourite dishes.

### Answers

*Pupils' own answers*

## Pupil's Book, Exercise 4

- Play the song through once, while pupils follow in

their books. Do simple mimes to help the class remember the meaning of the various verbs.

- Play the song again and encourage the pupils to join in.

### Tapescript

*It's a holiday today,  
There aren't any lessons.  
Go to the park,  
Go to the swimming pool.*

*Watch the television.  
Ride your bike.  
Go to the beach.  
Fly a kite.*

*Play a game of tennis.  
Read a book.  
Talk to your friends.  
Write a letter.*

*It's a holiday today,  
There aren't any lessons  
Go to the park,  
Go to the swimming pool.*

## Activity Book, Exercise 5

- Focus on the picture and ask 'What is it? Do you like Makloubit Bettinjan?'
- Say, 'We're going to make Makloubit Bettinjan. What do we need?' Look at the pictures of seven ingredients shown and elicit the names orally.
- Give pupils a few minutes to write the names of the ingredients in the spaces provided.
- Pupils read the recipe and choose the correct verb. Let them work on this part of the exercise individually.
- Bring the class together to correct the exercise. Ask different pupils to read each stage of the recipe. Once the correct answer has been established, read each instruction again and encourage the pupils to repeat it with confidence.

### Answers

<i>a aubergines</i>	<i>b rice</i>
<i>c onions</i>	<i>d salad</i>
<i>e lemon juice</i>	<i>f yoghurt</i>
	<i>g salt</i>

<i>1 Chop / Add</i>	<i>2 Cook</i>
<i>3 Chop</i>	<i>4 Cook / Add</i>
<i>5 Mix</i>	<i>6 Add / Cook</i>
<i>7 Mix</i>	<i>8 Add</i>

## Lesson 1

### Aims

To revise saying what you've got or haven't got, using *some* and *any*: *Have we got any water? We've got some sandwiches. We haven't got any water.*

To revise the use of *There is/are* with countable and uncountable nouns: *There are some apples.*

To revise words for food and drink

### Structures

The verb *have got* with determiners *some* or *any*: *Have we got any water? We've got some sandwiches. We haven't got any water.*

*There is (There's) some* or *There isn't any* with uncountable nouns: *There is some water. There isn't any ice cream.*

*There are some* or *There aren't any* with countable nouns in the plural: *There are some sandwiches. There aren't any pears.*

### Functions

Expressing quantity

Talking about food

### Topic

Food

### Resources

Pupil's Book, page 9 Exercise 1, Listen and read

Cassette, Unit 20 Revision 4, Exercise 1, Listen and read

Activity Book, page 9 Exercise 1, Read and write

Activity Book, page 9 Exercise 2, Look and write

Wall chart: Food and cooking

Flashcards: cucumber, yoghurt, garlic, mint, aubergines, onions, lemons, lamb, nuts, chickpeas

### Revision 1

- Revise *have got* by repeating the 'shopping basket' activity from Unit 17. Draw a shopping-bag outline on the board and stick three food flashcards inside. Include countable nouns, such as *lemons* or *onions*, and uncountable nouns like *yoghurt* or *garlic*.
- Point to the *lemons* and say 'We've got some lemons.' Elicit similar sentences from the class by pointing to the other two flashcards.

- Elicit the negative form by holding up, for example, the *aubergines* flashcards for a moment. Then point to your bag and say 'We haven't got any aubergines.' Hold up other cards so as to elicit sentences beginning *We haven't got any ...*
- Practise the question form by distributing flashcards around the class and encouraging pupils to ask questions about their card, beginning *Have we got any ...* Other pupils reply 'No, we haven't.'

### Revision 2

- Remind pupils that we can also use *There is/are some...* to talk about the things we have. Repeat the activity with food spread out on a table (Pupil's Book page 5, *Look and say*).
- Elicit the negative forms – *There isn't/aren't any* – by holding up flashcards of food not shown on page 5. Ask the class, 'What about bananas?' or 'Tell me about mint.' etc.

### Pupil's Book, Exercise 1

Unit 20
Revision 4

**1** Listen and read

What's the matter, Omar?  
I'm thirsty. Have we got any water?  
We've got some sandwiches. There are some apples. We haven't got any water.

Look. There are some shops. We should buy some water.  
I'll buy some water. Can I buy an ice cream, too?  
Yes, let's go.

Here you are.  
Thank you. Have you got any water?  
Yes, we have.

Thank you, Laila. I'm not thirsty now!

59

- Pupils look at the picture story. Ask, 'Who can you see? ... Where are they?' Establish that the

- children and their mother are in the park.
- As a listening task, tell the class ‘Laila is going to buy two things at the shop. What are they?’
  - Pupils listen to the cassette and follow in their books. Play the cassette again, pausing for repetition in the usual way.
  - Ask ‘What does Laila buy at the shop?’ Elicit the answer from several different pupils: ice cream and water.

### Tapescript

LAILA: What’s the matter Omar?

OMAR: I’m thirsty. Have we got any water?

MOTHER: We’ve got some sandwiches. There are some apples. We haven’t got any water.

MOTHER: Look. There are some shops. We should buy some water.

LAILA: I’ll buy some water. Can I buy an ice cream, too?

MOTHER: Yes, let’s go.

SHOP ASSISTANT: Here you are.

LAILA: Thank you. Have you got any water?

SHOP ASSISTANT: Yes, we have.

OMAR: Thank you, Laila. I’m not thirsty now!

### Activity Book, Exercise 1

- Pupils complete the sentences with *some* or *any*. Let them try the exercise unaided so you see how well they have assimilated the structures taught in Units 17 and 18.

#### Answers

- |        |        |
|--------|--------|
| 1 any  | 2 some |
| 3 some | 4 any  |
| 5 some | 6 any  |

### Activity Book, Exercise 2

- Pupils look at the things in the picnic basket and complete the sentences accordingly. Do the exercise orally first, or ask pupils to attempt it without preparation, as before.

#### Answers

- |          |         |
|----------|---------|
| 1 is     | 2 are   |
| 3 aren’t | 4 is    |
| 5 are    | 6 isn’t |
| 7 are    | 8 is    |

## Lesson 2

### Aims

To revise vocabulary for common illnesses  
To revise giving advice to people when they are ill: *You should go to bed.*

### Structures

The modal verb *should* for giving advice: *You should go to bed.*

Countable and uncountable nouns with *some* and *any*: *She needs some lamb. She doesn’t need any yoghurt.*

### Functions

Giving advice  
Talking about food

### Topics

Health and illness; Food and cooking

### Resources

Pupil’s Book, page 8 Exercise 2, Read and say  
Pupil’s Book, page 8 Exercise 3 Look and say  
Activity Book, page 8 Exercise 3 Look and write  
Activity Book, page 8 Exercise 4, Write  
Flashcards: cold, cough, sore throat, temperature

### Revision 1

- Use the flashcards to revise the words for common ailments. Stick all four flashcards up where everybody can see them. Talk about the different pictures – ‘She’s got a cough.’ etc. – and ask the class to point to the correct flashcard.

### Revision 2

- To revise the expression *You should ...* for giving advice, ask the class to look at Exercise 2 on Activity Book page 47. Tell them to look at the sentences with *You should* while you read them out.
- They then close their Activity Books. Say, ‘I think that I’ve got a cold. What should I do?’ Elicit sentences beginning ‘You should ...’

## Pupil's Book, Exercise 2

Unit 20  
Revision 4

**2 Read and say**

**3 Look and say**

60

- Pupils open their Pupil's Books at page 60. Choose two pupils to read the short dialogue shown in speech bubbles.
- Ask different pupils to read the six speech bubbles which follow. After each one, elicit ideas about what each child should do. Encourage the class to use their own ideas. Be ready to provide new vocabulary if necessary.

### Suggested answers

- a You should drink some water.
- b You should go to bed.
- c You should eat some fruit.
- d You should see the doctor.
- e You should wear a coat.
- f You should take some medicine.

### Activity Book, Exercise 3

- Pupils must create short dialogues, based on the pictures, using *I've got...* and *You should...* Do the exercise orally with the whole class. Different pairs

- of pupils can read each short dialogue aloud.
- Pupils complete the exercise in writing.

### Answers

- 1 I've got a sore throat. You should drink some water.
- 2 I've got a cough. You should take some medicine.
- 3 I've got a temperature. You should go to bed.

### Pupil's Book, Exercise 3

- Read the text in the speech bubble and ask one or two pupils to repeat it. Ask different pupils, 'Do you like kebabs?'
- Focus on the illustration. Say, 'We need some lamb. What else do we need?' Help the pupils to make sentences about the food in the picture, beginning 'We need some ...'. Pupils can also tell you about the food items that are not needed.

### Follow-up

- You can ask pupils to tell you how to make a kebab. They can use some of the imperatives they learned in Unit 19.

### Activity Book, Exercise 4

- Pupils have to sort the six words into two categories: *fruit* and *vegetables*.

### Answers

*Fruit: lemon, apple, banana*  
*Vegetables: onion, cucumber, aubergine*

### Extra revision activities

- At the back of the Activity Book, there are extra activities which can be used to revise the vocabulary and structures from Units 16-19. The activities can be done in class or as homework and are intended as revision in preparation for Test 4.

### Exercise 7, Look and write

- Pupils have to add the missing words to the dialogue. They can either do this unaided, or you can treat it as a dictation. Read the dialogue aloud once. Read it again and pause after each line to give them time to write.
- If you feel they need additional help, write the missing words on the board in random order.

## Answers

- |                      |                      |
|----------------------|----------------------|
| <i>a matter</i>      | <i>b ill</i>         |
| <i>c sore throat</i> | <i>d temperature</i> |
| <i>e medicine</i>    | <i>f should</i>      |

## Exercise 8, Circle

- Pupils must circle the correct word in each case.
- Correct the exercise by asking pupils to read the whole sentence aloud.

## Answers

- 1 *Have we got any apples?*
- 2 *We've got some bananas but we haven't got any apples.*
- 3 *There is some yoghurt in the fridge and there are some cucumbers.*
- 4 *There is some garlic and there are some lemons.*
- 5 *There aren't any aubergines. There isn't any milk.*

## Test 4

## Answers

### Exercise 1, Write

- |                      |                      |
|----------------------|----------------------|
| 1 <i>cough</i>       | 2 <i>temperature</i> |
| 3 <i>sore throat</i> | 4 <i>cold</i>        |

### Exercise 2, Write

- |                 |               |
|-----------------|---------------|
| <i>a matter</i> | <i>b feel</i> |
| <i>c got</i>    | <i>d cold</i> |
| <i>e can't</i>  | <i>f take</i> |
| <i>g should</i> |               |

### Exercise 3, Write

- |                          |                             |
|--------------------------|-----------------------------|
| 1 <i>go to the beach</i> | 2 <i>take your umbrella</i> |
| 3 <i>wear a coat</i>     | 4 <i>go to bed</i>          |
| 5 <i>eat a sandwich</i>  | 6 <i>drink some water</i>   |

### Exercise 4, Look and write.

- |                             |                             |
|-----------------------------|-----------------------------|
| 1 <i>We've got some</i>     | 2 <i>We've got some</i>     |
| 3 <i>We haven't got any</i> | 4 <i>We haven't got any</i> |
| 5 <i>We haven't got any</i> | 6 <i>We've got some</i>     |

### Exercise 5, Circle

- |                       |                           |
|-----------------------|---------------------------|
| 1 <i>is ... are</i>   | 2 <i>are ... is</i>       |
| 3 <i>any</i>          | 4 <i>any</i>              |
| 5 <i>some ... any</i> | 6 <i>isn't ... aren't</i> |

### Exercise 6, Match

- |                                    |                              |
|------------------------------------|------------------------------|
| 1 <i>Chop the cucumber.</i>        | 2 <i>Cut the garlic</i>      |
| 3 <i>Be careful!</i>               | 4 <i>Add water and salt.</i> |
| 5 <i>Don't add a lot of water.</i> | 6 <i>Add a little mint.</i>  |
| 7 <i>Mix it together.</i>          |                              |

# Unit 21

## Lesson 1

### Aims

To learn to describe obligations using *have to*:  
*You have to cover the seeds. You have to water your seeds every day.*

To learn when to use *has to* or *have to*: *She has to do her homework.*

To learn how to plant seeds and look after seedlings

### Structures

The verb *has/have to* to express obligation: *You have to water your seeds every day. She has to do her homework.*

### Functions

Expressing obligation

### Topic

Nature

### Vocabulary

*grow (v), ground, dig (v), cover (v), seeds, look after (v)*

### Resources

Pupil's Book, page 6, Exercise 1, Listen and read

Cassette, Unit 21, Exercise 1, Listen and read  
Activity Book, page 6, Exercise 1, Read and match

Activity Book, page 6, Exercise 2, Write  
Flashcards: seeds

cover the seeds. Underline the words *You have to*. Ask pupils to tell you several things that they have to do every day, such as clean their teeth or do their homework. Remind pupils of the third person form of the verb *to have*.

## Pupil's Book, Exercise 1

**Unit 21**

**1 Listen and read**

I'd like to grow some flowers, Mum. What do I have to do?

You have to cover the seeds. You don't want the birds to find them.

Well, first, you have to prepare the ground. You dig it, like this. Then you put the seeds in the ground.

Go away, bird!

It can be very dry in spring and summer. You have to water your seeds every day.

Very soon they grow into beautiful flowers.

We can give the flowers to Grandma!

I'll look after them every day.

Yes, we can!

61

### Revision

- Revise the seasons and the months with the class. Ask pupils what the weather is usually like in each season.

### Presentation 1

- With the flashcard, present the seeds. Write it on the board.
- Explain, 'We're going to grow some flowers. What do we have to do?' Answer your own question, using mime to help understanding: 'You have to prepare the ground ... You have to put the seeds in ground ... You have to cover the seeds. You don't want the birds to find them ... You have to water your seeds every day.'
- Write a sentence model on the board: *You have to*

- Pupils turn to page 6 in the Pupil's Book. Ask, 'Who can you see? Where are they?'
- Ask pupils to listen to the conversation between Laila and her mother. Tell them to put their hand up each time they hear an expression with *You have to*.
- Play the cassette. Be ready to pause the tape-recorder after the sentences beginning with *You have to...* to ensure that everyone is putting their hand up.
- Play the cassette again. Pause the tape-recorder after each sentence and ask different individuals to repeat.
- Focus on vocabulary which may be unfamiliar: *grow (some flowers), prepare the ground, cover the seeds, it can be very dry, ... look after, very soon*. Use



# Unit 21

## Lesson 1

### Aims

To learn to describe obligations using *have to*:  
*You have to cover the seeds. You have to water your seeds every day.*

To learn when to use *has to* or *have to*: *She has to do her homework.*

To learn how to plant seeds and look after seedlings

### Structures

The verb *has/have to* to express obligation: *You have to water your seeds every day. She has to do her homework.*

### Functions

Expressing obligation

### Topic

Nature

### Vocabulary

*grow (v), ground, dig (v), cover (v), seeds, look after (v)*

### Resources

Pupil's Book, page 6, Exercise 1, Listen and read

Cassette, Unit 21, Exercise 1, Listen and read  
Activity Book, page 6, Exercise 1, Read and match

Activity Book, page 6, Exercise 2, Write  
Flashcards: seeds

cover the seeds. Underline the words *You have to*. Ask pupils to tell you several things that they have to do every day, such as clean their teeth or do their homework. Remind pupils of the third person form of the verb *to have*.

## Pupil's Book, Exercise 1

**Unit 21**

**1 Listen and read**

I'd like to grow some flowers, Mum. What do I have to do?

You have to cover the seeds. You don't want the birds to find them.

Well, first, you have to prepare the ground. You dig it, like this. Then you put the seeds in the ground.

Go away, bird!

It can be very dry in spring and summer. You have to water your seeds every day.

Very soon they grow into beautiful flowers.

We can give the flowers to Grandma!

I'll look after them every day.

Yes, we can!

61

### Revision

- Revise the seasons and the months with the class. Ask pupils what the weather is usually like in each season.

### Presentation 1

- With the flashcard, present the seeds. Write it on the board.
- Explain, 'We're going to grow some flowers. What do we have to do?' Answer your own question, using mime to help understanding: 'You have to prepare the ground ... You have to put the seeds in ground ... You have to cover the seeds. You don't want the birds to find them ... You have to water your seeds every day.'
- Write a sentence model on the board: *You have to*

- Pupils turn to page 6 in the Pupil's Book. Ask, 'Who can you see? Where are they?'
- Ask pupils to listen to the conversation between Laila and her mother. Tell them to put their hand up each time they hear an expression with *You have to*.
- Play the cassette. Be ready to pause the tape-recorder after the sentences beginning with *You have to...* to ensure that everyone is putting their hand up.
- Play the cassette again. Pause the tape-recorder after each sentence and ask different individuals to repeat.
- Focus on vocabulary which may be unfamiliar: *grow (some flowers), prepare the ground, cover the seeds, it can be very dry, ... look after, very soon*. Use

mime and paraphrase to underline meaning: 'If there is no water on the ground, the ground is dry.' etc.

## Tapescript

LAILA: I'd like to grow some flowers, Mum. What do I have to do so?

MOTHER: Well, first, you have to prepare the ground. You dig it, like this. Then you put the seeds in the ground.

MOTHER: You have to cover the seeds. You don't want the birds to find them.

LAILA: Go away, bird!

MOTHER: It can be very dry in spring and summer. You have to water your seeds every day.

LAILA: I'll look after them every day.

MOTHER: Very soon they grow into beautiful flowers.

LAILA: We can give the flowers to Grandma!

MOTHER: Yes, we can!

## Followup

- Pupils close their books. Say, 'I'd like to grow some flowers. What do I have to do?' Help the class to repeat Mother's instructions to Laila, using *You have to...* Use mime to help them remember.

## Activity Book, Exercise 1

- Pupils draw lines between the instructions beginning *You have to...* and the corresponding pictures on the right. Go through the activity orally first, if you feel it's necessary. Read the sentences one by one and ask pupils to repeat. Pause after each sentence and ask the class to point to the correct picture.

## Answers

1 c                    2 b  
3 a                    4 e  
5 d

## Activity Book, Exercise 2

- Do the exercise orally first, asking different pupils to read out the whole sentence.
- Pupils complete the activity in writing.

## Answers

1 has                    2 have  
3 has                    4 have  
5 have                   6 has  
7 have                   8 have

## Lesson 2

### Aims

To practise talking about obligations using *have to*: *You have to cover the seeds.*

### Structures

*has/have to* to express obligation: *You have to water the seeds every day.*

### Functions

Expressing obligation

### Topic

School and home life

### Resources

Pupil's Book, page 2, Study Box

Pupil's Book, page 2, Exercise 2, Listen and order

Pupil's Book, page 2, Exercise 3 Talk about you  
Cassette, Unit 21, Exercise 2, Listen and order  
Activity Book, page 2, Exercise 3 Read and tick [✓] or cross [X]

Activity Book, page 2, Exercise 4, Read and answer


## Revision

- Before pupils open their books, say, 'I'd like to grow some flowers. What do I have to do?' Help the class to tell you how to plant and look after seeds, using *You have to...* Encourage the class to mime the different actions: 'You have to prepare the ground. You have to put the seeds in the ground. You have to cover the seeds. You have to water the seeds every day.'
- Play the cassette from Lesson 1 again (*Listen and read*). Pause after each sentence and ask different individuals to repeat.

## Pupil's Book, Study Box

Unit 21


**Study Box**




You have to put the seeds in the ground.  
You have to cover the seeds  
You have to water the seeds every day.

**2 Listen and order**


a




b




c




d




e



f



**3 Talk about you**



What do you have to do?

62

- Pupils turn to the Study Box. Invite different pupils to read the sentences aloud, or read them yourself and ask pupils to repeat.
- Point out how the phrase *You have to* can be followed by different verbs to express things that are essential or are an obligation.

### Followup

- Say, 'I want to cross the road. What do I have to do?' Work with the class to establish a sequence of rules for crossing the road safely, each beginning with *You have to*. Use mime and verb phrases – *stop by the road* etc. – to prompt the different instructions: *You have to stop by the road. ... Look left. ... Look right. ... Listen carefully. ... Walk quickly.*

### Pupil's Book, Exercise 2

- Ask pupils to look at the picture sequence and to tell you what they can see in the pictures. Explain to the class that they are going to listen to Munzer talking about his day. Pupils must order

the pictures according to the sequence of the events in the tapescript. Pupils can write the numbers in their exercise books.

- Point out that Munzer says *I have to* when he talks about his obligations. When he talks about things he chooses to do himself, he uses the Present Simple: *I often read a book ...*

### Tapescript

**MUNZER:** My name is Munzer. I'm going to tell you about my day. I have to get up at half past six. I like getting up early. I have to wash my face and clean my teeth. My father takes me to school. I have to be at school at a quarter to eight. My lessons start at eight o'clock. In class, I have to listen to my teacher. I have to work very hard! I like school very much. I go home at one o'clock and I have lunch at two o'clock with my family. After lunch, I have to do my homework. My mother sometimes helps me. I often read a book or play computer games. I have to go to bed at nine o'clock.

### Answers

e, d, f, c, a, b

### Pupil's Book, Exercise 3

- First, focus on the question shown in the speech bubble. Read it aloud. Guide pupils by asking about specific places and times: 'What do you have to do in the morning, before school? What do you have to do when you come to school? What do you have to do in the afternoon?' etc.

### Activity Book, Exercise 3

- Pupils read about Shaza's day, then decide whether each sentence below is right or wrong. Let them read the text quietly to themselves, for reading comprehension practice.

### Answers

1 [X]	2 [✓]
3 [✓]	4 [X]
5 [✓]	

### Activity Book, Exercise 4

- Do the exercise orally first, encouraging several different pupils to answer each question. Insist on full sentences, beginning *I have to ...*
- Pupils complete the activity in writing.

## Lesson 3

### Aims

To practise talking about obligations using *have to*: *I have to get up at half past six.*

To complete a written project to talk about what you have to do

### Structures

*has/have to + verb*: *I have to get up at half past six.*

### Functions

Expressing obligation

### Topic

Home life

### Resources

Pupil's Book, page 8 Exercise 4, Look and say

Pupil's Book, page 8 Exercise 5 Project: Write about your day

Activity Book, page 8 Exercise 5 Project: Write about your day

### Revision 1

- Reactivate *I have to* by asking pupils about their daily obligations: 'What do you have to do in the morning? What do you have to do at school?' etc.

## Pupil's Book, Exercise 4

Unit 21

**4 Look and say**



**5 Project: Write about your day**

- What do you have to do every day?

*I have to get up at half past six. I have to clean my teeth. I have to wash my face. I have to help my little sister. I have to be at school at a quarter to eight. I have to listen to my teacher. I have to do my homework. I have to help my mother.*

63

- Ask pupils what they can see in the photographs. Revise *school, hospital, restaurant and plane* with the class. Ask pupils who works in these places. Revise *teacher, doctor, cook and pilot* with the class.
- Now, ask pupils what these people have to do in their jobs. Point to the school and ask pupils what a teacher has to do. Help the pupils formulate their own ideas in English, beginning *A teacher has to ...* Write verb phrases on the board: for example, *teach children, correct their books, talk to their parents*. Ask pupils to work in small groups to prepare sentences for the other jobs.

### Suggested answers

*A cook has to make lunch. A doctor has to look after people. A pilot has to fly planes. A teacher has to teach children.*

## Pupil's Book, Exercise 5

- Tell pupils that their writing project is to describe the things that they have to do every day. Give them a few moments to read the example shown on Pupil's Book page 9. Invite different individuals to read single sentences aloud.
- Refer pupils to the exercise in the Activity Book to help them plan and structure their answers.

## Activity Book, Exercise 5

- Ask pupils to look at the diagrams in the Activity Book. Read out the two headings – *Things I have to do at home* and *Things I have to do at school*. Ask pupils to give you examples of each to check understanding.
- Focus on the first diagram. Ask pupils for ideas of things they have to do at home. Encourage them to think about things they **have to** do to help at home and be good children, rather than things they choose to do when they want to enjoy themselves.
- Pupils complete the two diagrams for themselves. Circulate and help with vocabulary.
- Pupils write about their day in two paragraphs, one about home and one about school. Each sentence should begin *I have to ...*

# Unit 22

## Lesson 1

### Aims

To learn how adverbs are used to qualify verb phrases: *Penguins can swim very fast.*  
To learn more about penguins

### Structures

The modal verb *can* to express ability: *Penguins can't fly.*  
Adverbs: *Penguins can swim very fast.*

### Functions

Describing animals

### Topic

Animals

### Vocabulary

*Internet, baby / babies, slowly, well, carefully, quickly, strongly, quietly*

### Resources

Pupil's Book, page 6, Exercise 1, Listen and read  
Cassette, Unit 22, Exercise 1, Listen and read  
Activity Book, page 6, Exercise 1, Tick [✓] or cross [✗]  
Activity Book, page 6, Exercise 2, Read and match  
Flashcard: penguin

### Revision

- Play a guessing game to reactivate names of animals: 'It's brown. It lives in the river. It's got sharp teeth. What is it? ... It's big. It's got a long nose. It lives in Africa. What is it?' etc.
- Show pupils the flashcard of the penguin. Revise the word with the class. Ask pupils what they can tell you about penguins. What colour are they? Where do they live? What can they do? What can't they do?

## Pupil's Book, Exercise 1

Unit 22

1 Listen and read

Today, we have to find some information about penguins!

We're using the Internet.

Penguins can't fly.

But they can walk slowly.

And they can swim very fast!

Penguins are good fathers.

The mother penguins look after their babies very carefully.

The baby penguins grow very quickly.

They look after the eggs very well.

Soon they can swim fast and catch fish!

64

- Pupils look at the dialogue on page 6. Ask, 'Who can you see? What are they doing?' Establish that Omar and Ali are working on the computer. They are using the Internet. Write *Internet* on the board. Ask different pupils, 'Do you use the Internet? When? What can you see on the Internet?'
- Tell the class you want them to listen to Omar and Ali and find one surprising fact about father penguins. Play the cassette.
- Play the cassette again. Pause the tape-recorder after each sentence and ask different pupils to repeat. Use gesture to convey the meaning of vocabulary which pupils may have forgotten: *look after, grow*, etc.

**Tapescript**

OMAR: Today, we have to find some information about penguins!

ALI: We're using the Internet.

ALI: Penguins can't fly.

OMAR: But they can walk slowly.

ALI: And they can swim very fast.

ALI: Penguins are good fathers.

OMAR: They look after the eggs very well.

ALI: The mother penguins look after their babies very carefully.

OMAR: The baby penguins grow very quickly. Soon they can swim fast and catch fish!

**Followup**

- Repeat the sentences from the text which include an adverb: *They can walk slowly*. Build up an adverbs list on the board: *slowly, very fast, very well, very carefully, very quickly*. Pupils close their books. Point to the different adverbs in your list. Help pupils to tell you facts about penguins, using the word you are pointing to. Sentences should begin *They ...*

**Activity Book, Exercise 1**

- Pupils can attempt the activity without your help initially, for reading comprehension practice.
- Correct the exercise with the whole class.

**Answers**

1 [X]	2 [X]
3 [✓]	4 [✓]
5 [✓]	6 [X]

**Activity Book, Exercise 2**

- Pupils match the sentences with the corresponding pictures.
- When pupils have completed the exercise, you can correct it by giving the letter of the picture and asking different individuals to read out the corresponding sentence.

**Answers**

1 d	2 a
3 e	4 b
5 c	

**Lesson 2****Aims**

To practise using adverbs to qualify action verbs: *A camel runs very fast*.

To distinguish between adjectives and adverbs

To revise vocabulary for animals

**Structures**

Adverbs: *A camel runs very fast*.

**Functions**

Describing animals

**Topic**

Animals

**Resources**

Pupil's Book, page 5 Study Box

Pupil's Book, page 5 Exercise 2, Look and say

Pupil's Book, page 5 Exercise 3 Talk about you

Activity Book, page 5 Exercise 3 Write

Activity Book, page 5 Exercise 4, Read and write.

**Revision**

- Reactivate the language from Lesson 1 by stating different facts about penguins and asking pupils to complete your sentences with an adverb: for example, 'Father penguins look after the eggs very 'well.' Depending on the level of your class, you may wish to write the adverbs up on the board before the lesson, to help pupils remember them.


## Pupil's Book, Study Box

Unit 22


**Study Box**

slow quick careful fast good	slowly quickly carefully fast well
--	--


**2 Look and say**




A camel runs very fast.




1



2




3



4

**3 Talk about you**



I cross the road very carefully.

I cross the road ...  
 I run ...  
 I eat ...  
 I swim ...  
 I speak English...

65

## Suggested answers

- 1 A camel runs very fast.
- 2 A tortoise walks very slowly.
- 3 A monkey looks after its baby very carefully.
- 4 A shark swims very fast.

## Pupil's Book, Exercise 3

- Pupils must complete the sentences about themselves, using words from the Study Box. Give them a few minutes to work in pairs and share ideas. Circulate and listen to as many pairs as possible.
- Bring the class together again. Invite different pupils to say their sentences.

## Activity Book, Exercise 3

- Pupils have to choose the correct word from the box to complete the sentence. Do the exercise orally first to ensure all sentences are fully understood. Pupils can then complete them in writing.

## Answers

- |          |             |
|----------|-------------|
| 1 well   | 2 carefully |
| 3 fast   | 4 well      |
| 5 slowly | 6 quickly   |

## Activity Book, Exercise 4

- Pupils must select the correct alternative to complete each sentence.

## Answers

- |             |        |
|-------------|--------|
| 1 carefully | 2 well |
| 3 quickly   | 4 good |
| 5 carefully |        |

- Ask pupils to look at the words in the Study Box. Use sentence examples to demonstrate the difference between the adjectives in the first list and the adverbs in the second list: *Tortoises are slow. They walk slowly.* etc.
- Point out that generally the adverbs are formed by adding *ly* to the adjective. In the case of *careful*, the *l* is doubled: *carefully*.
- Focus on the irregular formations: *good – well* and *fast – fast*, where adjective and adverb are the same.
- Explain that *fast* and *quickly* mean almost the same. *Fast* is more often used to describe movement over a longer distance, such as running, swimming, flying or driving.

## Pupil's Book, Exercise 2

- Pupils use the adverbs from the Study Box to make sentences about each of the animals.
- Ask different individuals to repeat each sentence. For writing practice, you can ask pupils to write a sentence about each animal.



## Lesson 3

### Aims

To practise using adverbs to qualify action verbs: *He can run very fast.*  
To use suffixes in words

### Structures

Adverbs: *He can run very fast.*

### Functions

Describing people and animals

### Topic

People

### Resources

Pupil's Book, page 6 Exercise 4, Look and say  
Pupil's Book, page 6 Exercise 5 Read and say  
Activity Book, page 6 Exercise 5 Look and write  
Activity Book, page 6 Exercise 6 Write


### Revision

- Before pupils open their books, ask them to remember the sentences that they made about themselves in Lesson 2 (*Talk about you*). Prompt them using mime and gesture, or give them the first words of their sentence: 'I swim'...

## Pupil's Book, Exercise 4


Unit 22

**4 Look and say**



**5 Read and say**

How many new words can you make?



Word bank:

- s
- clean
- climb
- play
- work
- start
- walk
- help
- listen
- ed

66

- Focus on the photographs and ask pupils, 'What can you see? Where is he/she? Where are they? What's he doing?' etc.
- Suggest different adverbs and ask the class if they can match them to one of the photos and make a sentence. Say, for example, 'Very well': pupils can point to the swimmers and say 'They swim very well.'
- Pupils make sentences about the photographs using an appropriate adverb.

### Answers

*They swim very well (fast).*  
*He drives very fast.*

## Activity Book, Exercise 5

- Pupils make a sentence about each of the people in the pictures, using an appropriate adverb. Do the exercise orally first, then ask pupils to complete it in writing.

## Answers

- 1 He cleans his teeth very carefully.
- 2 She cooks very well.
- 3 He drives very slowly.
- 4 He plays football very well.

## Presentation

- Use the verb *help* as an example to review the different verb tenses that pupils have learned so far. Make sentences about one of the pupils in your class, for example: '(Talia) often helps her mother. She helped her yesterday. Is she helping her mother now? No, she isn't.'
- Repeat the sentences, writing the different forms of *help* on the board: *helps, helped, helping*. Ask the class to say the sentences about the pupil along with you.

## Pupil's Book, Exercise 5

- Pupils look at the words at the bottom of Pupil's Book page 6. Read each verb in turn and ask pupils to formulate the different parts: for example, *clean*: *cleans, cleaned, cleaning*. All follow the same pattern, except for *started*, which becomes a two-syllable word in the past simple: /sta:td/
- As a written follow-up, pupils can choose one of the verbs and make three sentences, using each of the three different forms of the verb: *play (football)* or *clean (his/her teeth)*.

## Activity Book, Exercise 6

- Pupils complete the sentences by adding the correct ending to the verbs. Do the exercise orally first. Show them how the time phrases in sentences indicate whether the action is something that happens regularly (*every day, in the afternoon*) or in the past (*yesterday, last year*).

## Answers

- |             |           |
|-------------|-----------|
| 1 buys      | 2 flying  |
| 3 helps     | 4 worked  |
| 5 listening | 6 walked  |
| 7 plays     | 8 visited |

# Unit 23

## Lesson 1

### Aims

To make comparisons: *Gorillas are taller than monkeys.*

To learn new vocabulary for animals

To revise names of animals

### Structures

Comparative adjectives: *Gorillas are taller than monkeys. Gorillas are more dangerous than monkeys.*

### Functions

Making comparisons

### Topic

Animals

### Vocabulary

*gorilla, better, dangerous, intelligent*

### Resources

Pupil's Book, page 6, Exercise 1, Listen and read

Cassette, Unit 23 Exercise 1, Listen and read  
Activity Book, page 6, Exercise 1, Tick [✓] or cross [✗]

Activity Book, page 6, Exercise 2, Look and write

Flashcards: gorilla

### Presentation 1

- Point to the picture of the monkey on page 6 of the Pupil's Book. Ask pupils questions about monkeys: 'Where does it live? What does it eat? Do you like monkeys?'
- Present *gorilla* with the *gorilla* flashcard. Ask pupils what they know about gorillas.

### Presentation 2

- Say 'Monkeys are small. Gorillas are tall. Gorillas are taller than monkeys.' Use gesture to convey meaning. Write the sentence *Gorillas are taller than monkeys.*
- Substitute other pairs of animals to provide further examples: *Giraffes are taller than camels. Horses are taller than monkeys.*
- Ask two of the tallest pupils in the class to stand side by side. Compare their heights: for example, 'Khaled is taller than Salah.' Write the sentence on the board.

- Tell the class that in Unit 23 they are going to learn to express comparisons between two things.

### Pupil's Book, Exercise 1

Unit 23

1 Listen and read

We're going to talk about animals of the jungle.

Gorillas are taller than monkeys.

We're going to tell you about monkeys and gorillas.

Monkeys are smaller than gorillas. They live longer than gorillas. They climb better than gorillas.

Monkeys are more intelligent than gorillas.

I like monkeys more than gorillas.

Gorillas are more dangerous than monkeys.

Me too. I think they're funny!

67

- Pupils turn to the picture sequence on page 6. Ask 'Who can you see? Where are they?' Establish that the children are in school. Laila and Hala are doing a presentation to their class about monkeys and gorillas.
- Ask pupils to listen to the dialogue and count the comparisons with *than*, similar to the ones you wrote on the board. Play the cassette.
- Play the cassette again, pausing for pupils to repeat as usual. Clarify unfamiliar vocabulary, using gesture and paraphrase. For *intelligent*, point to your head. For *dangerous*, say 'They're dangerous. Be careful! Don't touch them.'
- Ask, 'How many sentences are there with *than*?' Have pupils repeat the six comparisons from Laila and Hala's presentation, counting them on your fingers.

**Tapescript**

LAILA: We're going to talk about animals in the jungle.

HALA: We're going to tell you about monkeys and gorillas.

LAILA: Gorillas are taller than monkeys.

HALA: Monkeys are smaller than gorillas. They live longer than gorillas. They climb better than gorillas.

LAILA: Monkeys are more intelligent than gorillas.

HALA: Gorillas are more dangerous than monkeys.

OMAR: I like monkeys more than gorillas.

ALI: Me too. I think they're funny!

**Followup**

- Hold up the flashcards of the gorilla and the penguin. Ask pupils to make similar comparisons using the same adjectives in the story.

**Activity Book, Exercise 1**

- Focus on the example question. Read it aloud, using gesture to convey the sense of *bigger*. Establish with the class that the statement is correct.
- Pupils complete the exercise, working individually.
- Correct the exercise with the whole class.

**Answers**

1 [✓]      2 [✓]  
3 [✗]      4 [✓]  
5 [✗]

**Activity Book, Exercise 2**

- Pupils choose the correct words from the box and write the names of the animals under the corresponding pictures.

**Answers**

1 elephant      2 rabbit  
3 crocodile      4 tortoise  
5 shark      6 donkey

**Lesson 2****Aims**

To practise making comparisons: *Rasha is taller than Lubna. Snakes are more dangerous than giraffes.*

**Structures**

Comparative adjectives: *Rasha is taller than Lubna. Snakes are more dangerous than giraffes.*

**Functions**

Making comparisons

**Topic**

Animals

**Vocabulary**

snake

**Resources**

Pupil's Book, page 8, Study Box

Pupil's Book, page 8, Exercise 2, Look and say

Pupil's Book, page 8, Exercise 3 Talk about you

Activity Book, page 8, Exercise 3 Write

Activity Book, page 8, Exercise 4, Look and write

Flashcards: gorilla, snake

**Revision**

- Look at the pictures of the gorilla and the monkey again with the class. Ask pupils to compare the animals, using the adjectives that they learned in the previous lesson.




**Presentation**

- Present *snake* with the flashcard.

## Pupil's Book, Study Box


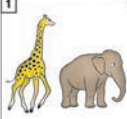


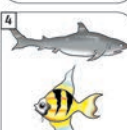
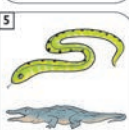

Unit 23

Study Box






Rasha is taller than Lubna. Snakes are more dangerous than giraffes.

**2 Look and say**

 Giraffes are taller than elephants.	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 5px;"> <p style="font-size: x-small;">1</p>   <span style="background-color: green; color: white; padding: 2px;">tall</span> </div> <div style="border: 1px solid gray; padding: 5px;"> <p style="font-size: x-small;">2</p>   <span style="background-color: green; color: white; padding: 2px;">small</span> </div> <div style="border: 1px solid gray; padding: 5px;"> <p style="font-size: x-small;">3</p>   <span style="background-color: green; color: white; padding: 2px;">intelligent</span> </div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 5px;"> <p style="font-size: x-small;">4</p>   <span style="background-color: green; color: white; padding: 2px;">dangerous</span> </div> <div style="border: 1px solid gray; padding: 5px;"> <p style="font-size: x-small;">5</p>   <span style="background-color: green; color: white; padding: 2px;">long</span> </div> <div style="border: 1px solid gray; padding: 5px;"> <p style="font-size: x-small;">6</p>   <span style="background-color: green; color: white; padding: 2px;">slow</span> </div> </div>
--	--	--

**3 Talk about you**



Are you taller or smaller than your partner?  
 Is your shoe size bigger or smaller than your partner?  
 Is your hair longer or shorter than your partner?  
 Do you get up earlier or later than your partner?

I'm taller than Hussam.

68

- Focus on the first example in the Study Box. Point out how English uses *e r than* to compare two things: *taller than, older than, smaller than*. With most short adjectives, we simply add *-er* to make the comparative. With some short adjectives (single vowel + single consonant), we double the consonant: *bigger, fatter, hotter, sadder, thinner*.
- Focus on the second example. Explain that with longer adjectives, like *dangerous* or *intelligent*, we use the word *more* (and no *e r* ending).
- Point out that comparisons of animals can be made in the singular or the plural, though the verb is different: *A snake is more dangerous than a giraffe. Snakes are more dangerous than giraffes.*

### Pupil's Book, Exercise 2

- Look at Picture 1 and ask a pupil to read the example in the speech bubble.
- Ask pupils to continue with the other pictures, using the adjectives in the box in their comparative form.

### Answers

- 1 A giraffe is taller than an elephant.
- 2 A rabbit is smaller than a crocodile.
- 3 A dog is more intelligent than a tortoise.
- 4 A shark is more dangerous than a fish.
- 5 A crocodile is longer than a snake.
- 6 A tortoise is slower than a donkey.

### Follow-up

- For a written follow-up, ask pupils to write three more comparisons of animals not already made in Exercise 2, using the adjectives shown: for example, *A donkey is smaller than a giraffe.*

### Pupil's Book, Exercise 3

- Explain that pupils have to make comparisons between themselves and the person sitting next to them: their partner. Read the questions aloud, revising any vocabulary where necessary.
- Allow pupils a few minutes to discuss the questions. You can ask pupils for their answers afterwards. Monitor while they work.

### Activity Book, Exercise 3

- Pupils must use the comparative form of the adjective shown in brackets to complete the sentence. Do the activity orally first, using mime to remind the pupils what *strong* and *fast* mean.
- Pupils complete the exercise in writing.

### Answers

- 1 Giraffes are taller than rabbits.
- 2 Tortoises are smaller than sharks.
- 3 Sharks are faster than elephants.
- 4 Gorillas are stronger than monkeys.
- 5 Sharks are more dangerous than dogs.
- 6 Monkeys are more intelligent than cats.

### Activity Book, Exercise 4

- Pupils complete the comparisons between Amer and Mazen, using the adjectives given.

### Answers

- |                |                |
|----------------|----------------|
| 1 older than   | 2 taller than  |
| 3 smaller than | 4 younger than |

## Lesson 3

### Aims

To practise making comparisons: *A plane is faster than a car.*

### Structures

Comparative adjectives: *A plane is faster than a car.*

### Functions

Making comparisons

### Topic

Transport

### Resources

Pupil's Book, page 8 Exercise 4, Look and say

Pupil's Book, page 8 Exercise 5 Sing

Cassette, Unit 23 Exercise 5 Sing

Activity Book, page 8 Exercise 5 Read and match

Activity Book, page 8 Exercise 6 Look and write

- Before the lesson, write up comparative adjectives in preparation for Pupil's Book Exercise 4 (*Look and say*): *faster, slower, bigger, smaller, shorter, longer, quieter*

### Revision

- Revise comparatives by doing an oral *Tick or cross* exercise. Tell pupils to write the numbers 1–5 in a row in their exercise books. Read five sentences about animals, pausing after each for pupils to put a tick or a cross. Pupils should be absolutely quiet during this stage of the activity.


- 1 A shark is more dangerous than a tortoise.
- 2 A rabbit is more dangerous than a snake.
- 3 An elephant is smaller than a donkey.
- 4 A gorilla is bigger than a monkey.
- 5 A tortoise is faster than a dog.

- Correct the activity by reading each sentence again and asking pupils to repeat. Ask 'Yes or no?' Encourage pupils to give correct versions of the incorrect sentences, as usual.

## Pupil's Book, Exercise 4

Unit 23

**4 Look and say**



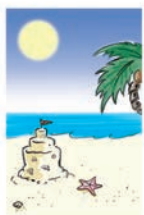

**5 Sing**

*Hotter, colder,  
Longer, shorter,  
Younger, older,  
The seasons change!*

*Summer days are hotter  
The nights are shorter, too.  
The big blue sea is warmer.  
The sky is sunny blue.*

*Winter days are colder.  
The nights are longer, too.  
The year is getting older.  
The sky is cloudy blue.*

*Hotter, colder,  
Longer, shorter,  
Younger, older,  
The seasons change!*

69

- Ask pupils to look at the photographs on page 8 and tell you what they can see. If necessary, write up the words *car, bus, plane and train*.
- Using the comparative adjectives which you wrote up before the lesson, help pupils to talk about the different forms of transport: for example, 'A bus is slower than a car.' Prompt the pupils by saying the two nouns – 'A bus and a car' – and pointing to the adjective: *slower*. Ask pupils to continue in pairs and collate their sentences at the end of the activity.

### Suggested answers

*A plane is faster than a car. A train is slower than a plane. A plane is bigger than a car. A train is quieter than a plane. A bus is smaller than a plane.*

## Pupil's Book, Exercise 5

- Look at the pictures in the book on page 8 before pupils read the text. Ask pupils to identify the seasons depicted in the pictures (summer and winter). Ask pupils to make a few sentences

comparing summer and winter.

- Ask the class to listen to the song and follow the words in their books. Ask them to count the words ending in *e r* (comparative adjectives).
- Play the song again, encouraging pupils to join in as soon as they can. You can improvise simple actions: pointing up to the *sky*, making waves with your hand for *sea*.
- Play the song once more, counting the *e r* words on your fingers. There are eighteen in all, though several are repeated.

### **Tapescript**

*Hotter, colder,  
Longer, shorter,  
Younger, older,  
The seasons change!*

*Summer days are hotter  
The nights are shorter, too.  
The big blue sea is warmer.  
The sky is sunny blue.*

*Winter days are colder.  
The nights are longer, too.  
The year is getting older.  
The sky is cloudy blue.*

*Hotter, colder,  
Longer, shorter,  
Younger, older,  
The seasons change!*

### **Activity Book, Exercise 5**

- Ask pupils to read the two descriptions quietly to themselves, as a reading comprehension exercise. They must then decide which of the girls is described in each paragraph.
- Read the paragraphs aloud, pausing before the comparative adjectives for pupils to say them. At the end of each description, ask *'Is it a or b?'*

### **Answers**

1 b                      2 a

### **Activity Book, Exercise 6**

- Elicit the names of five animals from the class and write the words on the board. Pupils use the adjectives in the box to make comparisons between the animals on the board, as in the example. Do the exercise orally first, then ask pupils to complete it in writing.

# Unit 24

## Lesson 1

### Aims

To learn to express superlatives: *The cheetah is the fastest animal in the world. The donkey is the most useful animal.*

To revise vocabulary for animals  
To learn new vocabulary for animals

### Structures

Superlative adjectives: *The cheetah is the fastest animal in the world. The donkey is the most useful animal.*

### Functions

Expressing superlatives

### Topic

Animals

### Vocabulary

*cheetah, dolphin, useful, poisonous, difficult*

### Resources

Pupil's Book, page 70 Exercise 1, Listen and read

Cassette, Unit 24, Exercise 1, Listen and read

Activity Book, page 70 Exercise 1, Write  
Activity Book, page 70 Exercise 2, Write

Flashcards: cheetah, dolphin

Before the lesson, write a gapped sentence on the board: *The ..... is the fastest animal in the world.*

### Revision

- Play the song again with the class from Unit 23 page 6

### Presentation

- Ask five pupils to come to the front of the class. Ask each pupil to draw an animal from the following list: tortoise, camel, rhino, shark and donkey.
- Point to the picture of the tortoise and ask, 'Is a tortoise fast?' Ask the same question about the other animals. Point to all five animals and ask, 'Which is the fastest animal?' This may lead to some discussion, as camels and rhinos move very fast when running, but a great white shark is the fastest.
- Ask pupils, 'What is the fastest animal in the world?' Elicit different opinions, providing

vocabulary as necessary. Do not confirm the correct answer for the time being. Tell the class, 'Today you are going to learn what is the fastest animal in the world.'

- Point to the gapped sentence you wrote up earlier and read it out, leaving a pause for the missing word. Ask pupils to listen to the dialogue in the Pupil's Book to find the missing word.

### Pupil's Book, Exercise 1

- Pupils turn to page 70 Ask, 'Who can you see? What are they doing?' Establish that Ali and Omar are reading a book about animals.
- Play the cassette. Play it again, pausing the tape-recorder after each sentence and asking different individuals to repeat. Focus on your gapped sentence and ask, 'What is the fastest animal in the world?' Establish that it is the cheetah, which can reach a speed of 60 kilometres an hour in just three seconds.
- Help pupils with the pronunciation of the new words in the story (cheetah and dolphin). Present the words with the aid of the flashcards.



**Tapescript**

OMAR: Look! This is the smallest bird in the world! And this is the longest snake!

OMAR: What is the tallest animal in the world, Ali?

ALI: That's easy! It's the giraffe!

OMAR: Yes. Some giraffes are five metres tall.

OMAR: The cheetah is the fastest animal in the world.

ALI: The tortoise is the slowest!

OMAR: The donkey is the most useful animal in the world. Snakes are the most poisonous animals. They are the most dangerous too!

OMAR: What is the most intelligent animal in the world?

ALI: That's difficult. Is it the dolphin?

OMAR: Yes, it is. They use sounds to talk in the water.

**Followup**

- Point out how English uses *the + e st* to say that something is the fastest, tallest, etc. (superlatives). The spelling rules are the same as for the comparatives that we met in Unit 23 *big, bigger than, the biggest*. Longer adjectives do not take *e st*, but are preceded by the most: *The dolphin is **the most intelligent** animal in the world.*

**Activity Book, Exercise 1**

- Pupils can work in pairs or individually, completing the sentences with adjectives chosen from the box.
- Correct the activity with the whole class. Ask two or three individuals to read out each completed sentence before you finally confirm the correct answer.

**Answers**

1 dolphin      2 cheetah  
3 tortoise     4 snake  
5 donkey      6 giraffe

**Activity Book, Exercise 2**

- Pupils must sort the eight adjectives into two lists: those which take *e st* in the superlative and those which take *the most*. Tell them they will find all the correct forms in the dialogue on Pupil's Book page 70

**Answers**

First list: (in any order) the fastest, the smallest, the slowest, the tallest

Second list: (in any order) the most intelligent, the most dangerous, the most useful, the most poisonous

**Lesson 2****Aims**

To practise expressing superlatives: *The mouse is the smallest animal. The spider is the most poisonous animal.*

To revise names of animals

To learn new vocabulary for animals

**Structures**

Superlative adjectives: *The mouse is the smallest animal. The spider is the most poisonous animal.*

**Functions**

Expressing superlatives

Talking about animals

**Topic**

Animals

**Vocabulary**

*spider, mouse, whale*

**Resources**

Pupil's Book, page 71, Study Box

Pupil's Book, page 71, Exercise 2, Ask and answer

Pupil's Book, page 71, Exercise 3 Talk about your class

Activity Book, page 71, Exercise 3 Look and write

Activity Book, page 71, Exercise 4, Read and answer

Wall chart: Animals

Flashcards: spider, mouse, whale

**Revision**

- Ask pupils to open their Pupil's Books at page 70. Say, 'How many animals can you find?' Create a list of animal names on the board.

**Answers**

(in any order) snake, giraffe, cheetah, tortoise, donkey, dolphin

- Ask questions about the animals you have listed: 'What is the most intelligent animal in the world? ... the most useful animal? ... the slowest animal? ... the fastest animal? ... the tallest animal?'

## Presentation


- Present *spider, mouse* and *whale* with the aid of the flashcards or the wall chart.

## Pupil's Book, Study Box


- Focus on the first example in the Study Box. Point out how English uses *-est* to express superlatives: *the tallest animal in the world*. With *most* short

Unit 24

**Study Box**




The giraffe is the tallest animal in the world.



The dolphin is the most intelligent animal in the world.

**2 Ask and answer**

Which is the smallest animal?

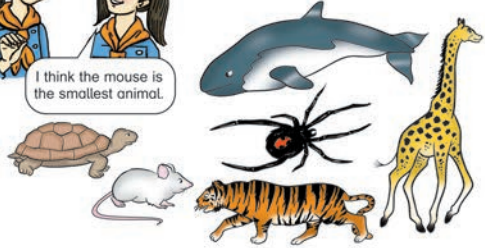


I think the mouse is the smallest animal.


the longest    the smallest    the tallest

the fastest    the slowest

the most dangerous    the most poisonous



**3 Talk about your class**



Maysaa is the tallest person in the class.

Who is the tallest person in the class?

Who is the oldest in the class?

Who's the youngest person in the class?

Who's got the biggest bag?

71

adjectives, we simply *add e st* to make the superlative. With some short adjectives (single vowel + single consonant), we double the consonant: *biggest* or *hottest*.

- Focus on the second example. Explain that with longer adjectives, like *useful* or *intelligent*, we use the word *most* (and no *e st* ending).

## Pupil's Book, Exercise 2

- Pupils look at the pictures of the animals. Ask, 'What can you see?' to revise the relevant animal names.
- Read out the question, 'Which is the smallest animal?' in order to model the 'Which' question. Then ask two pupils to read out the question and

answer.

- Pupils practise asking and answering in pairs. Circulate, giving help and encouragement.

## Suggested answers

*The whale is the longest animal.*  
*The mouse is the smallest animal.*  
*The giraffe is the tallest animal.*  
*The tiger is the fastest animal.*  
*The tortoise is the slowest animal.*  
*The tiger is the most dangerous animal.*  
*The spider is the most poisonous animal.*

## Pupil's Book, Exercise 3

- Bring the class together again to discuss the four questions about children in the class. Ask pupils to make sentences like the one shown in the speech bubble.

## Activity Book, Exercise 3

- Pupils complete the sentences about the children in the picture, adding the superlative forms of the adjectives shown in brackets.

## Answers

a youngest    b oldest  
 c tallest    d smallest  
 e fastest

## Activity Book, Exercise 4

- Pupils answer the questions about children in the class, using complete sentences.

## Answers

*Pupils' own answers*

## Lesson 3

### Aims

To practise expressing superlatives: *The shark is the most dangerous animal.*

To complete a project on animals in Syria

To revise expressing comparatives

### Structures

Superlative adjectives: *The shark is the most dangerous animal.*

Comparative adjectives: *A shark is more dangerous than a horse.*

### Functions

Expressing superlatives

Talking about animals

### Topic

Animals

### Resources

Pupil's Book, page 72, Exercise 4, Look and say

Pupil's Book, page 72, Exercise 5 Project: Write about animals in Syria

Activity Book, page 72, Exercise 5 Project:

Write about animals in Syria

Wall chart: Animals

- Before the lesson, write on the board a collection of adjectives that could be applied to animals: *beautiful, big, dangerous, fast, intelligent, long, slow, small, tall, useful.*



### Revision



- Revise superlative adjectives by showing pupils the wall chart. Ask pupils to make as many sentences as they can which compare the animals in the pictures.

## Pupil's Book, Exercise 4

Unit 24


**4 Look and say**

**5 Project: Write about the animals in Syria**

Which is the smallest?  
 Which is the fastest?  
 Which is the tallest?  
 Which is the most poisonous?  
 Which is the most intelligent?  
 Which is the most dangerous?



72

- Pupils look at the photographs of animals on Pupil's Book page 72. Ask pupils to identify the animals.
- Ask the class, 'Which is the most dangerous animal?', pointing to the word *dangerous* on the board. Ask a few more questions of the same type.
- Encourage pupils to make sentences using superlative adjectives about the animals in the photographs. Pupils can refer to the adjectives on the board to help them.

### Suggested answers

*The rhino is the biggest animal.*

*The cheetah is the fastest animal.*

*The shark is the most dangerous animal.*

*The butterfly is the smallest animal.*

### Follow-up

- As written follow-up to the activity, pupils can write sentences about the animals in their exercise books.

## Pupil's Book, Exercise 5

- Tell the class, 'We are going to do a project about animals in Syria.' Use the six questions in the Pupil's Book as a basis for class discussion. Ask the class, 'Which is the smallest animal in Syria?' Invite different pupils to express an opinion: 'Ruba, what do you think? ... Khaled, do you agree?' etc.
- Refer pupils to the corresponding exercise in the Activity Book to help them write their projects.

## Activity Book, Exercise 5

- The Activity Book exercise will help pupils structure their project work. Focus on the diagram at the top of the page. Pupils can use the ideas generated in the previous activity to complete the empty circles with the names of other animals native to Syria.
- Give pupils a few moments to read the example sentences (about snakes) quietly to themselves. Then ask comprehension questions: 'What is the most poisonous animal in Syria? What colour is it? Where does it live? How is it different from other animals?'
- Choose another native animal as an example. Write the name on the board, then create a sentence around it: *The [name of your animal] is the e. . . st [for the most] animal in Syria.*
- Read through the Activity Book questions with the class. Help pupils to answer the questions for the animal you have chosen.
- Pupils write short paragraphs about the animals they wrote in the circles, using the passage about the snake as a model.

## Lesson 1

### Aims

To revise *have to* for expressing obligation: *You have to water the seeds every day.*

To revise the superlative form of adjectives: *What's the biggest lake?*

To revise the comparative form of adjectives: *I think that Mount Kassioum is taller than Mount Al-Sheikh.*

To gather geographical facts about Syria

### Structures

Superlative adjectives: *What's the biggest lake?*

Comparative adjectives: *I think that Mount Kassioum is taller than Mount Al-Sheikh.*

### Functions

Making comparisons

### Topic

Geography; Animals

### Resources

Pupil's Book, page 73 Exercise 1, Listen and read

Cassette, Unit 25 Exercise 1, Listen and read  
Activity Book, page 73 Exercise 1, Write  
Activity Book, page 73 Exercise 2, Tick [✓] or cross [✗]

Flashcards: seeds, gorilla, snake, cheetah, dolphin, spider, whale, mouse

### Revision 1

- Revise the *have to* structure which pupils met in Unit 21. Say 'I'd like to grow some flowers. What do I have to do?' Describe the process slowly, doing the actions: 'You have to prepare the ground. You have to put the seeds in the ground. You have to cover the seeds. You have to water the seeds every day.' You can use the flashcard of the seeds to help you.
- Repeat, encouraging pupils to join in with the words and the actions.
- For further revision of *have to*, ask pupils questions about their daily obligations, as on Activity Book page 2 (4 Read and answer). Elicit full-sentence replies beginning *I have to* ...

### Revision 2

- Show pupils the flashcards of the animals and ask

pupils to identify them. Then, ask pupils to compare the animals pictured on the flashcards using comparative and superlative adjectives.

### Presentation

- Ask pupils questions about Syria: 'What's the biggest city in Syria? What's the longest river? What's the biggest lake? What's the tallest mountain?'
- Collect ideas but do not confirm the answers for the time being. Elicit opinions from different pupils, in the usual way: 'Omar, do you agree with Hiba?' etc.

### Pupil's Book, Exercise 1

The image shows a page from a pupil's book titled 'Unit 25 Revision 5'. It contains a dialogue between two children, Omar and Laila, about Syria. They are looking at a book and a map. The dialogue includes questions about the longest river, tallest mountain, biggest lake, and biggest city in Syria.

**1 Listen and read**

Look Laila. Let's answer these questions about Syria.

What's the longest river?  
Is it The Khabur River?

What's the tallest mountain in Syria?  
I think it's Mount Hermon. Or is Al-Atan taller?

I think that The Euphrates River is longer.

What's the biggest lake?  
I think that Lake Al-Assad is the biggest lake.

Is Aleppo smaller than Damascus?  
Yes, it is. Damascus is the biggest city in Syria.

Well done Omar!  
Well done Laila!

73

- Pupils look at the picture sequence. Ask, 'Who can you see? Where are they? What are they doing? What is the book about?' Establish that Omar and Laila are at home. They're reading a book about Syria.
- Ask pupils to listen to Omar and Laila and count how many different names of places (or geographical features) in Syria are mentioned.
- Play the cassette twice. The second time, pause the

- tape-recorder after each sentence and ask different individuals to repeat.
- Say, 'Let's count.' Play the cassette once more without stopping. Count the six proper names on your fingers and encourage the pupils to do likewise.

### Tapescript

OMAR: Look, Laila. Let's answer these questions about Syria.

LAILA: What's the tallest mountain in Syria?

OMAR: I think it's Mount Al-Sheikh. Or is Mount Kassioun taller?

OMAR: What's the longest river?

LAILA: Is it the The Khabur River?

OMAR: I think that The Euphrates River is longer.

LAILA: What's the biggest lake?

OMAR: I think that Lake Al-Assad is the biggest lake.

OMAR: Is Aleppo smaller than Damascus?

LAILA: Yes, it is. Damascus is the biggest city in Syria.

MOTHER: Well done, Omar! Well done, Laila!

### Followup

- Repeat your questions from the *Presentation* phase. Confirm the correct answers. (Mount Al-Sheikh is the tallest mountain; The Euphrates River is the longest river; Lake Al-Assad is the biggest lake; Damascus is the biggest city in Syria.)

### Activity Book, Exercise 1

- Pupils have to complete the sentences about places in Syria. Do the exercise orally first, asking pupils to read out the whole sentence. Pupils then complete the exercise in writing.

### Answers

- 1 the tallest mountain / taller than
- 2 the longest river / longer than
- 3 the biggest lake
- 4 the biggest city / bigger than

### Activity Book, Exercise 2

- Pupils should read the sentences quietly to themselves for reading comprehension practice. They then mark each sentence with a tick or a cross.
- Correct the activity orally with the whole class. Invite different individuals to read each sentence and ask the class if it is right or wrong.

### Answers

- |       |       |
|-------|-------|
| 1 [✓] | 2 [✓] |
| 3 [✓] | 4 [X] |
| 5 [✓] | 6 [✓] |

## Lesson 2

### Aims

- To revise vocabulary from the course
- To revise structures from the course
- To do a quiz

### Structures

- Revision of structures taught during the course

### Functions

- Asking and answering questions

### Topic

- Revision

### Resources

- Pupil's Book, page 74, Exercise 2, Read and answer
- Activity Book, page 74, Exercise 3 Look, read and circle
- Counters and spinners made with pencils and pieces of card

### Revision

- Play a vocabulary revision game with the class. Pupils play the game in small groups.
- Give pupils a topic from the course, for example *Animals*. In their small groups, pupils must think of and write the names of as many animals as they can in two minutes. The team with the highest amount of correct answers can be awarded a point. Continue with other topics.

## Pupil's Book, Exercise 2

Unit 25  
Revision 5

2 Read and answer

74

- Look at the game with the class. This game helps pupils to revise the principal structures and topic areas in the course.
- Pupils can play the game in pairs. Each pupil will need a counter. Each pair will need a spinner made with a pencil and a square piece of card, showing the numbers 1, 2, 3 and 4, as illustrated in the Pupil's Book. Pupils can make these spinners themselves as a craft activity. While they work, you can play songs for *English for Starters 4* as background music.
- Pupils follow in their books while you read out the questions and instructions in the twenty squares. Ensure that everyone understands the question or task. Pause and ask pupils to suggest answers to the questions.
- Pupils take turns to spin the spinner and move their counter round the board. Each time they land on a new square, they must answer the question or carry out the instruction.
- Circulate, giving encouragement and help as necessary.

## Follow-up

- Ask pupils to create their own questions for a board game or quiz. Tell them to look back through the Pupil's Book and write three questions or tasks for their friends. They should write them on three different slips of paper. Circulate and help.
- Ask pupils to fold their questions in two and drop them into a hat or a box. You can then organise a team game, with different pupils picking a piece of paper from the hat. They must answer the question or carry out the task.

## Activity Book, Exercise 3

- Pupils can attempt the quiz on their own or working with a partner. In each question, they must circle the correct answer. It may be a caption for the picture or the word missing from a sentence.
- Correct the activity with the whole class, or collect their books and mark the activity as an informal test.

## Answers

- |                  |                             |
|------------------|-----------------------------|
| 1 live           | 2 penguin                   |
| 3 saw            | 4 dinosaur                  |
| 5 should         | 6 cucumber                  |
| 7 more dangerous | 8 dolphin                   |
| 9 are            | 0 postcard                  |
| 11 has got       | 12 It's a quarter past six. |

## Extra revision activities

- At the back of the Activity Book, there are extra activities which can be used to revise the vocabulary and structures from Units 21-24. The activities can be done in class or as homework and are intended as revision in preparation for Test 5

## Exercise 9, Write

- Pupils must write the names of the animals in the spaces provided.

## Answers

- |                   |                   |
|-------------------|-------------------|
| 1 It's a gorilla. | 2 It's a dolphin. |
| 3 It's a snake.   | 4 It's a spider.  |

## Exercise 10, Look and write

- Pupils complete the sentences with the correct form of the adjective in brackets. If there are two animals in the pictures, pupils must use a

comparative adjective. If there is just one animal, pupils use a superlative adjective.

## Answers

- |               |                   |
|---------------|-------------------|
| 1 faster      | 2 more dangerous  |
| 3 the slowest | 4 the most useful |

## Test 5

### Answers

#### Exercise 1, Look and write

- |          |           |
|----------|-----------|
| 1 monkey | 2 giraffe |
| 3 shark  | 4 snake   |
| 5 mouse  | 6 camel   |

#### Exercise 2, Write

- |           |          |
|-----------|----------|
| 1 works   | 2 doing  |
| 3 started | 4 helps  |
| 5 visited | 6 played |

#### Exercise 3, Read and circle

- |        |        |
|--------|--------|
| 1 has  | 2 have |
| 3 have | 4 have |
| 5 has  | 6 has  |

#### Exercise 4, Write

- |               |                    |
|---------------|--------------------|
| 1 older       | 2 bigger           |
| 3 more useful | 4 more intelligent |
| 5 slower      | 6 more dangerous   |

#### Exercise 5, Write

- |                    |                  |
|--------------------|------------------|
| 1 fastest          | 2 longest        |
| 3 most intelligent | 4 most dangerous |
| 5 oldest           |                  |

#### Exercise 6, Look and write

- 1 I have to listen to my teacher.
- 2 I have to be at school at a quarter to eight.
- 3 I have to help my mother (in the kitchen).
- 4 I have to clean my teeth.

### Ending

- Say, 'Well done, boys and girls! Praise their work and tell them how much they have learned and progressed throughout the year. Say, 'Have a nice holiday! See you next year! We're going to learn more English and do more projects. Goodbye!



# Test

# 1

## 1 Write

city country desert forest river sea

- 1 Crocodiles live in the .....
- 2 Squirrels live in the .....
- 3 It's often hot in the .....
- 4 Omar stayed in a hotel by the .....  
He likes swimming!
- 5 Ali's grandparents live in a village in the .....  
..... It's very quiet.
- 6 Damascus is a lovely .....

## 2 Write

and Asia cold in sometimes windy

- 1 It's often ..... in winter. I always wear a jacket.
- 2 It's always hot ..... the jungle.
- 3 It's often ..... by the coast.
- 4 There are deserts in Africa and .....
- 5 It's ..... cold in the desert.
- 6 In winter, it's sometimes cold ..... snowy.

## 3 Read and order

camel cold cloudy dinosaur fish hot  
monkey penguin rainy shark sunny windy

### Animals

### Weather

- |       |       |
|-------|-------|
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |

## 4 Read and circle

- 1 I clean / cleaned my teeth every morning.
- 2 My mother cook / cooked a lovely dinner yesterday.
- 3 I help / helped my mother on Saturday.
- 4 I talk / talked to my friends every day.
- 5 My friends play / played football yesterday.
- 6 I walk / walked to school every morning.

# Test 1

## 1 Write

city country desert forest river sea

- 1 Crocodiles live in the .....
- 2 Squirrels live in the .....
- 3 It's often hot in the .....
- 4 Omar stayed in a hotel by the .....  
He likes swimming!
- 5 Ali's grandparents live in a village in the .....  
..... It's very quiet.
- 6 Damascus is a lovely .....

## 2 Write

and Asia cold in sometimes windy

- 1 It's often ..... in winter. I always wear a jacket.
- 2 It's always hot ..... the jungle.
- 3 It's often ..... by the coast.
- 4 There are deserts in Africa and .....
- 5 It's ..... cold in the desert.
- 6 In winter, it's sometimes cold .....  
snowy.

## 3 Read and order

camel cold cloudy dinosaur fish hot  
monkey penguin rainy shark sunny windy

Animals

Weather

- |       |       |
|-------|-------|
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |

## 4 Read and circle

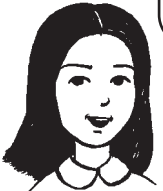
- 1 I clean / cleaned my teeth every morning.
- 2 My mother cook / cooked a lovely dinner yesterday.
- 3 I help / helped my mother on Saturday.
- 4 I talk / talked to my friends every day.
- 5 My friends play / played football yesterday.
- 6 I walk / walked to school every morning.

## 5 Read and write

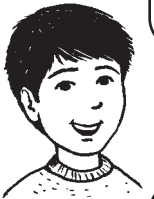
What did you do yesterday?



1 I ..... a computer game yesterday. (play)



2 I ..... TV yesterday. (watch)



3 We ..... lunch in a restaurant yesterday. (have)



4 We ..... about dinosaurs yesterday. (learn)



5 I ..... my grandparents yesterday. (visit)



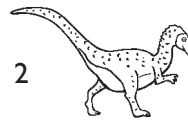
6 We ..... a new project yesterday. (start)

## 6 Look and write

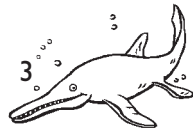
could fast fish fly run



1 This dinosaur ..... walk fast.



2 This dinosaur could ..... on two legs.



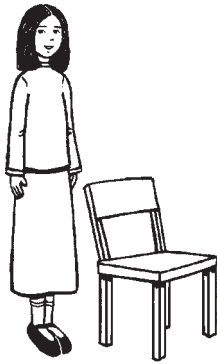
3 This dinosaur could swim very .....



4 This dinosaur could ..... and catch .....

# Test 2

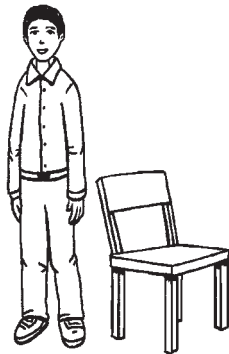
## 1 Tick [✓] or cross [X]



- 1 She's small.
- 2 She's wearing a skirt.



- 3 She's wearing a dress.
- 4 She's pretty.



- 5 He's tall and slim.
- 6 He's wearing shorts.

## 2 Write

in on

- 1 The Flower Fair opens ..... Tuesday.
- 2 We usually go to the Fair ..... the afternoon.
- 3 We always go on holiday ..... the y.
- 4 I usually watch television ..... the evening.
- 5 What are you going to do ..... Saturday?
- 6 What do you usually do ..... the morning?

## 3 Write

am are going is you They

- 1 What are ..... going to do this afternoon?
- 2 I ..... going to visit my grandparents.
- 3 I am ..... to do my homework.
- 4 Laila ..... going to help her mother.
- 5 ..... are going to make a cake.
- 6 My friends ..... going to play football.

## 4 Read and write

apple book buy cake computer flower  
make meet play read tidy window

Verbs

Nouns

.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

## 5 Write

bed bedroom books computer door flowers



1 I'll switch off the

..... .



2 I'll put away the

..... .



3 I'll make my .....



4 I'll pick some .....  
from the garden.



5 I'll tidy my .....



6 I'll open the .....

## 6 Match the verbs and nouns

for a walk lunch my friends the dishes  
the shopping the window

1 close .....

2 go .....

3 put away .....

4 meet .....

5 have .....

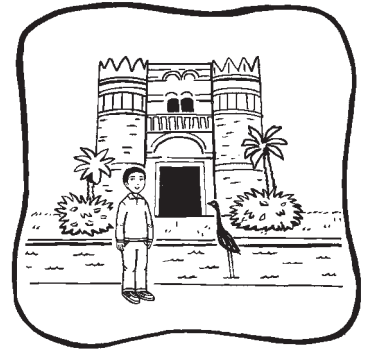
6 dry .....

# Test 3

## 1 Look and match

1 at the top

a



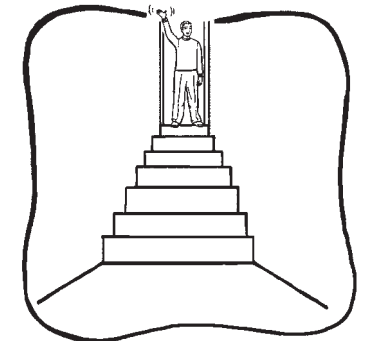
2 in front of

b



3 behind

c



4 in the middle

d



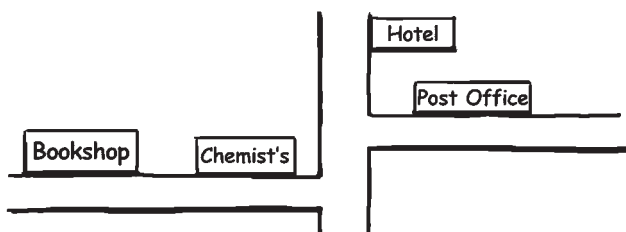
5 at the bottom

e



## 2 Look and answer

Go straight on. Turn right. It's next to the chemist's. Turn left. It's on the right. It's on the



- 1 Where's the post office? .....
- 2 Where's the hotel? .....
- 3 Where's the bookshop? .....

## 3 Write

Last month ...

- 1 I ..... to Bosra. (go)
- 2 I ..... the theatre. (see)
- 3 I ..... an interesting book. (buy)
- 4 I ..... in the park. (sit)
- 5 I ..... my book. (read)
- 6 I ..... a postcard to my friend. (write)
- 7 I ..... my kite. (fly)
- 8 I ..... a lovely time. (have)

## 4 Read and write

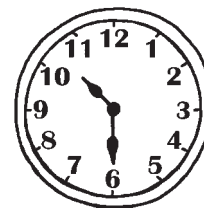
What time What Where

- 1 '..... did you get up this morning?' – 'I got up at half past six.'
- 2 '..... did you do in the morning?' – 'I helped my mother.'
- 3 '..... did your brother do?' – 'He worked on the computer.'
- 4 '..... did you go yesterday afternoon?' – 'I went to the swimming pool.'
- 5 '..... did you go to bed?' – 'I went to bed at nine o'clock.'

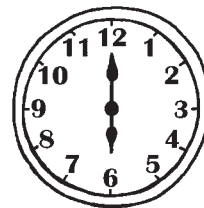
## 5 Look and write

What's the time?

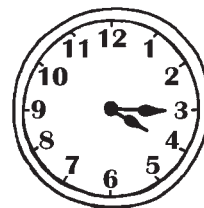
- 1 .....



- 2 .....



- 3 .....



- 4 .....



# Test 4

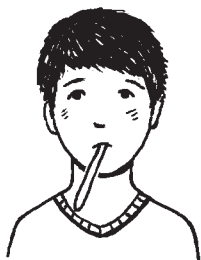
## 1 Write

cold cough sore throat temperature

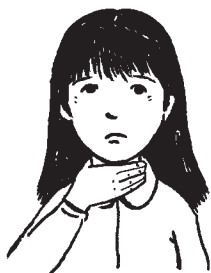
1  
I've got a .....



2  
I've got a .....



3  
I've got a .....



4  
I've got a .....



## 2 Write

can't cold feel got matter should take

Mother: What's the [a] ....., Laila?

Laila: I [b] ..... ill. I've [c] ..... a sore throat.

Mother: You've got a bad [d] ..... You [e] ..... go to school today. You should [f] ..... some medicine and you [g] ..... go to bed.

## 3 Write

eat a sandwich drink some water go to bed  
go to the beach take your umbrella wear a coat

1 'It's sunny.' – 'You should .....

2 'It's rainy.' – 'You should .....

3 'It's cold.' – 'You should .....

4 'I'm tired.' – 'You should .....

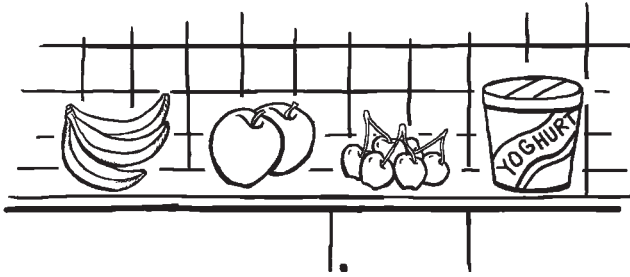
5 'I'm hungry.' – 'You should .....

6 'I'm thirsty.' – 'You should .....



**4 Look and write.**

We've got some We haven't got any



- 1 ..... yoghurt.
- 2 ..... bananas.
- 3 ..... cucumbers.
- 4 ..... biscuits.
- 5 ..... cheese.
- 6 ..... apples.

**5 Circle**

- 1 There *is / are* some water in the fridge and there *is / are* some eggs.
- 2 There *is / are* some apples and there *is / are* some garlic.
- 3 Have you got *some / any* cucumbers?
- 4 Have you got *some / any* garlic?
- 5 We've got *some / any* apples, but we haven't got *some / any* bananas.
- 6 There *isn't / aren't* any mint. There *isn't / aren't* any olives.

**6 Match**

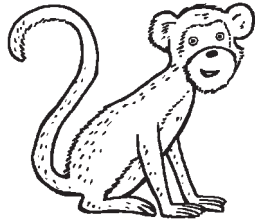


- |                |                 |
|----------------|-----------------|
| 1 Chop         | a lot of water. |
| 2 Cut          | water and salt. |
| 3 Be           | the garlic.     |
| 4 Add          | mint.           |
| 5 Don't add    | the cucumber.   |
| 6 Add a little | together.       |
| 7 Mix it       | careful!        |

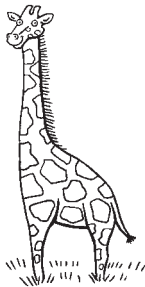
# Test 5

## 1 Look and write

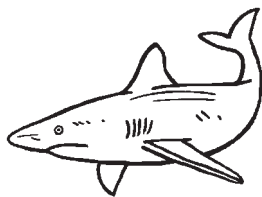
1 m .....



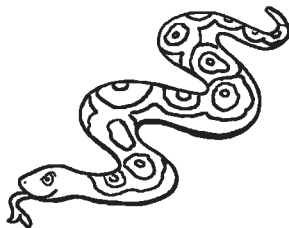
2 g .....



3 s .....



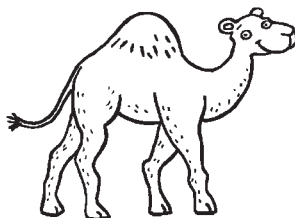
4 s .....



5 m .....



6 c .....



## 2 Write

s i n g e d

- 1 My father is a doctor. He work ..... in a hospital.
- 2 What's Hala doing? She's do ..... her homework.
- 3 We start ..... a new project last week.
- 4 Lubna often help ..... her mother in the afternoon.
- 5 I visit ..... my grandparents on Saturday. We had a lovely lunch!
- 6 I play ..... football yesterday.

## 3 Read and circle

- 1 My sister is five. She has / have to go to bed at half past seven.
- 2 We has / have to do our homework before we play football.
- 3 Teachers has / have to read children's homework.
- 4 I has / have to get up at half past six.
- 5 My father has / have to get up at six o'clock.
- 6 Munzer has / have to be at school at a quarter to eight.

#### 4 Write

- 1 Omar is ..... than Laila. (old)
- 2 Damascus is ..... than Aleppo. (big)
- 3 Donkeys are ..... than tortoises.  
(useful)
- 4 Dolphins are ..... than donkeys.  
(intelligent)
- 5 Tortoises are ..... than dogs. (slow)
- 6 Snakes are ..... than dolphins.  
(dangerous)



2 'I .....



#### 5 Write

- 1 The cheetah is the ..... animal in the world. (fast)
- 2 The Euphrates River is the ..... river in Syria. (long)
- 3 The dolphin is the ..... animal in the world. (intelligent)
- 4 What is the ..... animal in the world?  
(dangerous)
- 5 Maysaa is the ..... person in the class.  
(old)



3 'I .....



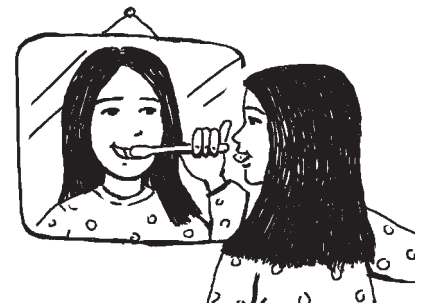
1 'I have to .....'

6

#### Look and write



4 'I .....











**English for Starters** is a communicative course in English, which takes into account the most modern methodology.

**English for Starters Level 4** aims to stimulate the child's interest in learning English and to develop confidence through a range of enjoyable activities, including games, projects and songs.

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The course consists of:

- **Pupil's Book** which includes attractive and lively material to encourage pupils' interest in the language through a range of listening, reading and speaking activities, projects, study boxes, songs and games.
- **Activity Book** which provides a range of stimulating reading and writing activities.
- **Teacher's Guide** which contains all of the listening activities and songs for the course.
- **A Cassette**
- **Flashcards**
- **Wall charts**



# English for **Starters 4** Teacher's Book

السعر: ٢٥٥ ل.س