

الجمهورية العربية السورية  
وزارة التربية

# English for Starters 3

Teacher's Book

M. Hancock



٢٠١٥-٢٠١٤ م

المؤسسة العامة للطباعة





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المؤسسة العامة للمطبوعات والكتب المدرسية



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

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

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# Scope and Sequence

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
1	The family	<p><i>new, primary school, pupil, grandfather, photograph</i></p> <p>The verb <i>have got</i>: <i>I've got (a brother).</i></p> <p>The verb <i>to be</i>: <i>He's (a new pupil).</i></p> <p>Wh- questions: <i>Where does (your grandfather) live?</i></p> <p>Present simple: <i>I live (in Damascus). I live with (my mother and father).</i></p>	<p>Introducing yourself</p> <p>Talking about your family</p> <p>Talking about where you live</p> <p>Completing a letter and a word puzzle</p> <p>Song: <i>We have a new pupil.</i></p>	1	1
2	School	<p><i>lessons, favourite, Maths, English, Science, Religion, Arabic, Art, Music</i></p> <p>The verb <i>have got</i>: <i>(What lessons) have we got today? We've got (Maths). (What lessons) has she got (on Wednesday)? She's got (English).</i></p> <p>Possessive adjectives (<i>my/your/his/her</i>): <i>What's your favourite lesson? My/His/Her favourite lesson is (English).</i></p>	<p>Talking about school subjects and timetables</p> <p>Talking about preferences</p> <p>Asking for and giving information</p> <p>Reading and writing about a school timetable</p>	4	6
3	School	<p><i>laboratory, library, playground, show (v), use (v), sports, finger, thirty, forty, fifty</i></p> <p><i>This is (the library).</i></p> <p><i>Where's the (classroom)?</i></p> <p><i>It's (on the left).</i></p> <p><i>This/That is where we (play sports).</i></p> <p>Prepositions of place (<i>on the left/next to/ on the right</i>)</p> <p><i>How many (desks) are there? There are (ten).</i></p>	<p>Talking about rooms in a school</p> <p>Describing location</p> <p>Counting</p> <p>Writing about the rooms in your school</p> <p>Writing expressions of quantity</p>	7	11
4	Leisure activities	<p><i>football match, computer game, guitar; numbers 21–25</i></p> <p><i>What do you like doing?</i></p> <p><i>What does he/she like doing?</i></p> <p><i>I like/don't like (playing football).</i></p> <p><i>He/She likes/doesn't like (listening to music).</i></p> <p><i>I don't mind (playing tennis).</i></p> <p><i>He/She doesn't mind (playing football).</i></p> <p><i>Do you like (playing tennis)? Yes, I do./No, I don't.</i></p>	<p>Expressing likes and dislikes</p> <p>Making suggestions</p> <p>Asking and answering questions</p> <p>Counting</p> <p>Writing about likes and dislikes</p> <p>Writing about hobbies</p> <p>Project: <i>Questionnaire</i></p>	10	15
5 Revision 1	School; Leisure activities	Revision of previous vocabulary and structures	<p>Describing location</p> <p>Asking for and giving information</p> <p>Expressing likes and dislikes</p> <p>Writing about likes and dislikes</p> <p>Song: <i>My favourite lesson is Maths.</i></p>	13	20

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
6	Sports	<i>competition, basketball, swimming, run fast, uncle, volleyball, people</i> Modal verb <i>can</i> for ability: <i>Can he (play tennis)? Yes, he can./No, he can't.</i> <i>How many people can (run fast)? (Twenty) people can run fast.</i> <i>I can (play football). I can't (fly a kite).</i>	Expressing ability Asking for and giving information Counting Talking about sports Matching numbers and words Project: <i>Questionnaire</i>	15	24
7	Sports	<i>young, strong, slow, tired, thirsty, winner, race, well done, hungry, sad, bedtime, lunchtime</i> The verbs <i>to be</i> and <i>can</i> : <i>He can (run very fast). He is (thirsty).</i> The verb <i>to be</i> plus adjective <i>I like (playing football).</i> <i>When are you (tired)? I'm (tired) when it's bedtime.</i>	Expressing ability Asking and answering questions Finding adjectives in a word puzzle Song: <i>Hungry, hungry, I am hungry.</i>	18	29
8	Places	<i>restaurant, mountains, take photographs, swimming pool</i> <i>I'd like to go to (the beach).</i> <i>I prefer (the mountains).</i> <i>Do you prefer the (mountains) or the (beach)?</i>	Expressing likes and preferences Asking questions Practising spelling Participating in a game	21	34
9	Holidays	<i>plane, train, map, camera, sunglasses, CD</i> Adverbs of frequency with the present simple: <i>We always/sometimes/often/usually/never (go by car).</i>	Expressing frequency Talking about holidays Writing about what you take on holiday Song: <i>What do you do every day?</i>	24	38
10 Revision 2	Holidays; Sports; Places	Revision of previous vocabulary and structures	Asking for and giving information Expressing likes and preferences Expressing ability Expressing frequency Writing about daily activities	27	42
11	Holidays	<i>suitcase, sun cream, bathroom, shorts, wardrobe</i> The modal verb <i>can</i> to make polite requests: <i>Can you (put it in the wardrobe), please? Yes, of course.</i> <i>This is (your book). These are (your pencils).</i> Object pronouns ( <i>it/them</i> )	Making polite requests Finding words in a word puzzle Song: <i>Let's go to the beach!</i>	29	45

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
<b>12</b>	Holidays	<i>help (v), prepare (v), come (v), run (v), lake</i> Present Continuous: <i>What's she doing?</i> <i>She's (cooking). Is he (swimming)? Yes, he is./ No, he isn't.</i>	Describing actions Asking questions Describing pictures Practising spelling Song: <i>I'm swimming in the lake.</i>	<b>32</b>	<b>50</b>
<b>13</b>	Seasons and weather	<i>weather, season, spring, summer, autumn, winter, sunny, rainy, snowy, cloudy, windy, cold, hot</i> Wh- questions: <i>What's the weather like (in summer)? It's (sunny).</i> <i>What's your favourite season? I like (summer) because it's (hot).</i>	Describing the seasons and weather Talking about seasons Expressing likes and dislikes Describing the weather Project: <i>Make a poster</i>	<b>35</b>	<b>54</b>
<b>14</b>	Months of the year	<i>before, scared, awake; the months of the year</i> <i>I think/Perhaps (it's a bird). I don't think (it can fly).</i> Present Continuous: <i>It's snowing.</i>	Expressing opinion Expressing possibility Writing the months of the year Listening and matching to pictures	<b>38</b>	<b>59</b>
<b>15</b> <b>Revision 3</b>	Seasons and weather; Months of the year	Revision of previous vocabulary and structures	Describing the weather Describing actions Describing pictures Writing about your family Project: <i>Write a postcard</i>	<b>41</b>	<b>63</b>
<b>16</b>	Jobs	<i>doctor, work (v), hospital, pilot, market, teach (v), cook (n), journalist, footballer</i> Present Simple with adverbs of frequency: <i>He usually (flies planes).</i> Present Continuous: <i>Today she's (buying food in the market).</i> <i>I'd like to be a (pilot).</i>	Talking about jobs Describing actions Describing daily activities Describing pictures Finding words in a word puzzle Writing about jobs Song: <i>I'd like to be a pilot.</i>	<b>43</b>	<b>67</b>
<b>17</b>	Animals	<i>great white shark, donkey, camel, rhino, tortoise, warm, Africa, Asia, America, metre, grass, leaves, tall; numbers 60, 70, 80, 90, 100, 200</i> Present Simple: <i>They live in warm water.</i> Present Continuous: <i>The shark is swimming in the sea.</i> <i>How long are they? They are (four) metres long.</i>	Talking about animals Describing pictures Counting Project: <i>Write about an animal</i>	<b>46</b>	<b>72</b>

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
<b>18</b>	Shops and shopping	<i>baker's, bookshop, chemist's, bank, post office, each, kilo</i> Prepositions of place ( <i>opposite/between</i> ) <i>I'd like (four cakes) please.</i> <i>How much is/are...? They're (ten) pounds each/a kilo.</i>	Going shopping Describing location Expressing prices Participating in a roleplay activity Ordering and writing a shopping dialogue	<b>49</b>	<b>76</b>
<b>19</b>	Food and restaurants	<i>vegetables, meat, dessert</i> <i>What would you like?</i> <i>I'd like (fish and vegetables), please.</i> <i>Can I have (meat and rice), please?</i>	Making requests Ordering a meal in a restaurant Ordering a restaurant dialogue Participating in a roleplay activity Finding words in a crossword puzzle Song: <i>What would you like?</i>	<b>52</b>	<b>81</b>
<b>20</b> <b>Revision 4</b>	Jobs; Food and restaurants; Shops and shopping	Revision of previous vocabulary and structures	Describing daily activities Describing actions Describing pictures Writing about jobs Project: <i>Write a letter</i>	<b>55</b>	<b>85</b>
<b>21</b>	Past times	<i>museum, interesting, old, statue, quiet, busy</i> Past form of the verb <i>to be</i> with adjectives: <i>The museum was (interesting).</i> <i>The statues were (old).</i>	Talking about the past Describing objects Describing people Completing a letter	<b>57</b>	<b>89</b>
<b>22</b>	Past times	<i>past, history, building, important, theatre, hotel</i> <i>There is/was (a market). There are/were (important buildings).</i>	Talking about the past Describing a town Writing a description of a town	<b>60</b>	<b>94</b>
<b>23</b>	Past times	<i>send an email, drive (to)</i> The modal verb <i>could</i> for ability in the past: <i>When I was six, I could (swim).</i> <i>When you were six, could you (run fast)?</i> <i>Yes, I could./No, I couldn't.</i>	Expressing ability in the past Asking for and giving information Describing pictures Completing and writing about a graph Project: <i>Questionnaire</i>	<b>63</b>	<b>99</b>

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
<b>24</b>	Past times	<i>yesterday, aunt, mosque, cousins</i> Regular past simple verbs: <i>We visited (the mosque). I played (a computer game).</i>	Talking about the past Describing activities in the past Writing about activities in the past Song: <i>When I was one.</i>	<b>66</b>	<b>104</b>
<b>25</b> <b>Revision 5</b>	Past times	Revision of previous vocabulary and structures	Talking and writing about the past Asking and answering questions Completing an email Participating in a roleplay activity Project: <i>Can you ...</i>	<b>69</b>	<b>109</b>

# Introduction

## Aims of the course

*English for Starters 3* has been developed for Primary 3 children and their teachers considering the latest developments in language teaching methodology in recent years. *English for Starters 3* 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 3* 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 3* is on all of the four skills – listening, speaking, reading and writing.

In *English for Starters 2*, the alphabet was introduced and pupils practised the formation of both upper and lower case letters. Pupils also built on their reading and writing skills. *English for Starters 3* further develops this skill and also builds upon the vocabulary and structures taught in the earlier foundation levels. 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 a story, 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: Miss Hiba, the teacher; Omar and Laila, who are nine-year-old twins; and Hani and Maya, nine-year-old classmates of Omar and Laila. 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 a picture 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 pictures or words. They can entail asking pupils to spot the differences between pictures, describe pictures in order to move around a board in a game 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 their families, their school or their likes and dislikes. It is advisable for pupils to work in pairs for this activity whilst you monitor and give help where necessary.

## Sing

There are eight 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 eight projects presented in the Pupil's Book during the course of the year and these vary in nature. The projects in *English for Starters 3* include questionnaires, making posters and writing postcards. 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.

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. There is also a Handwriting Practice section which reinforces precise handwriting skills.

Each page in the main part of 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.

### **Spell**

These exercises are designed to aid pupils' spelling of new items of vocabulary in the course. Pupils are given some of the letters of the word, which they then complete.

### **Write**

In these exercises, pupils complete sentences with one word. In the majority of cases, this type of exercise 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 school.

### **Draw and write**

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

### **Count and write**

These exercises are based on information displayed on a bar graph. Pupils are asked to look at the information on the graph and subsequently to write sentences to describe what the graph shows.

### **Look and write**

In these exercises, pupils look at several pictures and then describe what they can see using the target language.

### **Look and answer**

In these exercises, pupils are asked to look at a picture. Pupils then answer a number of questions related to the picture.

### **Find the words**

These exercises are principally word puzzles, which aim to consolidate the new vocabulary in the unit. Pupils find the hidden words and then write them around the grid. In some exercises, pupils will match the words to pictures.

### **Tick (✓) or cross (X)**

In these exercises, pupils are asked to identify whether information is true, in which case they mark a tick, or false, where it will be necessary to mark a cross.

In the last four pages 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. They are designed to be used in conjunction with the Picture Dictionary at the back of the Pupil's Book. 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.

## 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 photocopiable assessment chart to record comments on each pupil's performance.

### Lesson plans

Each lesson begins with an outline of the aims for that particular lesson. This section informs the teacher of the new vocabulary and structures which will be introduced in that lesson, along with the language which is to be revised. Each aim is followed by an example of the language that the pupil should be able to produce at the end of the lesson. For example, the aims of Lesson 1 in Unit 2 are as follows:

#### 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:

<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 Vocabulary</b>	School <i>lessons, favourite, Maths, English, Science, Religion, Arabic, Art, Music</i>
<b>Resources</b>	Pupil's Book, page 4, Exercise 1, Listen and read Cassette, Unit 2, Exercise 1, Listen and read Activity Book, page 4, Exercise 1, Tick (✓) or cross (X) Exercise 2, 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 introduced 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 123. 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 120 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 3* 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 seven wall charts for use alongside *English for Starters 3*, covering the topics of School, Sports and activities, Places, Holidays, Seasons and weather, Jobs and Adjectives. 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 3* 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 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 3* 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 *take a photograph* or *run fast*. 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 the present continuous. 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 vocabulary for members of the family  
 To teach new vocabulary: *new, primary school, pupil*  
 To revise the verb *have got*: *I've got (a brother).*  
 To revise introducing others: *This is (Hani).*  
 To write names in English

**Structures** The verb *have got*: *I've got (a brother).*  
 The verb *to be*: *He's (a new pupil); I'm (Laila).*

**Functions** Introducing yourself  
 Talking about your family

**Topic** The family

**Vocabulary** *new, primary school, pupil*

**Resources** Pupil's Book, page 1,  
 Exercise 1, Listen and read  
 Cassette, Unit 1,  
 Exercise 1, Listen and read  
 Activity Book, page 1,  
 Exercise 1, Read and match  
 Exercise 2, Spell  
 Flashcards: Omar, Laila, Hani,  
 Miss Hiba, primary school, pupil

### Presentation 1

- Welcome the class back. Say 'Hello, I'm...' and ask pupils to introduce themselves again to the class. This will help them to think in English once more.
- Use the flashcard to present the word *pupil*. Say 'I am a teacher. You are pupils.'
- If you have a new pupil in the class, introduce him or her. Say 'This is (name). He/She's a new pupil.'
- Introduce the characters in the book. Hold up each of the flashcards and read out their names.
- Now hand out the character flashcards to four pupils. Ask them to stand up at the front of the class and to introduce themselves using the names on the cards ('Hello, I'm Omar' etc.).
- Ask four more pupils to come to the front. This time, they introduce each other to the class using the names on the flashcards ('This is Hani' etc.).
- They can also do the same exercise using their own names.

### Revision

- Draw a simple family tree on the board. Revise family words. Say, for example, 'I've got a mother, a father, a brother and two sisters', pointing to each family member.
- Ask a pupil to talk about his/her family in the same way.
- Now ask pupils to tell their partner about their family.
- Ask one or two pupils to tell the class about their families.

### Presentation 2

- Use the flashcard to present *primary school*.

### Pupil's Book, Exercise 1

## Unit 1

**1** Listen and read

1

- Ask the class to open their Pupil's Books on page 1 and to look at the pictures. Ask pupils where the children are in the second frame and to name the members of the family.
- Tell pupils that they are going to listen to the story. Ask them to listen and to follow the dialogues in the speech bubbles. Play the cassette all the way through.

- Play the cassette again, pausing after each sentence. Ask pupils to repeat the sentences.
- Ask some comprehension questions about the story, for example, 'Where do they live?' 'Do es Laila live with her mother and father?' 'Has she got a brother? What's his name?' 'What's their sister's name? Do they like their school?' 'What's their teacher's name?' 'Is there a new pupil?' and so on.

### Tapescript

OMAR: Hello, I'm Omar.  
 LAILA: And I'm Laila.  
 OMAR/  
 LAILA: We live in Damascus.  
 LAILA: I live with my mother and my father.  
 I've got a brother called Omar.  
 OMAR: I've got a sister called Fadia.  
 OMAR: We go to primary school.  
 LAILA: We like our school.  
 MISS HIBA: Hello, I'm Miss Hiba. This is Hani.  
 OMAR: Hello.  
 LAILA: He's a new pupil.

### Activity Book, Exercise 1

- Ask pupils to look at the exercise in the Activity Book page 1. Explain the task. Pupils read the sentences and match them to the correct picture.
- Check their answers as a class.

### Answers

1 I've got two sisters: Omar  
 2 I've got a brother and a sister: Laila.

### Followup

- Ask a few pupils round the class to tell you how many brothers and sisters they have got.

### Activity Book, Exercise 2

- This activity practises writing in English once again. Explain the task. Pupils complete the names of each person. They can refer to the Pupil's Book if they need extra help.
- They can do this individually. They can compare their answers with a partner when they have finished.
- Take in their work to mark, or they can finish for homework.

### Answers

Laila; Omar; Fadia; mother; father; Hani; Miss Hiba

## Lesson 2

### Aims

To revise vocabulary for members of the family

To teach new vocabulary: *grandfather*

To revise present simple

questions: *Where does (your grandfather) live?*

To revise the present

simple: *I live in (Damascus).  
 He lives in (Homs).*

To ask about and say where people live

To draw and talk about the family

**Structures** Wh- questions: *Where does (your grandfather) live?*

Present simple: *I live in (Damascus). He lives in (Homs).*

### Functions

Talking about the family

Talking about where you live

### Topic

The family

### Vocabulary

*grandfather*

### Resources

Pupil's Book, page 2,

Study Box,

Exercise 2, Ask and answer

Activity Book, page 2,

Exercise 3, Draw your family

Exercise 4, Write

Flashcards: grandmother,

grandfather

A large map of Syria, if available

### Revision

- Ask pupils to tell you words for members of the family. Write them on the board.
- Ask several pupils to tell you about their families, using 'I've got'...

## Pupil's Book, Study Box

Unit 1

Study Box

**2 Ask and answer**

2

- Use the flashcards to revise *grandmother* and *grandfather*.
- Focus on the Study Box. Point to each picture and elicit or revise the words.
- Say the words for the members of the family in random order. Ask pupils to point to the corresponding picture.

## Pupil's Book, Exercise 2

- Look at the picture with the class. Ask pupils to name the characters. Elicit and revise *primary school* by asking where the characters are.
- Read the dialogue to the class and then ask three pupils to read. Pupils can then practise the dialogue in groups of three.
- Ask one or two groups to read the dialogue to the class.
- Look at the map of Syria with the class (or put the large map at the front of the class if you have one) and ask pupils to point to Damascus and Homs.

- Now ask pupils to work in pairs. They ask and answer the questions in the Pupil's Book in the same way. Make sure they use the correct form of the verb (I live... / He lives').
- Ask a few pupils to demonstrate their dialogue to the class. Encourage them to point to where they live, or to where their grandfather lives, on the map.
- Ask other pupils to talk about their partner to practise the third person form.

## Activity Book, Exercise 3

- Look at the exercise in the book with the class. Explain the task. Pupils can draw their family tree in the same way as in the Study Box.
- When they have finished, ask pupils to talk about it with their partner, using I've got'...
- Ask a few pupils to talk about their pictures to the class.

## Activity Book, Exercise 4

- Look at the exercise in the book with the class. Explain the task. Pupils read the sentences and complete the gaps with the correct form of the verb. Remind pupils of the sentences in the exercise in the Pupil's Book if necessary. Read the example and then do sentence 2 as a class.
- Now ask pupils to work individually or in pairs to complete the gaps.
- Check the answers with the class.

### Answers

2 lives 3 live 4 lives 5 lives 6 live

## Lesson 3

### Aims

To teach new vocabulary: *photograph*  
 To revise the verb *have got*: *I've got (a brother).*  
 To revise the present simple: *I live in (Damascus).*  
*I live with (my mother and my father).*

To read a letter  
 To talk about your family and where you live  
 To listen and sing along to a song  
 To complete a word puzzle with some new words from the unit  
 To complete a letter

**Structures** The verb *have got*: *I've got (a brother).*  
 Present simple: *I live in (Damascus). I live with (my mother and my father).*

**Functions** Talking about the family  
 Talking about where you live

**Topic Vocabulary** The family  
*photograph*

**Resources** Pupil's Book, page 3,  
 Exercise 3, Read and match  
 Exercise 4, Talk about you  
 Exercise 5, Sing  
 Cassette, Unit 1,  
 Exercise 6 Sing  
 Activity Book, page 3,  
 Exercise 5, Find the words  
 Exercise 6 Write  
 Flashcard: photograph  
 A map of Syria, if available

### Revision

- Point to the map on the board, or to the one in the Pupil's Book. Ask one pupil the question *Where do you live?* to elicit *I live in'...*
- Now ask several pupils *Where does your grandfather live?* Elicit *He lives in'...*

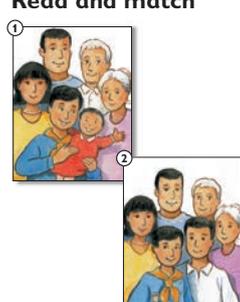
### Presentation 1

- Use the flashcard to present *photograph*.

## Pupil's Book, Exercise 3

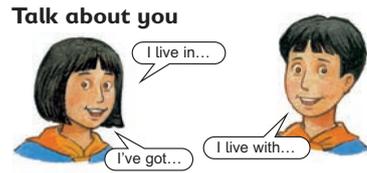
Unit 1

**3 Read and match**



Dear John,  
 Hello! I live in Damascus. I live with my mother and my father. I've got a brother. He's called Khaled. He's 12 years old. My grandfather and grandmother live in Hama. Here is a photograph of my family!  
 Write soon,  
 Hani

**4 Talk about you**



**5 Sing**

We have a new pupil.  
 He's in our class today.  
 I love my school.  
 I come to school every day.



- Look at the exercise in the Pupil's Book with the class. Ask pupils to describe the pictures in as much detail as they can.
- Now ask them to read the letter. Explain that they must match the letter with the correct picture that it describes.
- Give them a few minutes to do this. Encourage them to discuss the answer with their partner.
- Check their answers with the class.

### Answer

Picture 2

### Pupil's Book, Exercise 4

- This is an opportunity for pupils to practise all the language they have used in the unit. Look at the example in the book. Ask one or two pupils to demonstrate what they should say to the class.
- Put pupils into pairs. Ensure that they all work with a different partner from the previous activities in the unit if possible.

- Give them a few minutes to talk about themselves. Then ask a few pupils to talk about themselves to the class.
- Then ask a few pupils to talk about their partner, using the third person of the verb.

## Pupil's Book, Exercise 5

- Tell the class that they are now going to listen to a short song. Play the cassette once and ask pupils to follow the lyrics in the book as they listen. Then, play the cassette a second time and ask pupils to sing along as they can.

### **Tapescript**

*We have a new pupil,  
He's in our class today.  
I love my school.  
I come to school every day.*

## Activity Book, Exercise 5

- Look at the exercise in the Activity Book with the class. Explain that pupils have to complete the word puzzle using the gapped sentences as clues. When they have completed the puzzle, they will find a hidden word going down.
- Pupils can complete the puzzle in pairs. Go round and help where necessary.
- Check the answers as a class.

### **Answers**

1 primary      2 teacher  
3 brother      4 sister  
5 Homs          6 goes  
7 Friday        8 Damascus  
9 pupils        10 hello

*Hidden word: photograph*

## Activity Book, Exercise 6

- Explain the task. Pupils complete the letter with information about themselves. They can use the letter in the Pupil's Book to help them if necessary.
- Take in their work to mark, or they can complete it for homework if you prefer.

### **Eding**

- If you have time, sing the song again.

# Unit 2

## Lesson 1

### 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).*

**Structures** The verb *have got*: *(What lessons) have we got today? We've got (Maths and English).*

**Functions** Talking about school subjects and timetables  
 Talking about preferences

**Topic Vocabulary** School  
*lessons, favourite, Maths, English, Science, Religion, Arabic, Art, Music*

**Resources** Pupil's Book, page 4,  
 Exercise 1, Listen and read  
 Cassette, Unit 2,  
 Exercise 1, Listen and read  
 Activity Book, page 4,  
 Exercise 1, Tick (✓) or cross (X)  
 Exercise 2, Write  
 Wall chart: School  
 Flashcards: Maths, English,  
 Science, Art, Music  
 Your school timetable, if available

### Presentation

- If you have a school timetable, show it to the class. Alternatively write it on the board. Using the timetable, revise the days of the week.
- Present the word *lessons*. Use the flashcards to teach the school subjects in English. Present *Religion* and *Arabic* using your school textbooks.
- Present *favourite* as follows, and tell pupils they will talk about their favourite things in this unit. Say 'I teach English. I like English.' English is my favourite

lesson.' Indicate with your facial expressions and body language that English is your favourite lesson.

### Pupil's Book, Exercise 1



- Look at the story in the book with the class and ask pupils to name the characters they can see. Encourage them to predict what school subjects they will talk about by looking at the pictures.
- Play the cassette all the way through and then follow the usual procedure.
- Ask some comprehension questions, e.g. 'Have they got Maths and English today?' 'What have they got tomorrow?' 'What has Laila got on Tuesday?' 'What are Hani's favourite lessons?' 'What are Omar's favourite lessons?'

### Tapescript

HANI: *What lessons have we got today?*  
 OMAR: *Today, we've got Maths and English.*  
 LAILA: *And tomorrow we've got Art and Religion.*  
 HANI: *My favourite lessons are English and Music.*

- OMAR: *What are your favourite lessons?*  
 HANI: *My favourite lessons are Arabic and Science.*  
 LAILA: *We've got Arabic and Science on Tuesday.*  
 OMAR: *I like Tuesdays!*

## Followup

- Ask pupils what lessons they have got today and later on in the week, using *Today, we've got...* and *On (Tuesday), we've got...*
- Ask a few pupils what their favourite lesson is, and which day they like.

## Activity Book, Exercise 1

- Ask pupils to identify the school subjects from the pictures. Explain the task. Pupils follow the lines from the school subjects to the days of the week and then decide whether the sentences are true, in which case they answer with a tick, or false, where they will answer with a cross. Do the example sentence with the class. Encourage pupils to work together.
- Go over their answers as a class.

## Answers

1 X    2 ✓    3 X    4 X    5 X

## Activity Book, Exercise 2

- Give pupils time to discuss the answer with a partner before they write. Take in their work to check, or they can do this for homework.

## Lesson 2

### Aims

To revise vocabulary for food, drinks, hobbies and colours

To revise vocabulary for school subjects

To revise possessive adjectives

(my/your/his/her): *What's your favourite lesson? My favourite lesson is (English). His favourite lesson is Music. Her favourite lesson is Art.*

To ask and answer about favourite things:

*What's your favourite lesson? My favourite lesson is (English).*

To write about favourite things

### Structures

Possessive adjectives  
 (my/your/his/her): *What's your favourite lesson? My favourite lesson is (English). His favourite lesson is Music. Her favourite lesson is Art.*

### Functions

Talking about school subjects and timetables

Talking about preferences

School

### Topic

### Resources

Pupil's Book, page 5,  
 Study Box  
 Exercise 2, Ask and answer  
 Activity Book, page 5,  
 Exercise 3, Draw and write  
 Exercise 4, Look and write  
 Wall chart: School  
 Flashcards: Maths, English,  
 Science, Art, Music  
 Your school timetable, if available

## Revision

- Use the wall chart and the flashcards to revise school subjects.
- Ask pupils about their favourite lessons.

## Pupil's Book, Study Box

Unit 2

Study Box

Maths	English	Religion
Art	Science	Music

**2 Ask and answer**

What's your favourite lesson?

My favourite lesson is English!

**1 food?**

**2 drink?**

**3 hobby?**

**4 colour?**

5

- Look at the Study Box with the class, which revises school subjects.
- Help pupils with the pronunciation of the words. The words are divided into columns depending on the number of syllables and syllable stress in the word. Say the words with the class, tapping your fingers on the table along with the syllables. Ask pupils to do the same in pairs.

## Pupil's Book, Exercise 2

- Ask pupils to read the speech bubbles.
- Then ask a few pupils the same question. Make sure that they use the correct possessive adjective. Then, ask two pupils to ask and answer the same question. Make sure that they use *my* and *your* correctly.
- Now focus on the pictures. First, revise the vocabulary. Point to the pictures and ask pupils to identify the word.
- Explain that they now have to ask their partner about their favourite things as in the example. Ask

one pair to demonstrate before they all begin, e.g. *What's your favourite colour? My favourite colour is (green).*

- Pupils then ask and answer the questions in pairs. Remind them that they can say other words that are not shown in the pictures if they want. Monitor and give help while they are working.
- Ask several pupils to report back to the class about their partner, using the correct possessive adjective (*his/her*).

## Activity Book, Exercise 3

- Explain the task. Pupils complete the sentences with their own favourite things. Then, they draw a picture to illustrate it.
- Ask a few pupils to tell the class their sentences after they have finished.

## Activity Book, Exercise 4

- Ask pupils to identify the school subjects from the pictures.
- Revise the use of *his* and *her*. Follow the line for the first boy and look at the example with the class. Explain that pupils have to follow the lines for the other children and then complete the sentences with the correct possessive adjective and school subject.
- Pupils can work individually or in pairs.
- Go over their answers as a class.

## Answers

- 2 *Her favourite lesson is Maths.*
- 3 *His favourite lesson is Science.*
- 4 *Her favourite lesson is Art.*
- 5 *His favourite lesson is English.*

## Lesson 3

### Aims

To revise vocabulary for days of the week and school subjects

To revise the verb *have got*: *What lessons has she got on (Thursday)? On Wednesday, she's got (English).*

To read and write about a school timetable

To write the words for school subjects

**Structures** Revision of the verb *have got*: *What lessons has she got on (Thursday)? On (Thursday), she's got (English).*

**Functions** Talking about school subjects and timetables  
Asking for and giving information

**Topic** School

**Resources** Pupil's Book, page 6  
Exercise 3, Ask and answer  
Exercise 4, Talk about you  
Activity Book, page 6  
Exercise 5, Write about Omar  
Exercise 6 Write about you  
Wall chart: School  
Flashcards: Maths, English, Science, Art, Music

### Revision

- Revise days of the week and school subjects with the class using the flashcards and the wall chart. Ask several pupils about their favourite days of the week and school subjects.

## Pupil's Book, Exercise 3

Unit 2

**3 Ask and answer**

What lessons has Laila got on Wednesday?

On Wednesday, she's got...

**Wednesday**  
Science  
Religion  
Arabic

**4 Talk about you**

What lessons has she got on Thursday?

On Thursday, she's got...

**Thursday**  
Art  
English  
Maths

On Sunday, I've got...

- Show pupils each flashcard of the school subjects in turn. Ask them to write the word for each in their exercise books. Help them with the spelling if necessary.
- Ask pupils to look at the exercise in the Pupil's Book. Read the questions and answers with the class and revise the third person form of the verb *have got* if necessary.
- Explain the task. Divide the class into pairs. One pupil looks at Laila's timetable for Thursday and one looks at Wednesday. They must make sure their partner cannot see their timetable – they can cover one up with paper.
- The pupils then have to take it in turns to ask and answer about their partner's day. They then tick the subjects that they have written on paper.
- Ask two pupils to ask and answer one question as an example for the class. Now ask pupils to ask and answer in the same way in pairs.
- When they have finished, they can look at their partner's timetable to see if their list matches the one in the book.

### Activity Book, Exercise 5

- Look at the table with the class showing Omar's school timetable. First, check they understand the symbols. Point to each one and elicit the correct subject.
- Now show them how they can use the symbols to write about Omar's timetable, as in the example. Do sentence 2 as an example with the class.
- Pupils then work individually, but encourage them to compare their answers with their partners.
- Go over their answers as a class.

### Answers

2 On Monday, he's got Art and Science.

3 On Tuesday, he's got Music and English.

4 On Wednesday, he's got Maths and Science.

5 On Thursday, he's got Maths and Art.

### Pupil's Book, Exercise 4

- In pairs, pupils now talk about their own timetables. Make sure they use the correct first person form.
- Ask a few pupils to give their answers to the class.

### Activity Book, Exercise 6

- Pupils now write sentences about their own timetable. If you wish, spend a few minutes discussing this orally with the class to help them.
- They can finish this for homework if you wish.

### Eding

- Praise their work. Tell them they are now really progressing with their English. In the next lesson, they will learn some more fun things.

# Unit 3

## Lesson 1

### Aims

To teach new vocabulary: *laboratory, library, playground, show (v), use (v), sports*

To describe location: *The library is next to the laboratory. The playground is on the left.*

To say where you do things: *This is where we read. That's where we play sports.*

To write the names of the rooms in a school  
To write about the rooms in your school

**Structures** *This is (the library). This/That is where (we play sports). Prepositions of place: (on the left/next to)*

**Functions** Talking about rooms in a school  
Describing location

**Topic Vocabulary** School  
*laboratory, library, playground, show (v), use (v), sports*

**Resources** Pupil's Book, page 7  
Exercise 1, Listen and read  
Cassette, Unit 3,  
Exercise 1, Listen and read  
Activity Book, page 7  
Exercise 1, Write and match  
Exercise 2, Look and write  
Exercise 3, Write  
Wall chart: School  
Flashcards: laboratory, library, playground; on the left, next to  
A simple plan of your school

### Presentation 1

- If you can, use a plan of your own school to help introduce the new vocabulary. Revise school subjects from the previous unit. Then point to the plan and say, e.g. 'This is where we have Science.' 'This is the laboratory.' Do the same for each room in the vocabulary list and the playground.
- If you do not have a school plan, present the words using the flashcards and wall chart.

### Presentation 2

- Use the flashcards to present *on the left* and *next to*. Ask pupils what is on the left of the classroom (do this from their perspective, i.e. looking towards the front).

### Pupil's Book, Exercise 1

**Unit 3**

**1 Listen and read**

Who wants to show Hani around the school?  
Thank you, Omar.

This is the laboratory. This is where we have Science.  
I like Science! Where's the library?  
The library is next to the laboratory.

**LIBRARY**  
This is the library. This is where we read. We use the computers too.  
I like computers!

The playground is there on the left. That's where we play sports!  
I like my new school!

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- Look at the book with the class and ask pupils to name the characters they can see. Ask them to predict what the story will be about. Present *show around (the school)* and *use a computer*.
- Play the cassette all the way through and follow the usual procedure.
- Ask some comprehension questions, e.g. 'Do es Omar show Hani around?' 'Where do they have Science?' 'Where's the library?' 'What's next to the library?' 'What do they do in the library?' 'Do es Hani like computers?' 'What do they do in the playground?' 'Where's the playground?' 'Do es Hani like the school?'

## Tapescript

- MISS HIBA: *Who wants to show Hani around the school? Thank you, Omar.*
- OMAR: *This is the laboratory. This is where we have Science.*
- HANI: *I like Science! Where's the library?*
- OMAR: *The library is next to the laboratory.*
- OMAR: *This is the library. This is where we read. We use the computers too.*
- HANI: *I like computers!*
- OMAR: *The playground is there on the left. That's where we play sports!*
- HANI: *I like my new school!*

## Followup

- Pupils can read the dialogue in pairs (for Hani and Omar). They can act out the scene by gesturing as they do in the book.

## Activity Book, Exercise 1

- Explain the task. Pupils have to complete the words for the rooms in the school and then draw a line to match them to the correct picture. Do the first one as an example.
- Pupils can do this individually or in pairs.

## Answers

- 1 classroom: b
- 2 playground: c
- 3 laboratory: a
- 4 library: d

## Activity Book, Exercise 2

- Pupils use the picture to complete the first sentence for the correct room and then use the answer to complete the second sentence for what pupils do in each room.
- If you do this in class, go over the first two or three sentences as a class first.

## Answers

- 2 *This is the library. This is where we read books/use the computers.*
- 3 *This is the laboratory. This is where we have Science.*
- 4 *This is the classroom. This is where we have English.*  
(accept other answers, e.g. have lessons/Science etc.)

## Activity Book, Exercise 3

- Prepare this activity by discussing as a class first. You can write the names of the rooms on the board as they say them.
- Pupils can finish the exercise in class or at home.

## Lesson 2

### Aims

- To teach new vocabulary: *classroom, on the right*
- To revise vocabulary for rooms in a school
- To revise prepositions of place (*on the left/on the right/next to*)
- To ask and answer questions about location: *Where's the (classroom)? It's (on the left).*
- To write sentences describing location
- To draw and write about the rooms in your school

### Structures

*Where's the (classroom)? It's (on the left).*

Prepositions of place (*on the left/on the right/next to*)

### Functions

Talking about rooms in a school  
Describing location

### Topic

School

### Vocabulary

*classroom, on the right*

### Resources

- Pupil's Book, page 8
- Study Box
- Exercise 2, Ask and answer
- Activity Book, page 8
- Exercise 4, Look and write
- Exercise 5, Draw and write about your school
- Wall chart: School
- Flashcards: laboratory, library, playground, classroom, on the left, on the right, next to
- A simple plan of your school

## Revision

- Present *classroom* using the flashcard.
- Using the wall chart and the flashcards, revise the rooms in a school.
- Point to one room and prompt the class to finish the sentence *This is the... This is where we...* Ask pupils to say the same about the other rooms.

## Pupil's Book, Study Box

Unit 3

Study Box

on the left

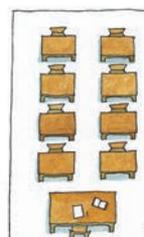
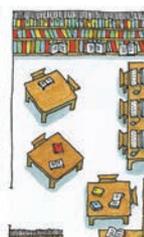


on the right

next to

**2 Ask and answer**





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- Revise *next to* and *on the left*, and present *on the right*. Ask pupils what is on the right of the classroom from their perspective.

## Pupil's Book, Exercise 2

- Look at the plan of the school in the Pupil's Book. Point to each and ask pupils to name the rooms. Read the example question and answer. Now ask about other rooms. Elicit the answers.
- You can continue to ask for each room and elicit the answers. With a strong class, pupils can ask and answer in pairs.

## Followup

- If you have a plan of your own school, ask where things are in the same way. Alternatively, draw a simple plan on the board or position the flashcards at the front of the class into a plan.

## Activity Book, Exercise 4

- Look at the picture with the class. Ask pupils to describe it orally first, saying where things are in relation to each other. Ask the class questions, such as 'Where's Omar?' or 'Where are the computers?'
- Explain that pupils have to complete the sentences, using one of the phrases in the box.
- Go over their answers as a class.

### Answers

- 1 Hani is next to Omar.
- 2 The computers are on the left.
- 3 The books are on the right.

## Activity Book, Exercise 5

- Explain the task. Pupils draw a plan of their school and complete the sentences with the names of the correct rooms according to the plan they have drawn. They can do this for homework.

## Lesson 3

### Aims

- To revise vocabulary for classroom objects
- To teach new vocabulary: *thirty, forty, fifty, finger*
- To revise the verb *there are*
- To ask and answer about quantity: *How many (desks) are there? There are (ten).*

To write expressions of quantity

**Structures** *How many (desks) are there? There are (ten).*

**Functions** Writing expressions of quantity  
Counting

**Topic Vocabulary** School  
*thirty, forty, fifty, finger*

**Resources** Pupil's Book, page 9  
Exercise 3, Ask and answer  
Exercise 4, Talk about your classroom  
Activity Book, page 9  
Exercise 6 Count and write  
Exercise 7 Write  
Wall chart: School  
Flashcards: twenty-one to twenty-nine, thirty, forty, fifty

## Revision

- Ask pupils to look at their drawings that they did in the Activity Book, Exercise 5. Ask several pupils to read their descriptions of the school to the class.
- Revise classroom objects, including *pen, pencil, ruler, rubber, desk and chair*.

## Presentation

- Revise numbers from 1–20. Ask pupils to count from one to twenty round the class, each saying one number.
- Now quickly draw thirty objects (e.g. circles) on the board and use the flashcard to present 30. Do the same for 40 and 50.
- Use the flashcards to present 21–29 They will do more on this in a subsequent unit.

## Pupil's Book, Exercise 2

Unit 3

**3 Ask and answer**

**4 Talk about your classroom**

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- Look at the picture with the class. Ask pupils to name all the things they can see in the picture. Present *finger* using your fingers.

- Now read the example question and answer.
- Ask about more things in the picture using *How many... are there?*
- Now elicit a similar question from pupils. Other pupils answer.
- Finally, encourage pupils to ask and answer in pairs.

## Answers

*How many desks are there? There are ten.*  
*How many chairs are there? There are twenty.*  
*How many fingers are there? There are twenty.*  
*How many pens are there? There are thirty.*  
*How many pencils are there? There are forty.*

## Pupil's Book, Exercise 3

- Ask pupils to count the objects in their own classroom. Ask them to do this in small groups.
- Discuss their answers as a class. See if they all agree!

## Activity Book, Exercise 6

- Look at the graph with the class. Explain that the graph shows the number of classroom objects in a classroom. Point to each column and ask pupils how many there are of each object.
- Pupils complete the sentences individually or at home.

## Answers

- 2 There are twenty rulers in the classroom.
- 3 There are thirty books in the classroom.
- 4 There are forty rubbers in the classroom.
- 5 There are fifty pencils in the classroom.

## Activity Book, Exercise 7

- Explain the task. Pupils count the number of boys, girls and three classroom objects, for example pens, pencils or rulers that there are in the classroom. Do the first sentence as an example.
- Pupils complete the sentences individually or at home.
- Take in their work to mark.

# Unit 4

## Lesson 1

### Aims

To revise vocabulary for hobbies and activities  
To teach new vocabulary: *football match*,  
*computer game*

To ask and answer about likes and dislikes: *What do you like doing?*  
*I like/don't mind/don't like (playing tennis).*

To make suggestions: *Let's watch videos.*

To write about likes and dislikes

**Structures** *What do you like doing?*  
*I like/don't like (playing football).*  
*I don't mind (playing computer games).*

**Functions** Expressing likes and dislikes  
Making suggestions

**Topic** Leisure activities

**Vocabulary** *football match, computer game*

**Resources** Pupil's Book, page 10,  
Exercise 1, Listen and read  
Cassette, Unit 4,  
Exercise 1, Listen and read  
Activity Book, page 10,  
Exercise 1, Look and write  
Exercise 2, Draw and write  
Wall chart: Sports and activities  
Flashcards: *football match*,  
*computer game*

### Presentation 1

- Mime an action, e.g. playing football. Pupils guess what you are doing.
- Do the same for the following: watching TV/videos, playing tennis, listening to music.
- Use the flashcards to present *football match* and *computer game*. Mime doing each.

### Presentation 2

- Draw a happy face on the board and place it next to the flashcard of the football match. Elicit from pupils *I like watching football matches*. Do the same with *computer games*.
- Now do the same but put a sad face on the board. Use different mimes if you wish. Elicit *I don't like (playing tennis)* etc.
- Now put a neutral face on the board and mime playing football. Present *don't mind* and elicit *I don't mind playing football*.

- Now ask pupils: 'Do you like playing football?' 'Do you like watching videos?' etc. Pupils answer using *Yes, I do* or *No, I don't*.

### Pupil's Book, Exercise 1

**Unit 4**

**1 Listen and read**

What do you like doing, Hani?  
I like playing tennis.  
Do you like playing tennis?  
No, I don't. But I like playing football.

I like watching football matches. But I don't like playing football.  
Do you like watching videos? Let's watch videos.  
I don't like watching videos. But I like listening to music!

I like listening to music too. Do you like playing computer games?  
Yes, I do.

Let's play this computer game. It's got a football match for Omar. And it's got music for Laila.  
Thank you!

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- Say 'Let's look at the Pupil's Book' and focus on page 10. Pupils talk about the characters and what they can see in the pictures.
- Play the cassette all the way through. Follow the usual procedure.
- Ask some comprehension questions, e.g. 'What does Hani like doing?' 'Does Omar like playing tennis?' 'Does Laila like listening to music?' 'Does Laila like computer games?'
- If you wish, ask pupils to read the dialogue in groups of three. They can mime the actions.

### Tapescript

LAILA: *What do you like doing, Hani?*  
OMAR: *I like playing tennis. Do you like playing tennis?*  
HANI: *No, I don't. But I like playing football.*

- OMAR: *I like watching football matches. Bt I don't like playing football.*
- LAILA: *Do you like watching videos? Let's watch videos.*
- HANI: *I don't like watching videos. Bt I like listening to music!*
- OMAR: *I like listening to music too. Do you like playing computer games?*
- HANI: *Yes, I do.*
- LAILA: *I don't mind playing computer games.*
- HANI: *Let's play this computer game. It's got a football match for Omar. And it's got music for Laila.*
- LAILA/  
OMAR: *Thank you!*

### Activity Book, Exercise 1

- Explain the task. Pupils use the pictures to write sentences. They use the words in the box but in the correct form, i.e. they add *-ing* to the verb.
- Do the first two or three sentences as a class.
- Pupils continue individually and then correct as a class.

#### Answers

- 2 *I like playing football.*  
3 *I don't like watching videos.*  
4 *I don't mind playing computer games.*

### Activity Book, Exercise 2

- Explain the task. Pupils draw an activity they want to do, then write the activity in the speech bubble and complete the sentence with *Let's*. Go over this orally with the class first in order to elicit some activities.
- Pupils can finish drawing at home.

## Lesson 2

### Aims

To revise vocabulary for leisure activities  
To express likes and dislikes:

*What do you like doing? I like/don't like/She likes/doesn't like (playing tennis). I don't mind/She doesn't mind (playing tennis).*

To write about likes and dislikes

### Structures

*What do you like doing? What does he/she like doing?  
I like/don't like/She likes/doesn't like (playing football).  
I don't mind/She doesn't mind (playing tennis).*

### Functions

Asking and answering questions  
Expressing likes and dislikes

### Topic

Leisure activities

### Resources

Pupil's Book, page 11,  
Study Box  
Exercise 2, Look, ask and answer  
Exercise 3, Talk about your class  
Activity Book, page 11,  
Exercise 3, Read and write  
Exercise 4, Answer  
Wall chart: Sports and activities

### Revision

- Point to an activity on the wall chart. Ask pupils *Do you like?..* and elicit *Yes, I do* or *No, I don't*.
- Draw a happy face, neutral face and sad face on the board and show pupils the flashcard of the computer game. Elicit the correct sentence for each face (*I like/I don't mind/I don't like playing computer games*) and then to tell you their real opinion of computer games.
- Ask pupils to tell you other activities that they like, they don't like and they don't mind. Make sure that they use the verb + the gerund.

## Pupil's Book, Study Box

Unit 4

**Study Box**

I like listening to music.

I don't mind playing computer games.

I don't like playing football.

**2 Look, ask and answer**

What do you like doing?

I like watching videos.

watch   play   listen

**3 Talk about your class**

What does Maysaa like doing?

She likes watching videos. She doesn't mind playing tennis. She doesn't like listening to the radio.

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- Look at the pictures with the class and highlight the expression on the children's faces for each. Look at the accompanying sentences for each and ask pupils to change them so that they are true for them.

## Pupil's Book, Exercise 2

- Look at the exercise with the class. First, ask the class to name all the things shown in the pictures. You can write these on the board.
- Next, get them to match the verbs in the box to each picture, e.g. *watch television, play the piano, listen to music*.
- Then ask pupils to say what they think about each picture, using *like/don't mind/don't like* plus the gerund. Do this as a class until they have the idea, then they can work in pairs.
- Encourage pupils to talk about other activities that may not be in the pictures. Help with any vocabulary they may need.

## Pupil's Book, Exercise 3

- Tell the class what Laila, Hani and Omar like doing from the story on page 10. Use the third person form, e.g. *Hani likes playing tennis/Hani doesn't like playing football*.
- Highlight the third person form with the class.
- Ask pupils to tell the class about the activities that their partner likes doing, using the third person form. Read the example sentences in the book with the class.

## Activity Book, Exercise 3

- Look at the table with the class and explain the meaning of the faces. Read the example about Maysaa with the class and finish by eliciting the correct answers.
- Now ask them to do the same for Ali in pairs.
- Finally, give them time to fill in the third column in the table about their own likes and dislikes. They then write the sentences.

## Answers

- 1 She likes playing computer games. She doesn't like playing football.
- 2 Ali likes playing football and tennis. He likes watching videos. He doesn't like listening to music. He doesn't mind playing computer games.
- 3 Pupils' own answers.

## Activity Book, Exercise 4

- Pupils can write the sentences for homework. If you have time in the lesson, discuss what they are going to write as a class. Revise words for food.

## Lesson 3

### Aims

To revise vocabulary for sports and leisure activities  
 To teach new vocabulary: *guitar*; numbers 21–25  
 To express likes and dislikes:

*What do you like doing?  
 I like/don't like/She likes/  
 doesn't like (playing  
 tennis). I don't mind/She  
 doesn't mind (playing  
 tennis).*

To participate in a group project  
 To listen to and order numbers from 15–25  
 To write about the hobbies of a member of your family

**Structures** *Do you like (playing tennis)?  
 I like/don't like/He/she likes/doesn't  
 like (playing computer games).  
 I don't mind/He/she doesn't mind  
 (listening to music).*

**Functions** Expressing likes and dislikes  
 Counting

**Topic** Leisure activities

**Vocabulary** *guitar*; numbers 21–25

**Resources** Pupil's Book, page 12,  
 Exercise 4, Project  
 Exercise 5, Listen and order  
 Cassette, Unit 4  
 Exercise 5, Listen and order  
 Activity Book, page 12,  
 Exercise 5, Find and write  
 Exercise 6 Write about your  
 family  
 Wall chart: Sports and activities  
 Flashcards: guitar, radio

### Revision

- Ask pupils to read their sentences in Exercise 3 in the Activity Book about the activities that they like and don't like doing.

### Presentation

- Present *guitar* and remind the students of *radio* using the flashcards.

## Pupil's Book, Exercise 4

Unit 4

### 4 Project

Do you like...	Me			
playing tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
playing football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
playing computer games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
playing the guitar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
watching videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
watching television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listening to the radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listening to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5 Listen and order

- Focus on the book and explain the task. First, pupils spend a few minutes filling in the first column in the table for themselves by marking a tick or a cross in each box.
- Then, put the class into groups of four. Pupils take it in turns to ask questions to the other members of the group, using *Do you like?..* They answer using either *Yes, I do* or *No, I don't*.
- Each pupil fills in the table for the other members in their group. They write each pupil's name at the top of the column.
- When they have finished, ask the groups to report back on their findings, using the third person form of the verb. Ask them which is the most/least popular hobby.

## Pupil's Book, Exercise 5

- Pupils briefly studied numbers 20–30 in the last unit. Quickly revise counting from 1–30 round the class.
- Now focus on the book. Ask pupils to tell you what they think the missing numbers might be.

- Explain that the numbers on the cassette are not in order. Pupils listen, note down the missing numbers in their exercise books and then put the numbers in order.
- Play the cassette. Go over their answers at the end.

### **Tapescript**

sixteen

nineteen

twenty-four

twenty-three

twenty-two

seventeen

### **Activity Book, Exercise 5**

- This is a challenging but fun task for pupils. Carefully explain that each letter is represented by a number, so that a ' is 1, b' is 2 and so on. Pupils have to change the numbers to the letters they represent to find the hidden message.
- Do the first sentence as a class. Show them how the numbers can be changed to letters to spell out *I like watching television.*
- Put pupils into small groups to work out the other two sentences. See which group can finish first!
- Go over their answers as a class.

### **Answers**

1 *I like watching television.*

2 *My brother likes playing football.*

3 *What do you like?*

### **Followup**

- You can ask pupils to write their own coded sentences for homework.

### **Activity Book, Exercise 6**

- Ask pupils to write sentences about what members of their family like, don't like or don't mind. They may want to do this task for homework so they can ask their family first.
- Take in their work to mark.

## Lesson 1

**Aims**

To revise vocabulary for school subjects and leisure activities

To revise the verb

*have got:*

*We've got (a new pupil).*

To revise expressing likes and dislikes:

*I like (playing the piano). I don't mind (Art). I don't like (olives).*

To revise prepositions of place:

*The (cheese) is on the (right). (There are some olives) next to the (cheese).*

To write about personal likes and dislikes

**Structures**

*I like/don't like/don't mind (playing football).*

The verb *have got:* *We've got (a new pupil).*

Prepositions of place (*on the right, next to*)

**Functions**

Describing location

Asking for and giving information

Expressing likes and dislikes

School; Leisure activities

**Topic****Resources**

Pupil's Book, page 13,

Exercise 1, Listen and read  
Cassette, Unit 5,

Exercise 1, Listen and read  
Activity Book, page 13,

Exercise 1, Write

Exercise 2, Find and write

Wall charts: School; Sports and activities

Flashcards: Art, Maths, English,

Music, Science, laboratory,

classroom, library, playground

## Revision 1

- Play a drawing and guessing game with the class. Ask two pupils to come to the front of the class. Show them the word on one of the flashcards and explain that they have to draw a picture representing this word.
- You can play this as a competition if you wish with two teams.

## Revision 2

- Play a chain game with food or drink. A pupil starts by saying *I like cheese*. The next pupil repeats and adds a word, e.g. *I like cheese and apples*. The third pupil repeats and adds a word, e.g. *I like cheese, apples and sandwiches* etc. round the class.

## Pupil's Book, Exercise 1

**Unit 5** **Revision 1**

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

**Panel 1:** Teacher: "We like our class. Our teacher's called Miss Hiba." Pupil: "We've got a new pupil. He's called Hani."

**Panel 2:** Teacher: "What are your favourite lessons?" Pupil: "My favourite lesson is English. And I like Art." Pupil: "I don't mind Art. My favourite lesson is Music. I like playing the piano."

**Panel 3:** Teacher: "What's your favourite food?" Pupil: "Olives!" Pupil: "I don't like olives. I like cheese sandwiches."

**Panel 4:** Teacher: "The cheese is there, on the right." Pupil: "And there are some olives next to the cheese." Pupil: "Thank you!"

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- Focus on the book and ask pupils to name the characters they can see. Ask the pupils what they think they are talking about and to identify any food.
- Play the cassette all the way through. Follow the usual procedure.
- Ask some comprehension questions, e.g. "What's the new pupil called?" "What are Laila's favourite lessons?" "Does Omar like Art?" "What does he like doing?" "What food does Laila like?" "Does Omar like olives?" "Where's the cheese?" "Where are the olives?"

# Unit 5

## Revision 1

### Tapescript

- LAILA: *We like our new class. Our teacher's called Miss Hiba.*
- OMAR: *We've got a new pupil. He's called Hani.*
- GRANDFATHER: *What are your favourite lessons?*
- LAILA: *My favourite lesson is English. And I like Art.*
- OMAR: *I don't mind Art. My favourite lesson is Music. I like playing the piano.*
- GRANDMOTHER: *What's your favourite food?*
- LAILA: *Olives!*
- OMAR: *I don't like olives. I like cheese sandwiches.*
- GRANDMOTHER: *The cheese is there, on the right.*
- GRANDFATHER: *And there are some olives next to the cheese.*
- OMAR/LAILA: *Thank you!*

### Followup

- Ask pupils to tell you what food they like, don't like or don't mind.
- Ask them what their favourite lessons are.

### Activity Book, Exercise 1

- Briefly revise musical instruments and hobbies. Ask pupils to identify the pictures in the book.
- Now ask pupils to talk about what they like, don't like and don't mind with their partners.
- They write sentences individually. They could finish this for homework.

### Activity Book, Exercise 2

- Explain the task. Pupils find the hidden words in the word snake and write them either on the school, the plate or the musical notes, depending on the word.
- Do the first one or two as a class first.
- Go over their answers as a class.

### Answers

School: *Maths, Art, Science*

Food: *olives, cheese, sandwiches*

Music: *piano, guitar*

### Ending

- If you have time, ask pupils to act out the dialogue from Pupil's Book, Exercise 1 in groups of four (grandparents, Laila and Omar).

## Lesson 2

### Aims

To revise vocabulary for rooms in a school

To revise prepositions of place (*on the left, on the right, next to*)

To revise the verb

*have got:* *I've got (a radio). We've got (a football).*

To listen and sing along to a song

To write about the location of rooms in a school

### Structures

The verb *have got:* *I've got (a radio). We've got (a football).*

Prepositions of place (*on the right, on the left, next to*)

### Functions

Describing location

Asking for and giving information

School; Leisure activities

### Topics

### Resources

Pupil's Book, page 14,

Exercise 2, Ask and answer

Exercise 3, Sing

Cassette, Unit 5,

Exercise 3, Sing

Activity Book, page 14

Exercise 3, Look and answer

Exercise 4, Look and write

Wall charts: School; Sports and activities

Flashcards: laboratory, library, playground, on the left, on the right, next to

A simple plan of your school

### Revision

- If you have a plan of your school, put it at the front of the class. Ask pupils to name the rooms and say where they are in relation to each other.
- Alternatively, put the flashcards of the rooms in a school at the front and ask pupils to say what lesson they have in each room.
- Use the flashcards of the prepositions to revise prepositions. Ask pupils what is on the left and right of the classroom etc.

# Unit 5 Revision 1

## Pupil's Book, Exercise 2

**Unit 5  
Revision 1**

**2 Ask and answer**

**3 Sing**

*My favourite lesson is Maths.  
And we've got Maths today!*

*My favourite lesson is English.  
I like reading in English every day!*

*My favourite lesson is Art.  
And we've got Art today!*

*My favourite lesson is Music.  
I like listening to music every day!*

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- Explain the task. Pupils work in pairs to ask and answer about where things are, using the diagram.
- Go round and monitor their work.
- Get one or two pairs to demonstrate their dialogues at the end.

## Pupil's Book, Exercise 3

- Ask pupils to describe the pictures. Ask them what lessons they show.
- Explain to pupils that the sentence *I like reading in English* means 'I like reading stories, books, etc, in English rather than in any other language (for example Arabic). If we say 'I like reading English', this puts the stress on the activity of 'reading English' and not on the content. Pupils should use 'I like reading in English' when they want to stress the idea that they are reading for content and enjoyment, and 'I can read English' to talk about their ability to use the language.
- Follow the usual procedure for singing songs.

### Tapescript

*My favourite lesson is Maths.  
And we've got Maths today!*

*My favourite lesson is English.  
I like reading in English every day!*

*My favourite lesson is Art.  
And we've got Art today!*

*My favourite lesson is Music.  
I like listening to music every day!*

### Activity Book, Exercise 3

- Go over the first question and answer with the class. Pupils write the answer.
- Now ask pupils to answer the other questions in pairs.
- Take in their answers to mark.

### Answers

- 1 *It's on the left. It's next to the laboratory.*
- 2 *It's on the right.*
- 3 *It's on the left. It's next to the library.*

### Activity Book, Exercise 4

- Before pupils write, go over the items shown in the pictures as a class.
- Pupils have to follow the lines connecting the sentences with the pictures. They then finish the sentences according to the picture. Pupils complete in pairs or individually.
- Take in their work to mark.

### Answers

- 1 *I've got a video.*
- 2 *I've got a piano.*
- 3 *We've got a football.*
- 4 *We've got a radio.*

### Follow-up

- Ask pupils what they have got in their bags/on their desk etc.

### Extra revision activities

- At the back of the Activity Book, there are extra activities which can be used alongside the Picture Dictionary at the back of the Pupil's Book in order to revise the vocabulary and structures from the units. The activities can be done either in class or set as homework and serve as useful revision prior to Test 1.

# Unit 5

## Revision 1

### Exercise 1, Write and match

- Pupils complete the missing letters for each school subject and then draw a line to the corresponding picture.

#### Answers

2 English    3 Science    4 Art    5 Music

### Exercise 2, Read, write and draw

- Pupils read the sentences and choose the correct room in a school to complete the sentences. They then add the information from the sentences in the box, for example in sentence 1, pupils would add books and computers to the library picture, as indicated.

#### Answers

- 2 laboratory (science equipment in picture)
- 3 classroom (pupils, teacher, stationery etc. in picture)
- 4 playground (pupils playing sports etc. in picture)

### Test 1

#### Answers

#### Exercise 1, Write

1 twenty-two    2 twenty-four    3 thirty  
4 forty    5 fifty

#### Exercise 2, Write

1 live    2 live/my    3 live    4 lives/His  
5 live    6 lives/Her

#### Exercise 3, Look and write

1 Art    2 Maths    3 has/Music  
4 have/Science    5 have/English

#### Exercise 4, Look and answer

- 1 It's on the right. It's next to classroom 2.
- 2 It's on the right. It's next to classroom 1.
- 3 It's on the left. It's next to the laboratory.
- 4 It's on the left. It's next to the library.

#### Exercise 5, Read and answer

- 1 like/don't like/don't mind/like/don't like
- 2 likes/doesn't mind/doesn't like

# Unit 6

## Lesson 1

### Aims

To revise vocabulary for sports  
To teach new vocabulary: *competition, basketball, swimming, run fast, uncle*

To express ability using the modal verb *can*:  
*Can he (play tennis)? No, he can't.*

To talk about sports  
To write about ability using the modal verb *can*

**Structures** Modal verb *can* for ability: *Can he (play tennis)? No, he can't. He can (run fast).*

**Functions** Expressing ability

**Topic** Sports

**Vocabulary** *competition, basketball, swimming, run fast; uncle*

**Resources** Pupil's Book, page 15,  
Exercise 1, Listen and read  
Cassette, Unit 6  
Exercise 1, Listen and read  
Activity Book, page 15,  
Exercise 1, Look and write  
Exercise 2, Draw and write  
Wall chart: Sports and activities  
Flashcards: swimming, basketball, fast

### Presentation 1

- Play a guessing game. Mime a sport, e.g. tennis. Pupils say *tennis*. Do this to revise *tennis* and *football*. Then mime *basketball, swimming* and *run fast*. Use the flashcards and wall chart to revise and teach the words.
- Continue the guessing game to consolidate the sports.

### Presentation 2

- Revise *can*. Say 'I can play tennis.' 'I can't play football.' Use mime to illustrate the difference between *can* and *can't*.
- Continue the guessing game but with *can*. Mime a sport e.g. tennis and put a tick on the board. Pupils say *You can play tennis*. Now mime a sport e.g. football and put a cross on the board. Pupils say *You can't play football*. Do the same with *run fast, basketball* etc. Pupils can also take your role.

- Ask pupils about the sports they can play using the interrogative form. Encourage them to use *Yes, I can* and *No, I can't*.

### Pupil's Book, Exercise 1

**Unit 6**

**1 Listen and read**

Today we're at a sports competition.

Can you see my uncle? He's in the competition.

Can he play tennis?

No, he can't.

Can he play basketball?

No, he can't.

Can he play football?

No, he can't. But he can run fast!

Look! They can run fast. Let's go!

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- Focus on the book and ask pupils to name the characters they can see. Ask pupils to name the sports in the pictures.
- Present *sports competition*. Ask pupils if they have been to or taken part in a sports competition. Explain that Laila and Omar are at a sports competition with Hani. They are looking for his uncle. Explain that *uncle* is a member of the family. Illustrate with a family tree on the board.
- Play the cassette all the way through and then follow the usual procedure.
- Ask some comprehension questions, e.g. 'Where are they today?' 'Can Hani's uncle play tennis?' 'Can he play basketball?' 'What can he do?'

## Tapescript

LAILA: Today we're at a sports competition.

HANI: Can you see my uncle? He's in the competition.

OMAR: Can he play tennis?

HANI: No, he can't.

LAILA: Can he play basketball?

HANI: No, he can't.

OMAR: Can he play football?

HANI: No, he can't. **But** he can run fast!

LAILA: Look! They can run fast. Let's go!

## Activity Book, Exercise 1

- Focus on the pictures. Ask pupils whether the boy can do the sports in the pictures. Look at the example and highlight the negative form. Do the second as a class to illustrate the affirmative use of the verb.
- Pupils write sentences for the other pictures individually. They can finish for homework.

## Answers

2 He can swim.

3 He can play basketball.

4 He can't play tennis.

5 He can't run fast.

6 He can ride a bike.

## Activity Book, Exercise 2

- Explain the task. Pupils draw two pictures, one showing something else that the boy can do and another showing something that he cannot do. Help pupils with the vocabulary for this exercise. They can use verbs and activities that they have previously learned.
- They then write a sentence for each picture. Make sure that they use *can* correctly.
- They can do this for homework.

## Lesson 2

### Aims

To revise vocabulary for sports

To teach new vocabulary: *volleyball, people*

To revise numbers

To match numbers and words

To ask and answer about

quantity:

*How many people can (run fast)? (Ten) people can (run fast).*

To express ability using

the modal verb *can*:

*He can't (play football).*

### Structures

The modal verb *can*: *(Twenty-five) pupils can (run fast).*

*How many people can (run fast)?*

### Functions

Expressing ability

Asking for and giving information

Counting

### Topic

Sports

### Vocabulary

*volleyball, people*

### Resources

Pupil's Book, page 16

Study Box

Exercise 2, Ask and answer

Activity Book, page 16

Exercise 3, Match

Exercise 4, Count and write

Wall chart: Sports and activities

Flashcards: volleyball

### Revision 1

- Revise the vocabulary for sports by using either the flashcards or the wall chart.
- Play a chain game. A pupil says something he/she can do, e.g. *I can ride a bike*. The next person repeats and adds what they can do, e.g. *I can ride a bike. I can run fast*. Continue round the class.

### Presentation 1

- Present *volleyball* using the flashcard. Ask pupils if they can play volleyball.

## Pupil's Book, Study Box

Unit 6

**Study Box**

football	basketball	tennis	swimming	volleyball
				

**2 Ask and answer**



16

- Focus on the Study Box. Go over the sports. Ask pupils to say what they can and cannot do in pairs.

### Revision 2

- Revise numbers 1–30, 40 and 50 using the flashcards and by counting around the class.

### Pupil's Book, Exercise 2

- Focus on the book. Ask them what the picture shows (a sports competition).
- Now explain the task. They must ask and answer about how many people can do each sport. Present *people*.
- Read the example and elicit the answer.
- Now elicit a question for another sport and get a pupil to answer.
- Pupils then continue in pairs.
- Go over their answers as a class.

### Answers

*How many people can run fast?*

*Nine people can run fast.*

*How many people can play football?*

*Fifteen people can play football.*

*How many people can play tennis?*

*Four people play tennis.*

*How many people can play basketball?*

*Six people can play basketball.*

### Activity Book, Exercise 3

- Explain the task. Pupils match the numbers and words by drawing lines.

### Activity Book, Exercise 4

- Explain to pupils that the graph shows what pupils can do. Show pupils how to read the graph for the example answer.
- Elicit the next answer about football.
- Pupils can finish this for homework. Make sure they write the numbers in words.

### Answers

*2 Twenty-eight pupils can play football.*

*3 Thirty pupils can swim.*

*4 Fifteen pupils can play basketball.*

*5 Twenty pupils can play volleyball.*

### Ending

- Tell pupils they will do something like Activity Book Exercise 4 for their class in the next lesson.

## Lesson 3

### Aims

- To revise vocabulary for sports
- To revise numbers
- To express ability using the modal verb *can*: *In my class, (twenty) pupils can (run fast).*
- To participate in a project
- To practise spelling

**Structures** The modal verb *can*: *My brother can (run fast). He can't (fly a kite). Can you (run fast)? Yes, I can./No, I can't.*

**Functions** Expressing ability  
Counting  
Asking for and giving information

**Topic** Sports

**Resources** Pupil's Book, page 17  
Exercise 3, Project  
Exercise 4, Talk about your class  
Activity Book, page 17  
Exercise 5, Spell  
Exercise 6 Write  
Wall chart: Sports and activities  
Flashcards: basketball, swimming, volleyball

### Revision

- Revise the sports using the flashcards and the wall chart.
- Play a drawing and guessing game with the class. Ask a pupil to come to the front of the class and draw a sport on the board. The other pupils must guess the name of the sport. You can play in teams if you wish.

## Pupil's Book, Exercise 3

Unit 6

### 3 Project



	Name: _____	Name: _____	Name: _____
Can you run fast?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you play tennis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you play football?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you play basketball?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you swim?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you ride a bike?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you fly a kite?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4 Talk about your class

In my class, twenty pupils can run fast. Five pupils can play tennis.



- Focus on the pictures. Get pupils to name all the activities.
- Now divide the class into groups of three.
- Explain the task. They ask the members of their group what they can and cannot do and complete the table. Pupils answer using *Yes, I can* or *No, I can't*.
- Go round and monitor their work. Make a note of any errors for correction later.

## Pupil's Book, Exercise 4

- Explain that pupils must say how many pupils can do each activity. Ask a pupil from each group to report back to the class and keep a record on the board.
- When all the groups have given their answers, count the final numbers as a class.
- Ask pupils to make sentences as in the example in pairs or as a class.

## Activity Book, Exercise 5

- Explain the task. Pupils write the missing letters of the sports or activities.
- They can work in pairs, or you can set this for homework.

### Answers

2 *football*    3 *basketball*    4 *kite*    5 *swimming*  
6 *bike*    7 *tennis*    8 *run*

## Activity Book, Exercise 6

- Spend a few minutes discussing the pictures. Pupils can also talk about their family orally for a few minutes as a class, or in small groups.
- They can finish for homework, asking their family what they can or cannot do at home if necessary.
- Take in their work to mark.

# Unit

# 7

## Lesson 1

### Aims

To teach new vocabulary: *young, strong, slow, tired, thirsty, winner, race, well done*

To practise the verb *to be*: *I'm (tired). He's very (happy).*

To distinguish the verbs *to be* and *can*

**Structures** The verbs *to be* and *can*: *He can (run very fast). He's very (happy).*

**Functions** Describing people  
Expressing ability

**Topic** Sports

**Vocabulary** *young, strong, slow, tired, thirsty, winner, race, well done*

**Resources** Pupil's Book, page 18  
Exercise 1, Listen and read  
Cassette, Unit 7  
Exercise 1, Listen and read  
Activity Book, page 18  
Exercise 1, Write  
Exercise 2, Look and answer  
Wall chart: Adjectives  
Flashcards: *slow, strong, tired, thirsty*

### Presentation

- Use the flashcards or the wall chart to present the adjectives.
- Mime one of the adjectives, e.g. *tired*. Elicit the word. Repeat for the other adjectives. Pupils can take your role or they can play in pairs or small groups.

## Pupil's Book, Exercise 1

**Unit 7**

**1**  Listen and read

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- Focus on the book and ask pupils to name the characters they can see. Ask pupils to say what they can see.
- Present *race* and *winner*. Ask pupils if they have seen or taken part in a sports race. Explain that Laila, Omar and Hani are looking for Hani's uncle and have now found him! Present *young* by comparing a picture of a young and an old person.
- Play the cassette all the way through and follow the usual procedure.
- Ask some comprehension questions, e.g. 'Where's Hani's uncle?' 'Can he run fast?' 'Is number 24 fast?' 'Is number 21 strong or young?' 'Is number 22 strong or slow?' 'Is number 18 fast or slow?' 'Who is the winner?' 'Is Uncle Amer tired and thirsty?' 'What does he want?'

## Tapescript

HANI: *There's my uncle. He's in the race!*  
 LAILA: *He can run very fast!*  
 OMAR: *Look at number 24. He's very fast too.*  
 OMAR: *Number 21 is very young.*  
 HANI: *Number 22 is strong.*  
 LAILA: *Number 18 is slow.*  
 LAILA: *Your uncle is the winner! He's very happy!*  
 HANI: *My uncle is very strong and fast!*  
 HANI: *Well done, ~~bc~~ le Amer.*  
 UNCLE: *Thank you Hani. Now I'm very tired and thirsty!*  
 HANI: *Here's a glass of water for you!*

## Follow-up

- If you have time, pupils can act out the dialogue.

## Activity Book, Exercise 1

- Focus on the book. Read out the boxed words (*can, am, is*). Explain that pupils must choose which word to complete the gaps. Make sure that pupils understand the difference in use between the three words.
- Go over the example and the next sentence as a class.
- Pupils can continue individually or in pairs.
- Go over their answers as a class, or they can finish for homework.

## Answers

2 *am*    3 *can*    4 *is*    5 *am*    6 *can*

## Activity Book, Exercise 2

- Focus on the picture. Pupils can discuss the questions in pairs or small groups.
- Go over their answers as a class.

## Answers

1) 26    2) 30    3) 26    4) 30

## Lesson 2

### Aims

- To revise adjectives
- To teach new vocabulary: *hungry, sad*
- To practise the verb *to be*: *He's (very tired)*.
- To revise expressing likes and dislikes: *He likes (playing basketball)*.
- To find adjectives in a word puzzle

**Structures**    The verb *to be* plus adjective  
*He's (very tired)*.

**Functions**    Describing people

**Topic**    Sports

**Vocabulary**    *hungry, sad*

**Resources**    Pupil's Book, page 19

Study Box

Exercise 2, Listen and match  
 Cassette, Unit 7

Exercise 2, Listen and match  
 Activity Book, page 19

Exercise 3, Find and write

Exercise 4, Read and match

Wall charts: Adjectives; Sports  
 and activities

Flashcards: *hungry, sad,*  
*basketball, swimming*

### Revision 1

- Show pupils the flashcards of the adjectives to revise the vocabulary from the previous class.
- Look at the story again from the last class. Ask pupils to retell the story from the pictures using the correct adjectives.

### Revision 2

- Revise the structure *like + the gerund*. Hold up flashcards of sports or activities or alternatively use the wall chart. Ask pupils about their likes and dislikes. Ensure that they use the verb *like + the gerund*.

### Presentation

- Present *hungry* and *sad* using the flashcards.

## Pupil's Book, Study Box

Unit 7

Study Box

fast   slow   tired   thirsty   young   strong   hungry   sad

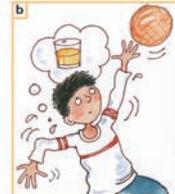


**2** **Listen and match**

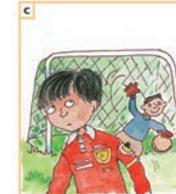
**a**



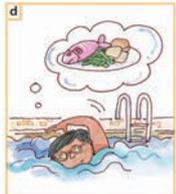
**b**



**c**



**d**



**e**



**f**



19

- Focus on the Study Box. Ask pupils to identify the adjectives depicted in the four pictures. Say all of the other adjectives with the class.

## Pupil's Book, Exercise 2

- Focus on the pictures. Ask pupils to say what they can see. Elicit sports and any adjectives.
- Now explain that they will hear a description of three of the people in the pictures. They must listen and match the description to the picture.
- Play the first one as an example. Check they can answer correctly.
- Repeat the recording. Encourage pupils to compare. Check their answers as a class.

### Tapescript

- 1 Ali likes riding a bike. He's very tired now.
- 2 Samer likes swimming. He's very hungry.
- 3 Munzer likes playing basketball. He's very thirsty now.

### Answers

1 a    2 d    3 b

### Follow-up

- Ask pupils to make similar sentences about the other three pictures, e.g. picture 3: *He likes playing football. He's sad now.* Pupils can do this in pairs.

## Activity Book, Exercise 3

- Explain that there are nine hidden words in the puzzle. Pupils find the missing words and circle them in the puzzle. They then match the word to one of the pictures and write the word next to the picture. Help pupils to do the first as an example.
- Pupils can continue individually or in pairs.

### Answers

a	s	t	r	o	n	g
e	l	o	u	f	s	h
y	o	u	n	g	a	a
f	w	e	d	o	d	p
a	t	i	r	e	d	p
s	h	u	n	g	r	y
t	h	i	r	s	t	y

- 1 happy    2 slow    3 sad    4 hungry
- 5 thirsty    6 tired    7 fast    8 strong
- 9 young

## Activity Book, Exercise 4

- Pupils match the pairs of sentences.
- Ask pupils to read out the answers when they are ready.

### Answers

- 1 Here's a sandwich.
- 2 Here's some juice.
- 3 Go to bed.

## Lesson 3

### Aims

- To revise adjectives
- To teach new vocabulary: *bedtime, lunchtime*
- To practise the verb *to be*: *When are you (tired)? I'm (tired) when (it's bedtime).*

- To listen to and sing along with a song
- Describing pictures using adjectives

**Structures** The verb *to be*: *When are you (tired)? I'm (tired) when (it's bedtime).*

**Functions** Describing people  
Asking and answering questions  
Sports

### Topic

**Vocabulary** *bedtime, lunchtime*

**Resources** Pupil's Book, page 20,  
Exercise 3, Read, ask and answer  
Exercise 4, Sing  
Cassette, Unit 7  
Exercise 4, Sing  
Activity Book, page 20,  
Exercise 5, Write  
Exercise 6 Look and write  
Wall chart: Adjectives  
Flashcards: hungry, sad, slow, strong, tired, thirsty, fast

### Revision

- Play a mime game. Hold up a flashcard, e.g. *hungry*. Pupils mime the feeling, or do an action (e.g. they mime *tired* by yawning or *strong* by lifting something).

### Presentation

- Present *bedtime* and *lunchtime* by using the adjectives. Say 'I'm hungry at lunchtime' and 'I'm tired at bedtime.' Use times of the day and gestures to aid understanding.

## Pupil's Book, Exercise 3

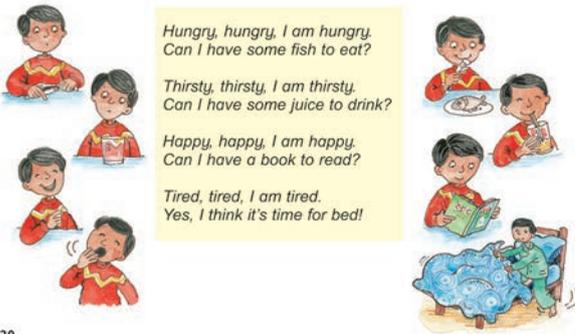
Unit 7

**3 Read, ask and answer**



1 tired	when I have toothache
2 happy	when it's lunchtime
3 sad	when it's bedtime
4 hungry	when I play basketball
5 thirsty	when my teacher says 'well done'

**4 Sing**



*Hungry, hungry, I am hungry,  
Can I have some fish to eat?*

*Thirsty, thirsty, I am thirsty,  
Can I have some juice to drink?*

*Happy, happy, I am happy,  
Can I have a book to read?*

*Tired, tired, I am tired,  
Yes, I think it's time for bed!*

20

- Focus on the book. Read the example question and answer with the class and the information in the table.
- Now ask them to ask a question for *happy* and elicit a suitable answer as a class.
- When they are clear about the task, pupils continue asking and answering in pairs.

### Answers

- I'm happy when my teacher says 'well done'.*
- I'm sad when I have toothache.*
- I'm hungry when it's lunchtime.*
- I'm thirsty when I play basketball.*

## Pupil's Book, Exercise 4

- Focus on the pictures. Ask pupils to say what they can see.
- Play the song. Follow the usual procedure for songs.
- Encourage pupils to make the appropriate actions as they sing along.

## **Tapescript**

*Hungry, hungry, I am hungry.  
Can I have some fish to eat?*

*Thirsty, thirsty, I am thirsty.  
Can I have some juice to drink?*

*Happy, happy, I am happy.  
Can I have a book to read?*

*Tired, tired, I am tired.  
Yes, I think it's time for bed!*

## **Activity Book, Exercise 5**

- Read the gapped sentences with the class and elicit some answers orally.
- Pupils then complete the sentences individually. Take in their work to mark, or they can finish for homework.

### **Answers**

2 tired    3 happy    4 hungry    5 tired/thirsty  
6 thirsty/tired

## **Activity Book, Exercise 6**

- Look at the first picture with the class and the example. Highlight the position of the adjective and the noun. Explain to pupils that they are to look at the pictures and write the adjective and the noun. Ask pupils to describe the pictures orally first and then do the first one with the class, writing the answer on the board.
- They can finish this for homework.

### **Answers**

2 a sad girl    3 a fast car    4 a tired man  
5 a hungry crocodile    6 a sad monkey

# Unit 8

## Lesson 1

### Aims

To revise vocabulary for places

To teach new vocabulary: *restaurant, mountains, take photographs*

To express preferences: *I'd like to (go to the mountains). I prefer (the park).*

To practise spelling

**Structures** *I'd like (to go to the beach). I prefer (the mountains).*

**Functions** Expressing preferences

**Topic** Places

**Vocabulary** *restaurant, mountains*

**Resources** Pupil's Book, page 21, Exercise 1, Listen and read  
Cassette, Unit 8

Exercise 1, Listen and read  
Activity Book, page 21,

Exercise 1, Write

Exercise 2, Look and spell

Wall chart: Places

Flashcards: *restaurant, mountains, take a photograph*

### Presentation 1

- First, elicit names for places. Ask pupils where they can go at the weekend and write these on the board, e.g. the park, a football match, the beach etc.
- Use the flashcards to present *restaurant* and *mountains*. Add these words to the list on the board too. Ask pupils if they like going to restaurants and the mountains.

### Presentation 2

- Present *I'd like + infinitive*. Point to the places on the board and say, e.g. 'I'd like to go to the mountains.' Make the sentence clear with gestures and your facial expression. Repeat for the other places on the board.
- Now elicit sentences from the pupils. Tell them that it's the weekend. Where would they like to go?

### Presentation 3

- Refer pupils to the places on the board once more. Hold up the flashcards of the restaurant and the mountains. Tell pupils 'I prefer the

- mountains.' Point to the flashcard of the mountains and indicate with gestures and your facial expression that you prefer the mountains.
- Ask pupils which place they prefer. They can also use the places on the board. Ensure that they use *I prefer...*

### Pupil's Book, Exercise 1

Unit 8

1 Listen and read

21

- Focus on the book and ask pupils to name the characters they can see. Ask pupils to say what they can see in the pictures. Present *take a photograph* using the flashcard.
- Play the cassette all the way through and follow the usual procedure.
- Ask some comprehension questions, e.g. 'Is it a beautiful day?' 'Does Dad want to go to the mountains?' 'Why?' 'Is Laila hungry?' 'Where does she want to go?' 'Does Omar prefer the park or the restaurant?' 'Why?' 'What can they do in the mountains?' 'What can they all do?'

## Tapescript

- MUM: *It's a beautiful day. Where do you want to go this afternoon?*
- DAD: *I like taking photographs. I'd like to go to the mountains.*
- LAILA: *I'm hungry. I'd like to go to my favourite restaurant.*
- MUM: *Where do you want to go, Omar?*
- OMAR: *I prefer the park. I'd like to play football.*
- DAD: *Do you prefer the mountains or the park?*
- MUM: *I prefer the mountains. You can take photographs. Omar can play football. We can all eat!*

## Activity Book, Exercise 1

- Explain the task. Pupils choose the correct verb to complete the sentences.
- They can finish for homework. Take in their work to mark.

### Answers

2 take    3 go    4 eat/have    5 drink/have  
6 ride    7 fly    8 read

## Activity Book, Exercise 2

- Go over the pictures orally with the class first.
- Pupils can complete this for homework.

### Answers

2 photograph    3 beach    4 park    5 restaurant  
6 football

## Lesson 2

### Aims

- To revise vocabulary for places
- To express preferences: *I prefer (the beach).*
- To ask about preferences: *Do you prefer (the mountains) or (the beach)?*

### Structures

*I'd like to (go to the beach).  
Do you prefer (the mountains) or (the beach)? I prefer (the beach).*

### Functions

Expressing likes and preferences  
Asking questions

### Topic

Places

### Resources

Pupil's Book, page 22,  
Study Box  
Exercise 2, Ask and answer  
Exercise 3, Ask and answer  
Activity Book, page 22,  
Exercise 3, Write and answer  
Wall chart: Places

### Revision

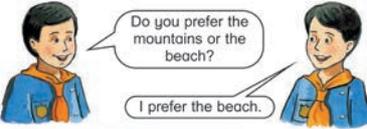
- Revise places pupils talked about in the previous lesson. Give them a few moments to name all the places they can think of in your town or area. Have a class feedback session. Write their suggestions on the board. Use the wall chart for reference.

## Pupil's Book, Study Box

Unit 8

**Study Box**  
Do you prefer the **mountains** or the **beach**?

**2 Ask and answer**



1



the mountains or the beach?

2



your favourite restaurant or the beach?

3



the park or your favourite restaurant?

**3 Ask and answer**



22

- Read the sample sentence in the Study Box with the class. Explain that the place names are stressed in the question. Tap the words on the desk to illustrate this. Ask pupils one or two similar questions about the places on the board and then ask several pupils to ask questions to the class.

## Pupil's Book, Exercise 2

- Focus on the pictures and ask pupils to name each place. Then, read the example question and answer.
- Explain the task. Pupils ask and answer about each pair of pictures. They can use the word prompts.
- Go round and monitor their pair work. Ask a few pairs to demonstrate their dialogues to the class.

## Pupil's Book, Exercise 3

- Read the example question and answer.
- Ask the class the same question and elicit a few different answers.
- Ask pupils to ask and answer the question in pairs.

They can also use the same question for different days of the week.

## Activity Book, Exercise 3

- Explain the task. Pupils use the picture prompts to complete the questions. Then they answer them with their own preferences.
- Do the first two or three as a class to check they understand.
- Pupils can finish for homework. Take in their work to mark.

### Answers

- 2 Do you prefer the beach or the park?
  - 3 Do you prefer a banana or a pear?
  - 4 Do you prefer Art or Maths?
  - 5 Do you prefer basketball or volleyball?
- Answers depend on pupils' preferences.

## Lesson 3

### Aims

- To revise vocabulary for places
- To teach new vocabulary: *swimming pool, home*
- To revise adjectives
- To participate in a game

### Structures

*You'd like to (go to the swimming pool).*

### Functions

Expressing preferences

### Topic

Places

### Vocabulary

*swimming pool, home*

### Resources

Pupil's Book, page 23,  
Exercise 4, Look and say  
Activity Book, page 23,  
Exercise 4, Draw, write and answer  
Exercise 5, Read and match  
Wall chart: Places  
Flashcard: *swimming pool*  
A counter for each pair of pupils for the game  
A spinner for each group

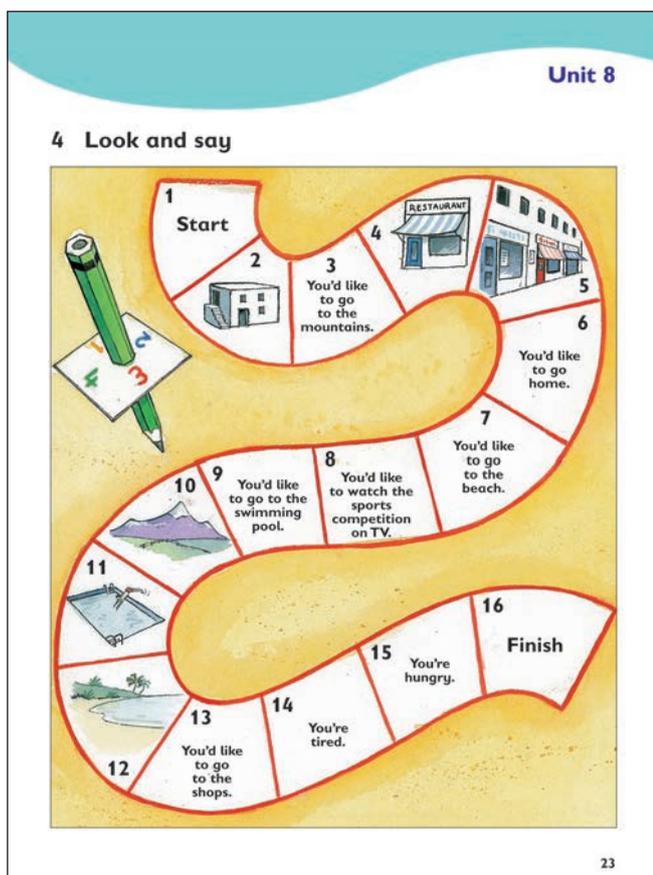
### Presentation

- Use the flashcard to present *swimming pool*. Use the wall chart to present *home*.

## Revision

- Ask pupils where they would like to go on Friday or Saturday. Ensure that they use *I'd like to go to...*

## Pupil's Book, Exercise 4



- Focus on the book. Explain the game. In pairs or small groups, pupils take turns to turn the spinner. When they land on a square, they read the sentence and move the counter to a matching picture. If there is no sentence, they do not move until it is their turn again.
- The pupil who finishes first is the winner.
- Go round and monitor. Check they are reading the sentences aloud and playing correctly.

## Activity Book, Exercise 4

- Explain the task. Pupils draw a picture of two places they would like to go to. Then they write a question and answer, e.g. *Do you prefer the mountain or the beach? I prefer the beach.*
- They can finish this for homework. Take in their work to mark.

## Activity Book, Exercise 5

- First, ask pupils to read out the sentences.
- Next, explain that they have to decide who is speaking and match the sentences with the appropriate picture of the person. They can do this individually or in pairs.
- Go over their answers as a class.

## Answers

2 Mum    3 Laila    4 Omar    5 Hani

# Unit 9

## Lesson 1

### Aims

To revise vocabulary for transport

To teach new vocabulary: *plane, train, map, camera, sunglasses, holiday*

To express frequency with the present simple:

*We always (take a map). I often (take a camera). We sometimes (go by plane). We usually (go by car). We never (go by train).*

To talk about holidays and transport

**Structures** Adverbs of frequency with the present simple: *We always (take a map). I often (take a camera). We sometimes (go by plane). We usually (go by car). We never (go by train).*

**Functions** Expressing frequency  
Talking about holidays

**Topic** Holidays

**Vocabulary** *plane, train, map, camera, sunglasses, holiday*

**Resources** Pupil's Book, page 24,  
Exercise 1, Listen and read  
Cassette, Unit 9  
Exercise 1, Listen and read  
Activity Book, page 24,  
Exercise 1, Read and write  
Wall chart: Holidays  
Flashcards: plane, train, map,  
camera, sunglasses  
A real map, camera or  
sunglasses, if available.

### Presentation 1

- Elicit forms of transport from the class. They should be able to remember *bus, car* and *bike*. Present *train* and *plane* using the flashcards or wall chart. Ask the class if they have ever travelled by either plane or train.
- Explain *holiday* by giving examples. Then ask the class what they would take on holiday with them. Present *map, camera* and *sunglasses* using the flashcards, or real objects if possible.

### Presentation 2

- Write all the forms of transport on the board. Ask the class which form of transport they use to go on holiday or come to school.
- Tell the class *I always go on holiday by car*. Draw a line on the board from 0 to 100 and write *always* at the end of the line next to 100. Illustrate the meaning of the adverb with gestures etc.
- Tell the class *I never go by plane*. Place *never* at the other end of the line next to 0. Again, indicate the meaning of the word with gestures.
- Repeat to present *usually, often* and *sometimes*. Again, place the words at the appropriate points of the line.
- Ask pupils to complete the sentence *I \_\_\_\_\_ go by plane* and *I \_\_\_\_\_ go by car* with an adverb so that it is true for them. Repeat with the other forms of transport to practise the other adverbs of frequency.

### Pupil's Book, Exercise 1

## Unit 9

**1** Listen and read

**Panel 1:** We usually go on holiday by car. We sometimes go by plane. We never go by train.

**Panel 2:** We prefer going by car. We always take a map.

**Panel 3:** I often take a camera. I usually take a football.

**Panel 4:** Let's go now. Wait, where are my sunglasses? I can see them!

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- Focus on the book and ask pupils to name the characters they can see. Ask pupils to say what they can see in the pictures.
- Play the cassette all the way through and follow the usual procedure.
- Ask some comprehension questions, e.g. 'Do they usually go by plane on holiday?' 'How do they usually go?' 'What do they take?'

### Tapescript

OMAR: *We usually go on holiday by car.*  
 LAILA: *We sometimes go by plane. We never go by train.*

LAILA: *We prefer going by car.*  
 OMAR: *We always take a map.*

LAILA: *I often take a camera.*  
 OMAR: *I usually take a football.*

MUM: *Let's go now.*  
 DAD: *Wait, where are my sunglasses?*  
 OMAR: *I can see them!*

### Activity Book, Exercise 1

- Explain that the table shows how Omar and Hani go on holiday and what they take with them. Explain the meaning of the ticks and crosses and that they have to look at the table and complete the sentences with the correct adverb of frequency. Look at the example with the class and then elicit the second word.
- Pupils then complete 1 and 2 individually. Check their answers as a class.
- Now ask pupils to complete the last column in the table about themselves. They then complete 3 so that it is true for them. They can do this for homework.

### Answers

1 *sometimes/often/usually/always*  
 2 *never/usually/sometimes/usually*

## Lesson 2

### Aims

To revise vocabulary for holiday items  
 To teach new vocabulary: *CD, game*  
 To practise using adverbs of frequency with the present simple:

*I always (take a camera). I never (take sunglasses). I sometimes (take a game).*

To talk and write about holidays and what they usually take

**Structures** Adverbs of frequency with the present simple: *I always (take a camera). I never (take sunglasses). I sometimes (take a game).*

**Functions** Expressing frequency  
 Talking about holidays

**Topic** Holidays

**Vocabulary** *CD, game*

**Resources** Pupil's Book, page 25, Study Box  
 Exercise 2, Ask and answer  
 Activity Book, page 25, Exercise 2, Find and write  
 Exercise 3, Answer  
 Exercise 4, Draw and write  
 Wall chart: Holidays  
 Flashcards: map, camera, sunglasses, CD

### Revision

- Ask pupils what means of transport they use to go on holiday. Encourage them to use an adverb of frequency in their answer.
- Also ask pupils what they take on holiday with them. Again, encourage them to use adverbs of frequency if they can.

## Pupil's Book, Study Box

Unit 9

**Study Box**

- a map
- a camera
- sunglasses
- a CD
- a football
- a book
- a game



**2 Ask and answer**



25

- Ask pupils to cover up the words in the Study Box. What can they see? Can they name everything in the suitcase? Present CD using the flashcard and game using examples. Then, ask pupils to match the words with the items. Ask pupils what the items have in common (you can take them on holiday with you).

## Pupil's Book, Exercise 2

- Focus on the picture and read the example as a class.
- Now ask pupils to work in groups of three or four. One pupil asks the question and the others then answer. They can answer using the items in the Study Box, or other items if they wish. Ask the groups to change roles so that all pupils answer the question.
- Ask a few groups to demonstrate their work to the class. Praise their work.

## Activity Book, Exercise 2

- Explain the task. Pupils find the seven hidden objects in the picture and then write the words below. They can do this in pairs.

### Answers

map, camera, sunglasses, football, book, game, CD

## Activity Book, Exercise 3

- Read the question to the class and ask a few pupils to answer orally.
- Pupils then write answers for themselves. They can finish this for homework.

## Activity Book, Exercise 4

- First discuss this as a class. Ask pupils what they take with them on holiday. Then ask them to draw the items in the suitcase.
- Then they write sentences about what they take. They can finish this for homework.

## Lesson 3

### Aims

To practise using adverbs of frequency with the present simple:

*I always (go to school on Mondays).*

To listen to and sing along with a song

### Structures

Adverbs of frequency with the present simple: *I sometimes (go on holiday by car).*

### Functions

Expressing frequency

### Topic

Holidays

### Resources

Pupil's Book, page 26

Exercise 3, Look and say

Exercise 4, Sing

Cassette, Unit 9

Exercise 4, Sing

Activity Book, page 26

Exercise 5, Look and write

Exercise 6 Write

Flashcards: plane, train, map, camera, sunglasses, CD

## Revision

- Hold up the flashcards one at a time. Ask pupils to make a sentence about each one using an adverb of frequency, e.g. *I never go on holiday by plane. I sometimes take a map* etc.

## Pupil's Book, Exercise 3

Unit 9

**3 Look and say**

1 school on Mondays  
2 on holiday by car  
3 help my mum to cook  
4 use a computer at school

**4 Sing**

What do you do every day?  
What do you do every day?

*I sometimes use a computer.  
I usually read a book.  
I often speak in English.  
I often help mum to cook.*

What do you do every day?  
What do you do every day?

*I never eat in the classroom.  
I never run in school.  
I always help the teacher.  
And she always helps me too!*

26

- First, ask pupils to say what they can see in the pictures.
- Now read the example. Explain that you want them to make sentences that are true about themselves using the word prompts and an adverb of frequency.
- Do the first one or two as a class.
- Ask pupils to continue in pairs. Monitor while they are working.
- Ask a few pairs to demonstrate their work to the class.

## Pupil's Book, Exercise 4

- Ask pupils to describe the pictures and help them with any vocabulary.
- Explain to pupils that the sentence *I often speak in English* means 'I often speak in English rather than in any other language (for example Arabic). If we say 'I like speaking English', this puts the stress on the activity of 'speaking English' and not on the content of the conversation. Pupils should use 'I like speaking in English' when they want to stress the idea that they are speaking to communicate something, and 'I can speak English' to talk about their ability to use the language.
- Follow the usual procedure for songs.

### Tapescript

What do you do every day?  
What do you do every day?

*I sometimes use a computer.  
I usually read a book.  
I often speak in English.  
I often help mum to cook.*

What do you do every day?  
What do you do every day?

*I never eat in the classroom.  
I never run in school.  
I always help the teacher.  
And she always helps me too!*

### Follow-up

- Ask pupils to say the lines in the song, changing the adverb of frequency if necessary so that it is true for them.

## Activity Book, Exercise 5

- Go through the activities shown in the pictures.
- Ask pupils to make sentences that are true for them about each activity. Discuss this briefly as a class.
- Pupils can finish this for homework.

## Activity Book, Exercise 6

- This activity helps pupils to place the adverbs of frequency in the correct place in a sentence.
- Do the first one or two together as a class. They write sentences with an adverb of frequency so that it is true for them.
- Pupils can finish this exercise for homework.

## Lesson 1

### Aims

- To revise vocabulary for sports
- To revise adjectives
- To revise expressing frequency with the present simple: *They sometimes (visit on Friday).*
- To revise expressing preferences: *I'd like to (play tennis).*
- To revise expressing ability with the modal verb *can*: *I can't (play today).*

### Structures

- Adverbs of frequency with the present simple: *We usually (play a game).*
- Expressing preferences: *I'd like (to play tennis).*
- Modal verb *can* for ability: *I can't (play today).*

### Functions

- Asking for and giving information
- Expressing likes and preferences
- Expressing ability

### Topics

Holidays; Sports

### Resources

- Pupil's Book, page 27
- Exercise 1, Listen and read Cassette, Unit 10,
- Exercise 1, Listen and read Activity Book, page 27
- Exercise 1, Read and match Wall charts: Holidays; Sports and activities
- Flashcards: basketball, swimming, volleyball, fast, slow, strong, tired, thirsty, hungry, sad, restaurant, mountains, swimming pool, take a photograph, plane, train, map, camera, sunglasses

### Revision 1

- Use the wall charts and flashcards from Units 6-9 to revise vocabulary.
- Revise sports. Ask pupils what they can and cannot do.
- Ask pupils what sports they would like to do on Friday.

## Pupil's Book, Exercise 1

- Focus on the book and ask pupils to name the characters they can see. Ask pupils to say what they can see in the pictures.
- Play the cassette all the way through and follow the usual procedure.
- Ask some comprehension questions, e.g. 'Who sometimes visits on Friday?' 'What do they usually play?' 'What would Omar like to play today?' 'Does Laila like playing tennis?' 'Can she play tennis today?' 'Can she go swimming?' 'Who can run very fast?' 'Who is the winner?'

### Tapescript

- LAILA: *Maya and Hani sometimes come to our house on Friday. We usually play a game.*
- HANI: *Omar, what would you like to do?*
- OMAR: *I'd like to play tennis.*
- MAYA: *Laila, do you like playing tennis, too?*
- LAILA: *Yes, I do. But I can't play today.*

# Unit 10 Revision 2

HANI: *And you can't go to the swimming pool.  
Omar, let's have a race!*  
OMAR: *But you run very fast!*  
LAILA: *Omar's the winner!*  
OMAR: *I'm thirsty. I'd like a drink.*  
MUM: *There's some water in the house, on the table.*

## Activity Book, Exercise 1

- Pupils read the sentences aloud.
- They match the sentences and pictures in pairs.
- Go over their answers as a class.

### Answers

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

## Lesson 2

### Aims

To revise vocabulary for sports and activities  
To revise expressing preferences:

*Do you prefer (water) or (orange juice)? I prefer (orange juice).*

To revise expressing frequency with the present simple:

*I (sometimes) play tennis on Friday.*

### Structures

Adverbs of frequency with the present simple: *I (sometimes) play tennis on Friday.*

Expressing preference: *Do you prefer (water) or (orange juice)? I prefer (orange juice).*

### Functions

Expressing frequency  
Expressing preference

### Topic

Sports

### Resources

Pupil's Book, page 28  
Exercise 2, Ask and answer  
Exercise 3, Talk about you  
Activity Book, page 28  
Exercise 2, Look and write  
Exercise 3, Tick (✓) or cross (X)  
Exercise 4, Draw and write  
Flashcards: restaurant, mountains, swimming pool

## Revision

- Revise places. Elicit places and write them on the board, e.g. swimming pool, mountain, restaurant or beach. You can also use the flashcards.
- Ask pupils if they would prefer to go to the swimming pool or the mountains. Ask pupils to choose between several pairs of places.

## Pupil's Book, Exercise 2

Unit 10  
Revision 2

**2 Ask and answer**

**3 Talk about you**

I sometimes play tennis on Friday.

I always...  
I usually...  
I often...  
I sometimes...  
I never...

28

- Explain that you now want them to ask and answer about food, drink and places in the same way. Focus on the pictures. Pupils say what they can see.
- Read the example. Pupils continue in pairs.
- Ask a few pairs to demonstrate their work to the class.

## Pupil's Book, Exercise 3

- Now tell pupils that you want them to tell you how often they do things. Ask them to describe the pictures.

# Unit 10

## Revision 2

- Read the example. Explain that pupils use the pictures with an adverb of frequency from the list. Elicit one or two options from the class before they start.
- Pupils make sentences about the pictures in pairs or small groups.
- Have a brief class feedback session.

### Activity Book, Exercise 2

- Ask pupils to describe all of the items in the pictures.
- Do the first one as a class.
- Pupils choose one item from each section to complete the sentence so that it is true about themselves. They can finish this for homework.

### Activity Book, Exercise 3

- Read the first one or two sentences as a class. Explain that pupils have to put a tick if the sentence is true for them or a cross if it is false.
- Ask pupils to compare and read their answers to each other.

### Activity Book, Exercise 4

- Now explain that you want them to draw something they often do on Friday and something they never do on Friday. Encourage them to discuss this with a partner first.
- They can draw the pictures and write sentences for homework.
- Take in their work to mark.

### Extra revision activities

- At the back of the Activity Book on page 7, there is an extra activity which can be used alongside the Picture Dictionary at the back of the Pupil's Book in order to revise the vocabulary and structures from the units. The activities can be done either in class or set as homework and serve as useful revision prior to Test 2.

### Exercise 3, Read, match and write

- Explain that pupils have to draw a line between the verbs on the left with the picture representing the noun in the middle. They then complete the third column with the correct verb and noun.

### Answers

- 2 *take a photograph*
- 3 *play basketball*
- 4 *play football*
- 5 *watch computer games*
- 6 *play volleyball*

### Test 2

#### Answers

#### Exercise 1, Look and write

- 1 *volleyball* 2 *swimming pool* 3 *camera*
- 4 *sunglasses* 5 *tired* 6 *sad*

#### Exercise 2, Read and write

- 1 *beach/mountains/prefer/beach*
- 2 *I'd like/restaurant*

#### Exercise 3, Look and write

- 1 *fast* 2 *happy* 3 *thirsty* 4 *strong* 5 *hungry*

#### Exercise 4, Look and write

- 1 *can* 2 *can* 3 *can't* 4 *can*

#### Exercise 5, Look and answer

- 1 *often* 2 *never* 3 *usually* 4 *always*

# Unit 11

## Lesson 1

### Aims

To revise holiday vocabulary

To teach new vocabulary: *suitcase, sun cream, bathroom, shorts, wardrobe, bring*

To make polite requests with the modal verb *can*: *Can you (bring your camera, Dad)? Yes, of course.*

**Structures** The modal verb *can* to make polite requests: *Can you (take it to the bathroom, please)?*

**Functions** Making polite requests

**Topic** Holidays

**Vocabulary** *suitcase, sun cream, bathroom, shorts, wardrobe, bring*

**Resources** Pupil's Book, page 29  
Exercise 1, Listen and read  
Cassette, Unit 11,  
Exercise 1, Listen and read  
Activity Book, page 29  
Exercise 1, Read and match  
Exercise 2, Write  
Wall chart: Holidays  
Flashcards: *suitcase, sun cream, shorts, wardrobe*

### Presentation 1

- Present *bring* using mime and examples.
- Play a game using *can*. Ask pupils to do an action, but only if you say *please*. If they do an action when you do not say *please*, they are out.
- Give instructions, e.g. 'Can you stand up, please?' 'Can you sit down, please?' 'Can you bring me your pencil? (Pupils who bring you your pencil when you haven't said *please* are out!) etc.
- If you wish, ask a confident pupil to the front to be 'teacher' and make the requests with *can*.
- Present the phrase *Yes, of course* as being a polite way to respond to the request.

### Presentation 2

- Revise clothes. Brainstorm all the clothes pupils can think of and write them on the board.
- Ask pupils what they are wearing now. Then use the flashcard to present *shorts*.
- Ask pupils where you can keep clothes and use the flashcard to present *wardrobe*.

## Pupil's Book, Exercise 1

**Unit 11**

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

29

- Focus on the book and ask pupils to name the characters they can see. Ask pupils to say what they can see in the pictures.
- Explain that the family have arrived on their holiday. Ask them what they think they have taken with them and use the flashcards to present *suitcase* and *sun cream*. Present *bathroom* by pointing to the picture in the story.
- Play the cassette all the way through and follow the usual procedure.
- Ask some comprehension questions, e.g. 'Are they on holiday?' 'What does Dad ask Omar to do?' 'Where does Omar take the sun cream?' 'Where does Omar put his shorts?' 'Where do they want to go?' 'What does Laila want Dad to bring?'

### Tapescript

LAILA: *Now we are on holiday.*  
DAD: *Can you take the suitcase please, Omar?*  
OMAR: *Here's your sun cream, Laila.*  
MUM: *Can you take it to the bathroom, please?*  
OMAR: *Yes, of course.*

- DAD: *Can you put your shorts in the wardrobe, please?*  
 OMAR: *Yes, of course.*  
 OMAR: *Let's go to the beach!*  
 LAILA: *Can you bring your camera, Dad?*  
 DAD: *Yes, of course!*

## Follow-up

- Get pupils to read the dialogue in groups of four. Get them to make the appropriate gestures as they read.

## Activity Book, Exercise 1

- Pupils can do this task in pairs. Explain that they have to match the sentences with the corresponding picture. Read the sentences aloud with the class first to check any vocabulary they may have forgotten.
- Go over their answers as a class.

## Answers

1 d 2 c 3 a 4 b

## Activity Book, Exercise 2

- Focus on the first picture and read the example. Explain that pupils have to complete the requests with the picture.
- Go over the other sentences orally with the class.
- Pupils then complete the sentences individually.

## Answers

- 2 *Can you bring your sunglasses to the beach?*
- 3 *Can you bring your camera to the mountains?*
- 4 *Can you bring your kite to the park?*

## Lesson 2

### Aims

To revise vocabulary for clothes and household items

To practise making polite requests with the modal

verb *can*:

*Can you (put the suitcase in the bedroom), please? Yes, of course.*

To find words for clothes in a word puzzle

### Structures

The modal verb *can* for polite requests: *Can you (put the camera in my bag), please?*

### Functions

Making polite requests

### Topic

Holidays

### Resources

Pupil's Book, page 30,  
 Study Box  
 Exercise 2, Ask and answer  
 Activity Book, page 30,  
 Exercise 3, Find and write  
 Exercise 4, Look and write  
 Wall chart: Holidays  
 Flashcards: map, camera,  
 sunglasses, sun cream, suitcase

## Revision

- Give the flashcard of the map to a pupil. Say to the pupil 'Can you take the map to (Nour), please?' The pupil then takes the flashcard to the pupil you named. Repeat with the other flashcards with different pupils.
- Now ask other pupils to make similar requests, e.g. *Can you take the sun cream to (Ali), please?*

## Pupil's Book, Study Box

Unit 11

Study Box

**2 Ask and answer**

Can you put the suitcase in the bedroom, please?

Yes, of course.

30

- Ask pupils 'What's in the wardrobe?' Revise vocabulary for clothes.

## Pupil's Book, Exercise 2

- First, get pupils to name all the items in the pictures.
- Then explain the task. Pupils follow the lines to find where to take each item. Then they ask their partner the appropriate request.
- Do the first one or two as a class.
- Pupils continue in pairs.
- Ask a few pairs to demonstrate their dialogues to the class.

### Answers

- 1 Can you put the suitcase in the bedroom, please?
- 2 Can you put the camera in the bag, please?
- 3 Can you put the shorts in the wardrobe, please?
- 4 Can you put the T-shirt in the wardrobe, please?
- 5 Can you put the book in the bag, please?
- 6 Can you put the computer game in the bedroom, please?

## Activity Book, Exercise 3

- Tell pupils there are six words for clothes hidden in the word square. Hold up the book and circle one as an example.
- Pupils can continue in pairs. They then write the words they have found around the word puzzle. They can finish for homework.

### Answers

w	s	h	i	r	t	h	g
s	h	o	m	c	s	i	s
k	d	r	e	s	s	g	h
i	d	f	o	e	s	a	o
r	t	s	h	i	r	t	r
t	y	k	a	m	r	a	t
o	i	p	g	r	e	b	s
t	r	o	u	s	e	r	s

- |       |          |
|-------|----------|
| shirt | trousers |
| skirt | shorts   |
| dress | T-shirt  |

## Activity Book, Exercise 4

- Focus on the pictures and do the first one as a class. Explain to pupils that they have to write what they can see in the picture.
- Now ask pupils to discuss the answers to the others in pairs.
- They write sentences individually. They can finish for homework.

### Answers

- 1 The camera is in the suitcase.
- 2 The book is in the bag.
- 3 The T-shirt is in the wardrobe.
- 4 The sun cream is in the bathroom.

## Lesson 3

### Aims

To revise vocabulary for classroom objects  
 To revise *this is/these are*: *This is (your book).*  
*These are (your pencils).*

To distinguish between the object pronouns *it* and *them*:  
*Can you put it/them on my desk, please?*

To practise making polite requests with the modal verb *can*:  
*Can you (put it on my desk), please?*

To listen to and sing along with a song

**Structures** Modal verb *can* for polite requests: *Can you (bring a football)?*  
*This is (your book)/These are (your rubbers).*

**Functions** Object pronouns *it* and *them*  
**Topic** Making polite requests  
**Resources** Holidays

Pupil's Book, page 31,  
 Exercise 3, Ask and answer  
 Exercise 4, Sing  
 Cassette, Unit 11,  
 Exercise 4, Sing  
 Activity Book, page 31,  
 Exercise 5, Read and draw  
 Exercise 6 Ask and draw  
 Wall chart: Holidays  
 Classroom objects

### Revision

- Revise *this is/these are*. Hold up a pencil and say 'This is a pencil.' Then, hold up two pencils and elicit *These are two pencils*. Clarify the difference between *this* and *these*.
- Elicit the correct sentences for other classroom objects, practising both *This is...* and *These are...*
- Now pick up a pencil from a pupil's desk and say 'This is your pencil', reminding pupils of the possessive pronoun *your*. Give it to another pupil and say 'Can you put it on (pupil's name)'s desk, please? The pupil says *Yes, of course* and does it. Repeat with another classroom object.
- Then say 'These are your pencils,' holding up two

pencils that you have just taken from a pupil's desk. Say to another pupil 'Can you put them on (pupil's name)'s desk, please?'

- Repeat for a few more items, both singular and plural. Ask a few pupils to make the requests.

### Pupil's Book, Exercise 3

Unit 11

**3 Ask and answer**

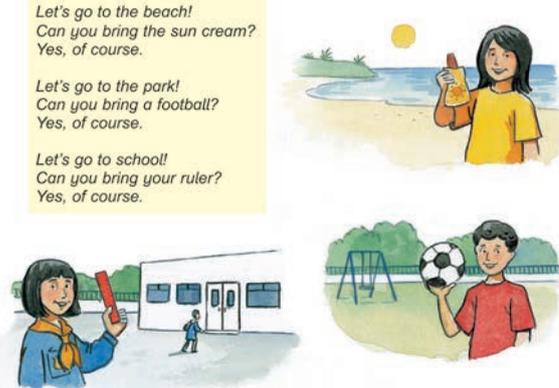


**4 Sing**

Let's go to the beach!  
 Can you bring the sun cream?  
 Yes, of course.

Let's go to the park!  
 Can you bring a football?  
 Yes, of course.

Let's go to school!  
 Can you bring your ruler?  
 Yes, of course.



31

- Focus on the book and ask pupils to name the items in the picture.
- Read the example and then elicit similar sentences for the pencils. Make sure they use the plural form.
- Divide pupils into pairs. Explain that they are A and B. Pupil A points to the items labelled B and vice versa.
- Monitor while pupils work, giving help where necessary.

### Pupil's Book, Exercise 4

- Ask pupils to describe what they can see in the pictures.
- Follow the usual procedure for songs.

## **Tapescript**

*Let's go to the beach!*

*Can you bring the sun cream?*

*Yes, of course.*

*Let's go to the park!*

*Can you bring a football?*

*Yes, of course.*

*Let's go to school!*

*Can you bring your ruler?*

*Yes, of course.*

## **Activity Book, Exercise 5**

- Explain the task. Pupils read the sentence and draw the items in the correct place requested. Do the first one on the board as an example.
- Read the sentences with the class to check they understand all the vocabulary.
- Pupils continue with each sentence. They can finish for homework.
- Take in their work to mark.

## **Activity Book, Exercise 6**

- This is a similar activity to Exercise 5, only this time, pupils have to decide where each item should go and make an appropriate request. They then draw each item in the correct place.
- Read the example and show pupils that they can draw the sunglasses on the desk.
- Elicit a question for the next item (e.g. *Can you put the ball under the desk?*).
- Pupils continue in pairs. Go round and monitor their work and help with any vocabulary.

# Unit 12

## Lesson 1

### Aims

To revise vocabulary for members of the family  
To teach new vocabulary: *helping, preparing, coming, running, lake*

To talk about actions using the present continuous: *Omar's swimming in the lake. Is Dad swimming? No, he isn't.*

**Structures** Present continuous: *Omar's swimming in the lake. Is Dad swimming? No, he isn't.*

**Functions** Describing actions

**Topic** Holidays

**Vocabulary** *helping, preparing, coming, running, lake*

**Resources** Pupil's Book, page 32, Exercise 1, Listen and read  
Cassette, Unit 11, Exercise 1, Listen and read  
Activity Book, page 32, Exercise 1, Read and match  
Wall chart: Holidays  
Flashcards: lake, take a photograph

### Presentation

- Mime an action and encourage pupils to say what you are doing. Elicit or present the present continuous e.g. *You are swimming. You are playing football.*
- Now ask a pupil to mime an action (give a prompt from a flashcard if you wish). Ask pupils 'Is he/she swimming?' to present the question form. Pupils answer *Yes, he/she is* or *No, he/she isn't*. Pupils can also use *No, he/she's not*.
- Use flashcards and mime to present *lake* and *He's running*. The other new words can be deduced from context in the Pupil's Book.

## Pupil's Book, Exercise 1

### Unit 12

1  Listen and read

**Panel 1:** Grandpa: Hello, Laila. What are you doing? Grandma: Hello, Grandpa. Hello, Grandma. I'm helping Mum. Laila: What's Omar doing?

**Panel 2:** Omar: Omar's swimming in the lake. Dad: Is Dad swimming too? Mum: No, he's not. He's taking photographs.

**Panel 3:** Fadia: Fadia's playing a game with her doll. Mum: Mum's preparing the food for our lunch.

**Panel 4:** Dad: It's time for lunch! Mum: Are Dad and Omar coming now? Laila: Yes, they are. Look! Omar's running!

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- Focus on the book and ask pupils to name the characters they can see. Ask pupils to say what they can see in the pictures.
- Ask pupils to describe what the characters are doing in the pictures using the present continuous.
- Play the cassette all the way through and follow the usual procedure.
- Ask what each of the characters are doing in the pictures. Encourage pupils to respond using the present continuous.

### Tapescript

GRANDPARENTS: *Hello, Laila. What are you doing?*  
LAILA: *Hello, Grandpa. Hello, Grandma. I'm helping Mum.*  
GRANDMOTHER: *What's Omar doing?*  
LAILA: *Omar's swimming in the lake.*  
GRANDMOTHER: *Is Dad swimming too?*  
LAILA: *No, he's not. He's taking photographs.*

LAILA: Fadia's playing a game with her doll. Mum's preparing the food for our lunch.

MUM: It's time for lunch!

LAILA: Are Dad and Omar coming now?

GRANDMOTHER: Yes, they are. Look! Omar's running!

Encourage them to ask questions, e.g. *Are you playing a game?*

## Pupil's Book, Study Box

Unit 12

**Study Box**

do	doing	take	taking	play	playing
run	running	swim	swimming		

**2 Look and say**

1

2

**3 Ask and answer**

1

2

3

4

What's she doing?

She's cooking.

33

### Follow-up

- Ask four pupils to read the dialogue aloud (grandparents, Laila and mother). Other pupils mime the actions they hear described.

### Activity Book, Exercise 1

- Explain that pupils have to read the sentences on the left hand side and then draw a line to match it with the correct picture. Do the first one as an example.
- Pupils continue in pairs.
- Go over their answers as a class.

### Answers

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

## Lesson 2

### Aims

To revise vocabulary for actions  
 To talk about actions using the present continuous: *What's she doing?*  
*She's (cooking).*

To describe pictures using the present continuous

**Structures** Present continuous: *What's she doing?* *She's (cooking).*

**Functions** Describing actions  
 Asking questions

**Topic** Holidays

**Resources** Pupil's Book, page 33,  
 Study Box  
 Exercise 2, Look and say  
 Exercise 3, Ask and answer  
 Activity Book, page 33,  
 Exercise 2, Draw and write  
 Wall chart: Holidays

### Revision

- Play a miming game. Ask a pupil to mime an action. Other pupils guess what they are doing.

- Go over the words in the Study Box. Highlight the spelling changes e.g. *run, running; swim, swimming*. Write some verbs on the board and ask pupils to make the continuous form.

### Pupil's Book, Exercise 2

- Ask pupils to look at the pictures. How many differences can they find? (there are five differences.)
- Explain to pupils that they have to describe the differences between the two pictures. Do the first as an example, e.g. *In picture 1, Laila is playing a computer game. In picture 2, she's flying a kite.* Help pupils with any vocabulary you think they may need to revise at this point.
- Ask pupils to say the differences between the two pictures. They can also write them, if you wish. Go over their answers as a class.

## Answers

In picture 1, Grandpa's sleeping. In picture 2, he's taking a photograph.

In picture 1, Omar's taking a photograph. In picture 2, he's playing a computer game.

In picture 1, Fadia's playing with her toy. In picture 2, she's eating a sandwich.

In picture 1, Laila's playing a computer game. In picture 2, she's flying a kite.

In picture 1, Mum is eating a sandwich. In picture 2, she's having a drink.

## Pupil's Book, Exercise 3

- In pairs, pupils ask and answer about each person in the pictures.
- Ask a few pupils to demonstrate their questions and answers to the class.

## Answers

1 She's cooking.

2 He's playing basketball.

3 She's taking a photograph.

4 He's playing a computer game.

## Activity Book, Exercise 2

- Explain the task. Pupils draw pictures of actions and complete the sentences. Do number 2 as an example, e.g. they can draw someone eating a banana and write the appropriate sentence.
- Pupils can finish this for homework.

## Lesson 3

### Aims

To ask and answer about actions using the present continuous:

*Are you (drawing)? Yes, I am/No, I'm not.*

To describe pictures using the present continuous

To spell continuous verb forms correctly

To listen to and sing along with a song

### Structures

Present continuous: *Are you (drawing)? Yes, I am/No, I'm not. Laila is (eating a sandwich).*

### Functions

Describing actions

Asking questions

### Topic

Holidays

### Resources

Pupil's Book, page 34, Exercise 4, Ask and answer  
Exercise 5, Sing  
Cassette, Unit 12, Exercise 5, Sing  
Activity Book, page 34, Exercise 3, Spell  
Exercise 4, Look and write  
Wall chart: Holidays

### Revision

- Ask pupils to mime actions. Ask the other pupils to guess what she/he is doing by asking a question in the present continuous, e.g. *Are you cooking?* The pupil who is miming will then answer, saying either *Yes, I am* or *No, I'm not*. Pupils can continue guessing until they are correct.

## Pupil's Book, Exercise 4

Unit 12

**4 Ask and answer**



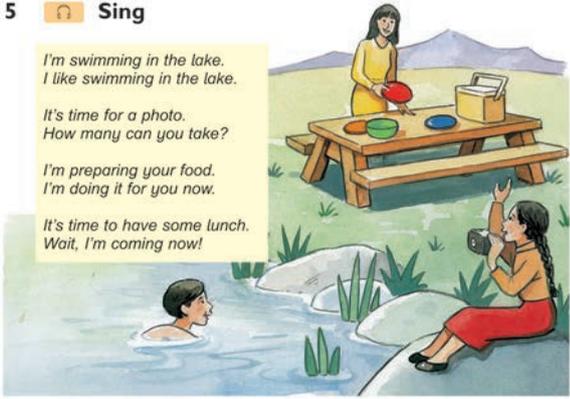
**5**  **Sing**

*I'm swimming in the lake.  
I like swimming in the lake.*

*It's time for a photo.  
How many can you take?*

*I'm preparing your food.  
I'm doing it for you now.*

*It's time to have some lunch.  
Wait, I'm coming now!*



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*It's time to have some lunch.  
Wait, I'm coming now!*

## Activity Book, Exercise 3

- Explain the task. Pupils add the *-ing* form and make any other appropriate changes.
- Go over their answers on the board.

### Answers

2 running 3 taking 4 swimming 5 playing 6 eating

## Activity Book, Exercise 4

- Pupils look at the pictures and write a sentence describing what each person is doing.
- Go over these orally as a class first.
- Pupils can write the sentences for homework.

### Answers

- 2 Fadia is playing with a/her doll.
- 3 Omar is eating chicken.
- 4 Dad is taking a photograph.
- 5 Mum is drinking (orange juice).

- Look at the activity in the book with the class. Pupils work in pairs. One mimes an action and the other asks a question to guess what they are doing.
- You can change pairs after a few minutes if you wish.
- Ask one or two pairs to demonstrate their work to the class.

## Pupil's Book, Exercise 5

- Ask pupils to describe the pictures in as much detail as they can.
- Follow the usual procedure for songs.

### Tapescript

*I'm swimming in the lake.  
I like swimming in the lake.*

*It's time for a photo.  
How many can you take?*

*I'm preparing your food.  
I'm doing it for you now.*

# Unit 13

## Lesson 1

### Aims

To teach new vocabulary: *weather, season, spring, summer, autumn, winter, sunny, rainy, snowy, cloudy, windy, cold, hot*

To revise adverbs of frequency

To talk about the seasons: *What's the weather like (in spring)?*

To describe the weather: *It's (sunny and hot).*

To express preferences: *I prefer (the autumn).*

**Structures** *What's (the weather) like (in spring)? It's (sunny and hot)/It's often (cloudy).*

**Functions** Describing the weather  
Talking about seasons

**Topic Vocabulary** Seasons and weather  
*weather, season, spring, summer, autumn, winter, sunny, rainy, snowy, cloudy, windy, cold, hot*

**Resources** Pupil's Book, page 35,  
Exercise 1, Listen and read  
Cassette, Unit 12,  
Exercise 1, Listen and read  
Activity Book, page 35,  
Exercise 1, Read and write  
Exercise 2, Read and answer  
Wall chart: Seasons and weather  
Flashcards: spring, summer,  
autumn, winter, sunny, rainy,  
snowy, cloudy, windy, cold, hot

### Presentation

- Explain that today you are going to talk about the weather and the seasons. First, present the words for each season using the flashcards.
- Ask pupils which seasons they like and dislike. Which season is their favourite? What season are we in now?
- Now present the weather words.
- Ask the class about what the weather is like in winter. And in the other seasons?
- Put all the flashcards on the desk at the front. Ask a pair of pupils to come to the front and ask them to match the seasons with the weather words. The class can help.

## Pupil's Book, Exercise 1

- Focus on the book and ask pupils to name the characters they can see. Ask pupils to say what they can see in the pictures.
- Explain that the characters are reading about weather and the seasons on the computer.
- Play the cassette all the way through and follow the usual procedure.
- Ask some comprehension questions. e.g. 'What lesson are they having?' 'What is the lesson about today?' 'What's the weather like in winter?' 'When is it windy, sunny and cold?' 'What's Laila's favourite season?' 'Why does Omar prefer the autumn?'

### Tapescript

OMAR: *Today our Science lesson is about the weather.*

LAILA: *What's the weather like in winter?*

COMPUTER: *In winter, it's often cold. It's sometimes rainy and snowy.*

- HANI: *What's the weather like in spring?*  
 COMPUTER: *In spring, it's often windy. It's sometimes sunny. It isn't usually cold.*
- LAILA: *Summer is my favourite season. It's always sunny and hot.*
- HANI: *I prefer the autumn. It isn't very hot. It's often cloudy.*

## Follow-up

- Ask pupils to say what the weather is like today.

## Activity Book, Exercise 1

- Go over the example as a class. Explain that pupils describe what the weather is like in the four seasons. They can refer to the Pupil's Book for help, but accept any reasonable answers for this exercise.
- Pupils complete the task individually or in pairs.
- Take in their work to mark.

## Suggested answers

- 1 windy/sunny/cold
- 2 hot/sunny
- 3 hot/cloudy
- 4 cold/rainy/snowy

## Activity Book, Exercise 2

- Read and discuss the questions orally.
- Pupils write the sentences for homework.

## Lesson 2

### Aims

To revise vocabulary for the seasons and the weather

To revise adverbs of frequency

To express likes and

dislikes:

*What's your favourite season? I like (summer).*

To talk about the seasons

and describe the weather: *I like (summer) because it is (sunny). In (summer), it is always (hot).*

### Structures

*What's your favourite season? I like (summer). Why do you like (summer)? I like (summer) because it is (sunny and hot).*

### Functions

Describing the seasons and weather

Expressing likes and dislikes

Seasons and weather

### Topic

### Resources

Pupil's Book, page 36

Study Box

Exercise 2, Ask and answer

Activity Book, page 36

Exercise 3, Find and write

Exercise 4, Tick (✓) or cross (X)

Wall chart: Seasons and weather

Flashcards: spring, summer, autumn, winter, sunny, rainy, snowy, cloudy, windy, cold, hot

## Revision

- Revise the words for the seasons and types of weather using the flashcards or wall chart.
- Hold up the flashcard for one of the seasons (or point to the picture on the wall chart). Ask pupils to tell you the typical weather for that season. Encourage them to use adverbs of frequency in their answers (*It's often cloudy*).
- Ask pupils to tell you what season we are in and to describe the weather today.

## Pupil's Book, Study Box

Unit 13

**Study Box**  
The four seasons:

**2 Ask and answer**

What's your favourite season?

Why do you like summer?

I like summer.

I like summer because it is sunny.

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- Refer pupils to the pictures of the seasons. What types of weather can they see in the pictures?

## Pupil's Book, Exercise 2

- Focus on the book. Ask pupils to identify the weather shown by the symbols.
- Now look at the example together. Tell pupils you want them to ask and answer about their favourite season and to say why.
- Ask one or two pupils the questions round the class.
- When they have the idea, encourage pupils to ask and answer in pairs.
- Ask a few pairs to demonstrate their work to the class.

## Follow-up

- You can have a class vote to find which is the class's favourite season.

## Activity Book, Exercise 3

- Hold up the book and show pupils how to find a weather word in the grid.
- Pupils find the remaining words in pairs. They then write them in the appropriate section.
- Go over their answers as a class, or they can finish for homework.

## Answers

c	o	a	s	n	o	w	y
l	s	u	m	m	e	r	h
o	p	t	o	h	s	w	o
u	r	u	s	p	r	i	t
d	i	m	r	a	i	n	y
y	n	n	c	o	l	d	y
i	g	s	u	n	n	y	l
w	i	n	t	e	r	o	s

winter: cold/rainy/snowy

autumn: cloudy

spring: windy/sunny

summer: sunny/hot

## Activity Book, Exercise 4

- Go over the first sentence as a class.
- Pupils then read each sentence and decide if it is true or false. They can do this in pairs.
- Go over their answers in class.

## Answers

1 X 2 ✓ 3 ✓ 4 X

## Lesson 3

### Aims

To revise vocabulary for the seasons and the weather

To describe the weather: *It's (cloudy). It isn't often (cold).*

To make a poster

To write about the weather

**Structures** *What's the weather like? It's (cloudy).  
Is it (Damascus)? Yes, it is./No, it isn't.*

**Functions** Describing the weather  
**Topic** Seasons and weather  
**Resources** Pupil's Book, page 37  
Exercise 3, Ask and answer  
Exercise 4, Project  
Activity Book, page 37  
Exercise 5, Read and write  
Exercise 6 Tick and write  
Wall chart: Seasons and weather  
Flashcards: spring, summer, autumn, winter  
Paper and coloured pencils for the project

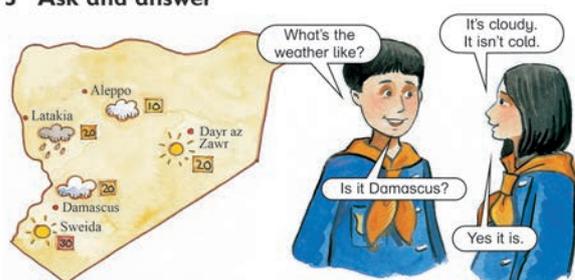
### Revision

- This time, hold up a flashcard of a season. Ask pupils to name the season and then to tell you the weather for that season.
- Ask a few pupils what their favourite season is. They can then say why.

## Pupil's Book, Exercise 3

Unit 13

**3 Ask and answer**



**4 Project**  
Make a poster.



37

- Focus on the map. Ask pupils to name the towns. Encourage them to identify where you are.
- Now read the example and explain that you want them to ask and answer about the other places on the map.
- Pupils work in pairs. Go round and monitor.
- Ask a few pairs to demonstrate their work to the class.

### Follow-up

- Ask pupils to describe the weather today. If you have access to a weather map of Syria, pupils could also describe the weather today in various locations in Syria.

## Pupil's Book, Exercise 4

- Focus on the poster in the book. Explain that you want pupils to make their own weather poster.
- Ask them to discuss their ideas with a partner.
- Go round and help with vocabulary.
- When they have finished, encourage them to

discuss their posters in pairs, using the question in the Pupil's Book.

- Ask a few pupils to show their posters to the class. Encourage the class to ask them questions.

### Activity Book, Exercise 5

- Read through each sentence with the class and make sure they can remember all the vocabulary.
- Pupils then decide what the weather's like according to the situation. They can do this in pairs.
- They can finish for homework.
- Take in their work to mark.

### Answers

2 *It's sunny/hot.* 3 *It's windy.*

4 *It's cold.* 5 *It's sunny.*

### Activity Book, Exercise 6

- First, discuss the weather today as a class.
- Then, pupils tick the correct weather symbols in the book.
- Finally they answer the question by writing a sentence. They can do this for homework.

# Unit 14

## Lesson 1

### Aims

To revise vocabulary for adjectives and seasons  
To teach new vocabulary: *before, scared, awake; the months*

To express possibility: *I think (it's a bird). I don't think (it can fly). Perhaps (it's scared).*

**Structures** *I think (it's a bird). I don't think (it can fly). Perhaps (it's scared).*

**Functions** Expressing opinion  
Expressing possibility

**Topic Vocabulary Resources** Months of the year  
*before, scared, awake; the months*  
Pupil's Book, page 38

Exercise 1, Listen and read  
Cassette, Unit 14,  
Exercise 1, Listen and read  
Activity Book, page 38  
Exercise 1, Look and write  
Exercise 2, Read and match  
Wall chart: Seasons and weather  
Flashcards: January, February, March, April, May, June, July, August, September, October, November, December

### Presentation 1

- Present *I think it's a.../Perhaps it's a...*
- Draw half of a house on the board. Point to it and ask pupils 'What is it? Elicit their answers and use their answers to present *I think it's a.../I don't think it's a.../Perhaps it's a...*
- Draw another object on the board and ask for pupils' guesses, using the target language.

### Presentation 2

- Use the flashcards to present the months. Ask what month it is now.
- Present *before*. Ask 'Is January before February?' 'Is December before November?' 'Is Tuesday before Wednesday?' etc.
- Present *scared* using mime or a picture.

## Pupil's Book, Exercise 1

**Unit 14**

**1 Listen and read**

38

- Focus on the book and ask pupils to name the characters they can see. Ask pupils to say what they can see in the pictures.
- Play the cassette all the way through and follow the usual procedure.
- Ask some comprehension questions, e.g. 'What do they think it is?' 'Is it happy?' 'Can it fly?' 'Do you usually see young birds in February?' 'When do you usually see them?' 'Do you think it's hungry?' 'Is there any food before the spring?' 'Does Laila think it is scared?' 'Do you think it is tired?' 'What is it doing now?' 'Is it awake?'

### Tapescript

HANI: Look!  
LAILA: I think it's a bird. Look. It's sad.  
OMAR: I don't think it can fly. It's very young.  
LAILA: You usually see young birds in the spring. It's February now.  
HANI: Perhaps it's hungry. There isn't any food for it before March or April.

HANI: *Perhaps it's scared.*  
 LAILA: *I don't think it's scared.*  
 OMAR: *Perhaps it's tired.*

LAILA: *Look. It's singing now.*  
 HANI: *I think it's awake now!*  
 OMAR: *Goodbye, bird.*

### Activity Book, Exercise 1

- You can ask pupils to discuss each picture in pairs first. What do they think it is in the pictures? Alternatively, ask them to write sentences first and then compare their answers with a partner.
- Check the answers as a class.

#### Answers

2 *I think it's a computer.*  
 3 *I think/Perhaps it's a video.*  
 4 *I think/Perhaps it's a radio.*  
 5 *I think/Perhaps it's a camera.*  
 6 *I think/Perhaps it's a fish.*

### Activity Book, Exercise 2

- Explain that pupils have to read the sentences on the left and match them with the corresponding picture on the right.
- Ask pupils to complete the task individually.
- Discuss the answers as a class.

#### Answers

1 c 2 a 3 b

## Lesson 2

### Aims

To revise the months of the year  
 To revise the weather  
 To revise the present continuous: *It's (snowing).*  
 To express possibility: *I think (it's December).*  
 To write the months of the year

**Structures** *I think/Perhaps/I don't think (it's December).*

**Functions** Present continuous: *It's (snowing).*  
 Expressing opinion and possibility  
 Describing pictures

**Topic** months of the year

**Resources** Pupil's Book, page 39

Study Box  
 Exercise 2, Ask and answer  
 Activity Book, page 39  
 Exercise 3, Find and write  
 Exercise 4, Look and write  
 Wall chart: Seasons and weather  
 Flashcards: January, February, March, April, May, June, July, August, September, October, November, December

### Revision

- Go over the months in the Study Box. Say a month. Ask pupils to point to the correct word. Ask pupils to do the same in pairs.
- Now hand out the flashcards of the months of the year to twelve pupils.
- Ask them to stand at the front in order from January to December. The class can help arrange them.
- Ask them to say the months in order aloud as a class.

## Pupil's Book, Exercise 2

Unit 14

Study Box

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

**2 Ask and answer**

Talk about the pictures. Guess the month.

It's snowing.

I think it's December.

39

- Focus on the pictures. Read the example. Explain that pupils have to guess what month it is in each picture.
- Do the second picture as a class. Encourage pupils to describe the picture in the present continuous and to use *I think.../I don't think.../Perhaps...*
- With a strong class, ask pupils to continue in pairs.

### Suggested answers

- 1 November/December/January
- 2 June /July /August
- 3 March/April/May
- 4 September/October
- 5 March/April

## Activity Book, Exercise 3

- Remind pupils that the names of the months start with a capital letter.
- Ask pupils to find and write the months. They can finish this for homework.

- Make sure they write the months with capital letters.

## Activity Book, Exercise 4

- Discuss the questions first as a class, or in small groups.
- Pupils write their suggestions. They can finish for homework.

### Answers

*They're playing football (on the beach). I think it's June /July /August.*

## Lesson 3

### Aims

To revise vocabulary for the weather

To revise describing actions

with the present continuous: *They're (playing football).*

To express possibility: *Perhaps/I think/I don't think (it's sunny).*

### Structures

*Perhaps/I think/I don't think (it's sunny).*

Present continuous: *They're (playing football).*

### Functions

Expressing opinion and possibility

Describing pictures

### Topic

Months of the year

### Resources

Pupil's Book, page 40,

Exercise 3, Listen and match

Exercise 4, Look and say

Cassette, Unit 14,

Exercise 3, Listen and match

Activity Book, page 40,

Exercise 5, Look and answer

Exercise 6 Read and answer

Wall chart: Seasons and weather

Flashcards: January, February,

March, April, May, June, July,

August, September, October,

November, December

### Revision

- Display the flashcards at the front, of the class but take out two or three months. Ask pupils to work out which months are missing.
- Slowly draw a simple outline of e.g. a house on

the board. Pupils guess what it is and say, e.g. *I think it's a house.* Ask pupils to draw similar pictures on the board for their classmates to guess.

## Pupil's Book, Exercise 3

Unit 14

**3 Listen and match**

Fadia often draws pictures when we're at school.



We like looking at her pictures.

**a**



**b**



**c**



**4 Look and say**

Perhaps...

I think...

I don't think...



40

LAILA: *No, I don't think it's a boat. Perhaps it's a mountain.*

OMAR: *Yes, I think it's a snowy mountain.*

LAILA: *Look at this picture. I think they're sunglasses*

OMAR: *No. Look at the beautiful colours. I think it's a bird flying.*

LAILA: *Yes, or perhaps it's a butterfly.*

### Answers

1 c 2 a 3 b

## Pupil's Book, Exercise 4

- Explain the task. Pupils say what they think the picture shows using *Perhaps.../I think.../I don't think...* They can work in pairs or small groups.
- Have a class feedback session. See if they agree.

### Suggested answers

*I think it's a house.*

*Perhaps it's a school.*

*They're playing volleyball.*

*I don't think they're playing volleyball. I think they're playing football.*

*I think there's a bird in the tree.*

## Activity Book, Exercise 5

- Pupils can do this task for homework. Alternatively, encourage them to compare their ideas with their partner in class first.
- Take in their work to mark.

### Suggested answers

1 *Perhaps it's autumn.*

2 *I think it's windy and cold.*

3 *I think they are playing volleyball.*

4 *Perhaps it's a cat.*

## Activity Book, Exercise 6

- Read the questions as a class and ask a few pupils to answer orally.
- Pupils then write sentences in class.
- Take in their work to mark.

### Tapescript

OMAR: *The man is walking.*

LAILA: *Yes, I think it's snowy. Perhaps he's waving.*

OMAR: *I don't think he's waving. I think he's putting his hat on his head.*

OMAR: *Look at this picture. I think it's a boat.*

# Unit 15

## Revision 3

### Lesson 1

#### Aims

To revise vocabulary for seasons, the months of the year and for the weather

To revise expressing possibility:

*I don't think (it's usually cloudy).*

To revise describing actions with the present continuous:

*Mum's cooking in the kitchen.*

#### Structures

Adverbs of frequency: *It's usually (hot and sunny).*

Present continuous: *Mum's cooking in the kitchen.*

#### Functions

Describing the weather

Describing actions

#### Topics

Seasons and weather; Months of the year

#### Resources

Pupil's Book, page 41, Exercise 1, Listen and read  
Cassette, Unit 15,

Exercise 1, Listen and read  
Activity Book, page 41, Exercise 1, Read and answer  
Exercise 2, Look, order and write

Wall chart: Seasons and weather  
Flashcards: lake, sun cream; winter, spring, summer, autumn, sunny, rainy, snowy, cloudy, windy, cold, hot

#### Revision 1

- Revise the present continuous. Play a mime game. Ask pupils to guess what you are doing.
- Encourage pupils to mime an action. Other pupils guess what they are doing.

#### Revision 2

- Quickly revise vocabulary for the weather using the flashcards or wall chart. Ask what the weather is like today. Ask them what the weather is usually like in the different seasons.

### Pupil's Book, Exercise 1

**Unit 15** **Revision 3**

**1** Listen and read

Panel 1: Hello Laila and Omar. I'm on holiday next to a lake. I've got my sun cream. But it's cloudy today!

Panel 2: I don't think it's usually cloudy here in spring. It's usually hot and sunny.

Panel 3: I'm writing in my bedroom. Mum's cooking in the kitchen. Dad's reading a book.

Panel 4: What are you doing? What's the weather like? From Maya.

41

- Focus on the book. Ask pupils to say what they can see in the pictures.
- Explain that they are going to listen to and read a letter from Omar and Laila's friend Maya, who is on holiday. Revise *lake* and *sun cream* using the flashcards.
- Play the cassette all the way through and follow the usual procedure.
- Ask some comprehension questions, e.g. 'Where's Maya?' 'What's the weather like?' 'What's the weather usually like?' 'What is her dad doing?' 'What is her mum doing?'

#### Tapescript

MAYA: Hello Laila and Omar. I'm on holiday next to a lake. I've got my sun cream. But it's cloudy today!

MAYA: I don't think it's usually cloudy here in spring. It's usually hot and sunny.

MAYA: I'm writing in my bedroom. Mum's cooking in the kitchen. Dad's reading a book.

MAYA: *What are you doing? What's the weather like?*  
*From Maya.*

### Follow-up

- Ask a few pupils to answer the two questions at the end.

### Activity Book, Exercise 1

- Pupils can discuss the answers first with a partner. They have to describe the pictures.
- Take in their work to mark.

### Answers

- 1 *He's playing basketball.*
- 2 *She's cooking.*
- 3 *He's washing the car.*
- 4 *It's windy and cloudy.*

### Activity Book, Exercise 2

- Pupils can do this for homework. The months of the year are not in order. They have to order the months and then write them in the space provided. Revise the months of the year briefly first if necessary. Make sure they use capital letters.

## Lesson 2

### Aims

To revise vocabulary for the seasons, weather and months of the year

To revise expressing

possibility:

*I think (it's winter).*

*Perhaps (it's*

*December).*

To revise describing actions

with the present continuous: *They are playing football.*

To write a postcard

### Structures

Present continuous: *They are playing football. I think (it's winter). Perhaps (it's December).*

### Functions

Describing the weather

Describing actions

Describing pictures

### Topics

Seasons and weather; Months of the year

### Resources

Pupil's Book, page 42,

Exercise 2, Look and say

Exercise 3, Project

Activity Book, page 42,

Exercise 3, Look and write

Exercise 4, Write

Wall chart: Seasons and weather

Flashcards: spring, summer,

autumn, winter, sunny, rainy,

snowy, cloudy, windy, cold, hot

### Revision

- Place the flashcards in a random order at the front of the class.
- Ask a pair of pupils to come to the front. Ask them to match the seasons and the typical weather for that season. The class can help them.

# Unit 15 Revision 3

## Pupil's Book, Exercise 2

Unit 15  
Revision 3

**2 Look and say**

1 I think it's winter.  
Perhaps it's December.  
They are going to school.  
It's raining and cold.



2



3



4



**3 Project**  
Write a postcard to Maya.

Where are you?  
What are you doing?  
What's your mother doing?  
What's your father doing?  
What's the weather like?

42

- Read the description. Pupils point to the picture it describes (picture 1).
- Now explain that you want pupils to make similar descriptions about the other pictures.
- Focus on the picture of the boys playing football. Elicit sentences from the pupils. Build up a description on the board. Ask, e.g. 'Is it winter?' 'What month is it?' 'What are they doing?' 'What's the weather like?'
- Now ask pupils to make sentences about the other pictures.
- Discuss their answers as a class. Accept all reasonable answers.

## Pupil's Book, Exercise 3

- Explain that they are going to write a postcard to Maya. Go over the questions in class and discuss what they can put.
- Pupils write the postcard in their exercise books. Go round and help them while they are working.
- You can take in their work to mark. They can also

copy their work onto pieces of card so you can display them in the classroom.

## Activity Book, Exercise 3

- Focus on the picture. Show pupils how to choose a correct word to build up a description. You can do this orally as a class.
- Pupils write a full description for homework.

## Activity Book, Exercise 4

- Explain the task. Pupils use the pictures and the answers to write the questions.
- Do the first one or two as a class.
- Pupils complete the task individually.

### Answers

- 2 What is your father doing?  
3 What is your mother doing?  
4 What is the weather like?

### Extra revision activities

- At the back of the Activity Book, there are extra activities which can be used alongside the Picture Dictionary at the back of the Pupil's Book in order to revise the vocabulary and structures from the units. The activities can be done either in class or set as homework and serve as useful revision prior to Test 3.

## Exercise 5, Look, write and draw

- Ask pupils to look at the calendar on page 3. Ask pupils what information is missing. You can do this orally.
- Pupils then complete the missing words and then draw a picture illustrating each season.

### Answers

winter	December	January	February
spring	March	April	May
summer	June	July	August
autumn	September	October	November

## Exercise 6, Read and match

- Ask pupils what they can see in the pictures. Pupils have to match the words on the left with the corresponding picture on the right.

### Answers

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

# Unit 15

## Revision 3

### Test 3

#### Answers

#### Exercise 1, Read and match

1 b 2 d 3 a 4 c

#### Exercise 2, Look and write

1 sunny/hot 2 cloudy/rainy  
3 cloudy/cold 4 snowy

#### Exercise 3, Write the months

1 January 2 February 3 March  
4 April 5 May 6 June 7 July  
8 August 9 September 10 October  
11 November 12 December

#### Exercise 4, Read and match

1 Yes, of course.  
2 No, I'm not. I'm playing volleyball.  
3 She's cooking.  
4 It's hot and sunny.  
5 I like spring.

#### Exercise 5, Look and write

1 He's swimming.  
2 She's taking photographs.  
3 They're playing basketball.  
4 They're drinking (orange) juice.  
5 He's eating (a sandwich).

# Unit 16

## Lesson 1

### Aims

To teach new vocabulary: *doctor, pilot, hospital, market, work (v), teach (v), buy (v), job*

To describe daily activities with adverbs of frequency: *He (usually flies planes).*

To describe actions using the present continuous: *Today, she's (buying food in the market).*

To contrast the present simple and the present continuous

**Structures** Present simple with adverbs of frequency: *He (usually flies planes).*  
Present continuous: *Today, she's (buying food in the market).*

**Functions** Talking about jobs  
Describing actions  
Describing daily activities  
Jobs

**Topic Vocabulary** *doctor, work (v), hospital, pilot, market, teach (v), buy (v), job*

**Resources** Pupil's Book, page 43,  
Exercise 1, Listen and read  
Cassette, Unit 16  
Exercise 1, Listen and read  
Activity Book, page 43,  
Exercise 1, Look and write  
Wall chart: Jobs; Adjectives  
Flashcards: doctor, pilot, teacher, hospital, market

### Presentation 1

- Tell pupils that today they will learn about some jobs. Use the flashcards to present *doctor* and *pilot*. Revise *teacher* by referring to yourself. Ask where a pilot and a teacher work and elicit *plane* and *school*. Ask where a doctor works and present *hospital* using the flashcard.

### Presentation 2

- Say 'I am a teacher'. Ask pupils 'What do I usually do?' and elicit a suitable response, e.g. *You teach English*.
- Now sit down and read a book and ask 'What am I doing now?' and elicit *You are reading a book*.
- Repeat with other actions to clarify the distinction between the two tenses.

## Pupil's Book, Exercise 1

### Unit 16

**1**  Listen and read



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- Focus on the book and encourage pupils to identify some of the jobs in the pictures.
- Use the flashcard to present *market*. Use mime to present *buy*, and use the Adjectives wall chart to revise *old*.
- Explain that the children are talking about their parents' jobs and what they are doing now.
- Play the cassette all the way through and follow the usual procedure.
- Explain that the sentence is *Today she's buying food in the market* because 'in the market' refers to Omar's mother, who is there, in the market, now. Pupils should use 'from the market' for example when Omar's mother is back at home and Omar asks her where she bought the food.
- Ask some comprehension questions, e.g. 'What does a doctor usually do?' 'What's Laila's father doing today?' 'What's Hani's father's job?' 'Is he flying a plane today?' 'What's he doing?' 'Is Omar's mother a pilot?' 'What does she usually do?' 'What's she buying today?' 'What are Omar and Laila doing?'

**Tapescript**

- LAILA: *My father is a doctor. He usually works in a hospital. Today, he's helping an old man in his house.*
- HANI: *My father is a pilot. He usually flies planes. Today, he's playing tennis in the park.*
- LAILA: *My mother is a teacher. She usually teaches children in a school. Today, she's buying food in the market.*
- OMAR: *We usually have our English lesson today, but it's a holiday. Today, we're at home.*
- LAILA: *We're reading about jobs and what people usually do!*

**Activity Book, Exercise 1**

- Read the example, then do the second one as a class. Explain to the class that pupils have to identify the job and what they usually do and then to write what they are doing now.
- Pupils can finish the remaining ones for homework. Take in their work to mark.

**Answers**

- 2 *He's a pilot. He usually flies planes. Today he's washing the/his car.*
- 3 *She's a teacher. She usually teaches children. Today she's taking photographs.*
- 4 *She's a pupil. She usually goes to school. Today she's visiting her grandma.*

**Lesson 2****Aims**

- To revise vocabulary for jobs
- To teach new vocabulary: *cook, journalist, footballer*
- To describe daily activities with adverbs of frequency: *She usually (works in a kitchen).*
- To describe actions using the present continuous: *He's (playing football).*
- To contrast the present simple and the present continuous

**Structures**

Present simple with adverbs of frequency: *She usually (works in a kitchen).*  
Present continuous: *Today he's (playing football).*

**Functions**

Talking about jobs  
Describing actions  
Describing daily activities

**Topic****Vocabulary**

*Jobs*  
*cook, journalist, footballer*

**Resources**

Pupil's Book, page 44,  
Study Box  
Exercise 2, Ask and answer  
Activity Book, page 44,  
Exercise 2, Find and write  
Exercise 3, Look and answer  
Wall chart: Jobs  
Flashcards: doctor, journalist,  
cook, pilot, teacher

**Revision**

- Show pupils the flashcards of the *doctor, pilot* and *teacher*. Ask pupils what they usually do and where they work to revise *school, to work, to teach, plane* and *hospital*. Use the flashcards as prompts if need be.

**Presentation**

- Present *cook, journalist* and *footballer* using the flashcards or wall chart. Ask pupils where they all work.

## Pupil's Book, Study Box

Unit 16

### Study Box

doctor   pilot   teacher   cook   footballer   journalist

**2 Ask and answer**

What do they usually do?  
What are they doing now?

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- Revise the jobs by referring pupils to the Study Box. Say a job and ask pupils to point to the correct picture. Pupils can then continue this activity in pairs.

## Pupil's Book, Exercise 2

- Ask pupils to identify the three jobs in the pictures (footballer, cook and journalist).
- Now read the questions in the book. Either discuss the answers as a class, or you can ask pupils to discuss in pairs and have a class feedback session.

### Suggested answers

- 1 He's a footballer. He usually plays football. Today he's teaching/helping children.
- 2 She's a journalist. She usually uses a computer. Today she's cooking.
- 3 She's a cook. She usually cooks food/works in a kitchen. Today she's drinking juice/having lunch/sitting in the garden.

## Activity Book, Exercise 2

- Explain the task. Pupils find the jobs in the word square, then use the jobs to complete the sentences.
- Go over the first one or two as a class.
- Pupils can finish in class or for homework.

### Answers

f	o	o	t	b	a	l	l	e	r
a	c	o	u	k	j	o	u	b	n
b	o	v	t	e	a	c	h	e	r
d	o	c	t	o	r	e	h	f	s
s	k	i	r	p	i	l	o	t	o
j	o	u	r	n	a	l	i	s	t

2 footballer   3 teacher   4 journalist   5 pilot   6 doctor

## Activity Book, Exercise 3

- Go over the answers orally with the class. Explain that pupils have to write what the people usually do and what they are doing now.
- Pupils write the answers for homework.
- Take in their work to mark.

### Answers

- 2 He usually flies planes. Now he is playing football.
- 3 She usually uses a computer/writes stories on a computer. Now she's buying bananas/shopping in the market.

## Lesson 3

### Aims

To revise vocabulary for jobs  
To describe daily activities with adverbs of frequency: *She usually (uses a computer).*

To describe actions using the present continuous: *Today, I think (he's playing football).*

To contrast the present simple and the present continuous

To listen to and sing along with a song

To express preferences: *I'd like to be (a pilot).*

**Structures** Present simple with adverbs of frequency: *She usually (works in a kitchen).*

Present continuous: *Today, I think (he's playing football). I'd like to be (a pilot).*

### Functions

Talking about jobs  
Describing actions  
Describing daily activities

### Topic

### Resources

Jobs  
Pupil's Book, page 45,  
Exercise 3, Talk about your family  
Exercise 4, Talk about you  
Exercise 5, Sing  
Cassette, Unit 16  
Exercise 5, Sing  
Activity Book, page 45,  
Exercise 4, Read and answer  
Exercise 5, Look and write  
Exercise 6 Read and answer  
Wall chart: Jobs  
Flashcards: doctor, journalist,  
cook, pilot, teacher, footballer

### Revision

- Play a miming game. Divide the class into two or three teams and give them two or three flashcards each.
- A member of each team mimes a job on their card. The other teams have to guess the job. They get a point for each correct answer.

## Pupil's Book, Exercise 3

Unit 16

**3 Talk about your family**

**4 Talk about you**

**5 Sing**

*I'd like to be a pilot.  
And fly in a plane every day.*

*I'd like to be a teacher.  
And work in school until May.*

*I'd like to be a journalist.  
And work on the TV.*

*I'd like to help ill people.  
So a doctor is the job for me!*

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- Read the instruction. As an example, talk about your own family (you can make up the answers to use vocabulary they know).
- Now ask pupils to talk about their own families. They may not know the words for the jobs, but encourage them to say what they usually do and what they are doing now.
- Do this as a class activity. Give them plenty of help and encouragement.

### Revision

- Briefly revise *I'd like*. Say 'It's Friday. I'd like to go to the mountains.'
- Ask pupils where they would like to go on Friday.

## Pupil's Book, Exercise 4

- Focus on the question and explain that pupils can say what jobs they would like. Ask a few pupils round the class. Help them with any vocabulary. Then encourage pupils to ask and answer in pairs.
- Ask a few pairs to report back to the class.

## Pupil's Book, Exercise 5

- Follow the usual procedure for songs.

### **Tapescript**

*I'd like to be a pilot.*

*And fly in a plane every day.*

*I'd like to be a teacher.*

*And work in school until May.*

*I'd like to be a journalist.*

*And work on the TV.*

*And I'd like to help ill people.*

*So a doctor is the job for me!*

## Activity Book, Exercise 4

- Encourage pupils to ask and answer the questions in pairs.
- They can write sentences individually or finish for homework.
- Take in their work to mark.

## Activity Book, Exercise 5

- Pupils use the pictures to write sentences using *I'd like* with jobs.
- Take in their work to mark.

### **Answers**

2 *I'd like to be a teacher.*

3 *I'd like to be a journalist.*

## Activity Book, Exercise 6

- Pupils write a sentence for themselves.
- Take in their work to mark.

# Unit 17

## Lesson 1

### Aims

- To teach new vocabulary: *great white shark, warm, Africa, Asia, America, metre, donkey, camel*
- To talk about animals  
To revise describing actions with the present continuous: *The shark is swimming in the sea.*
- To use the present simple for habits: *They live in warm water.*

- Structures** *How (long) are they? They're (four metres long).*  
Present simple: *They live in warm water.*  
Present continuous: *The shark is swimming in the sea.*

- Functions** Talking about animals  
**Topic** Animals

- Vocabulary** *great white shark, warm, Africa, Asia, America, metre, donkey, camel*

- Resources** Pupil's Book, page 46  
Exercise 1, Listen and read  
Cassette, Unit 17  
Exercise 1, Listen and read  
Activity Book, page 46  
Exercise 1, Look and write  
Exercise 2, Tick (✓) or cross (X)  
Wall chart: Animals  
Flashcards: great white shark, donkey, camel  
A globe or map of the world, if possible  
A long ruler or metre stick

### Presentation 1

- Hold up the ruler or metre stick and place it on your desk to measure it. Say *How long is the desk?* Ask a pupil to come up and read the measurement. Present *metre*. Measure the length of more things around the class (but only in metres as pupils do not know larger lengths yet).

### Presentation 2

- Show pupils a map of the world or a globe. Alternatively, show them the picture in the Pupil's Book. Point to and present *Africa, Asia* and *America*. Do they know the names of any cities in Africa or America?

### Presentation 3

- Ask pupils what animals they can remember in English. Write any words on the board. Present *great white shark, camel* and *donkey* using the flashcards.

### Pupil's Book, Exercise 1

**Unit 17**

**1 Listen and read**

Today we're learning about animals around the world.

How long are great white sharks?

We're writing about great white sharks. They live in warm water around Africa, Asia and America.

They're usually four metres long.

In this picture, the shark is swimming in the sea.

Great white sharks live in warm water. They are usually four metres long. They can live for forty years. They usually eat fish and animals.

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- Focus on the book and ask pupils to name the characters they can see. Encourage pupils to say what they can see in the pictures.
- Explain that the characters are learning about animals in today's lesson. Present *warm* by drawing a thermometer on the board and revising *hot* and *cold*.

- Play the cassette all the way through and follow the usual procedure.
- Ask some comprehension questions, e.g. 'How long are great white sharks?' 'What are they writing about today?' 'Where do great white sharks live?' 'Can they live for twenty years?' 'What do they usually eat?' 'What is it doing now in the picture?'

### Tapescript

**LAILA:** *Today we are learning about animals around the world.*

**MISS HIBA:** *How long are great white sharks?*

**MAYA:** *They're usually four metres long.*

**LAILA:** *We're writing about great white sharks. They live in warm water around Africa, Asia and America.*

**COMPUTER:** *Great white sharks live in warm water. They are usually four metres long. They can live for forty years. They usually eat fish and animals.*

**LAILA:** *In this picture, the shark is swimming in the sea.*

### Follow-up

- Ask pupils if they can tell you about any other animal they know.

### Activity Book, Exercise 1

- Focus on the maps and animals. Make sure pupils remember the names of the other animals.
- Go over the example and do the first two or three as a class.
- Pupils complete the sentences in class or for homework.

### Answers

- 2 Elephants live in Africa.
- 3 Camels live in Africa.
- 4 Donkeys live in America and Africa.
- 5 Sharks live in the sea near America and Africa.

### Activity Book, Exercise 2

- In pairs, pupils read each sentence and decide if it is true or false. They can refer to the story in the Pupil's Book.
- Go over their answers in the class.

### Answers

1 X 2 ✓ 3 X 4 ✓ 5 ✓

## Lesson 2

### Aims

To revise vocabulary for animals  
To teach new vocabulary: *sixty, seventy, eighty, ninety, a hundred, two hundred, rhino, tortoise*

To talk about animals  
Expressing possibility: *I think (it lives for 100 years).*

**Structures** *I think (it lives for 100 years).*

**Functions** Talking about animals  
Counting

**Topic** Animals

**Vocabulary** *sixty, seventy, eighty, ninety, a hundred, two hundred, rhino, tortoise*

**Resources** Pupil's Book, page 47  
Study Box

Exercise 2, Ask and answer  
Activity Book, page 47  
Exercise 3, Look and match  
Exercise 4, Look and answer  
Flashcards: great white shark, donkey, camel, rhino, tortoise; numbers

### Revision

- Show the flashcard of the great white shark. How much can the class remember about great white sharks from the last class? Ask questions, e.g. *How long are great white sharks? Where do they live? What do they eat?* Can pupils answer the same questions about the other animals they have learned?

### Presentation 1

- Use the flashcards to present the numbers 60, 0, 0, 0, 100 and 200. Hold up each flashcard and encourage pupils to repeat the number. Remind pupils that we use the article with *a hundred*.
- Hand out the flashcards to six pupils in random order. Ask pupils to stand in the correct order. The class reads out the numbers aloud. Revise 10, 20, 30, 40 and 50.

### Presentation 2

- Present *rhino* and *tortoise* using the flashcards. Do

the class know anything about rhinos or tortoises? Where do they live? What do they eat?

Camel: 0 years  
 Donkey: 30 years  
 Rhino: 0 years

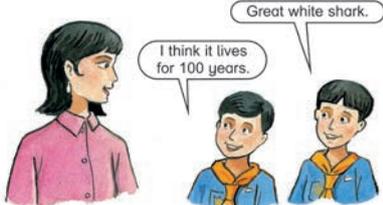
## Pupil's Book, Study Box

Unit 17

Study Box

50	fifty	80
	sixty	
	seventy	90
60	eighty	100
	ninety	
70	a hundred	200
	two hundred	

**2 Ask and answer**



person

crocodile

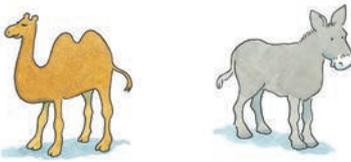
tortoise

elephant

camel

donkey

rhino



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- Pupils read the numbers and match the numerals to the words.

## Pupil's Book, Exercise 2

- Explain that pupils are now going to have a quiz, and learn how long animals live!
- You can play this in pairs or in teams. One person or team says an animal from the list. The other guesses how long they live using a number in the box.
- Go over the correct answers at the end. See who gets the most answers right.

### Answers

Person: 80 years  
 Crocodile: 100 years  
 Tortoise: 200 years  
 Elephant: 70 years

## Activity Book, Exercise 3

- Pupils match the words and numbers.
- Check their answers in class.

## Activity Book, Exercise 4

- Focus on the picture. Read the questions and discuss the answers orally.
- Pupils write the answers for homework.

### Answers

- 1 It's one metre tall.
- 2 It lives in Africa and Asia.
- 3 It lives for forty years.
- 4 It eats grass and leaves.

## Lesson 3

### Aims

- To revise vocabulary for animals
- To teach new vocabulary: *grass, plants, leaves, tall*
- To talk about animals
- To contrast the present simple with the present continuous:

*It eats animals. Now, it is swimming in the sea.*

### Structures

Questions with *How* plus adjective: *How tall is it? How long can it live?*

Present simple and present continuous: *It eats animals. Now, it is swimming in the sea.*

### Functions

Talking about animals  
 Describing pictures

### Topic

### Vocabulary Resources

Animals  
*grass, plants, leaves, tall*  
 Pupil's Book, page 48  
 Exercise 3, Read, ask and answer  
 Exercise 4, Project  
 Activity Book, page 48  
 Exercise 5, Look and write  
 Flashcards: camel, donkey, rhino, tortoise, great white shark

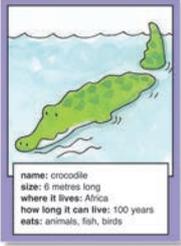
## Revision

- Show the class the flashcards of the animals and elicit the words. What can the class tell you about the animals? Where do they live? How long can they live for? What do they eat?

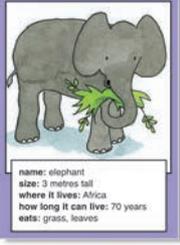
## Pupil's Book, Exercise 3

Unit 17

**3 Read, ask and answer**



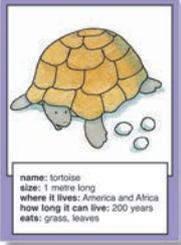
name: crocodile  
size: 6 metres long  
where it lives: Africa  
how long it can live: 100 years  
eats: animals, fish, birds



name: elephant  
size: 3 metres tall  
where it lives: Africa  
how long it can live: 70 years  
eats: grass, leaves



name: camel  
size: 2 metres tall  
where it lives: Asia  
how long it can live: 50 years  
eats: grass, plants



name: tortoise  
size: 1 metre long  
where it lives: America and Africa  
how long it can live: 200 years  
eats: grass, leaves

How long is a crocodile?  
Where does it live?  
How long can it live?

What does it eat?  
What's it doing now?

How tall is an elephant?

**4 Project**  
Write about an animal.  
Where does it live?  
How long is it? How tall is it?  
What does it eat and drink?

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- Ask them to complete the project for homework.

## Activity Book, Exercise 5

- Go over the example. Elicit answers for the other pictures orally. Revise the vocabulary for the animals first.
- Pupils write sentences individually.
- Take in their work to mark.

## Answers

- 2 Now it's swimming (in the river). It usually eats animals and fish.
- 3 Now it's walking. It usually eats grass and leaves.
- 4 Now it's sleeping. It usually eats grass and plants.
- 5 Now it's swimming (in the sea). It usually eats animals and fish.

- Focus on the animal cards. Briefly go through each one. Present *grass*, *plants* and *leaves*. Present *tall* by answering the question about the elephant. Ask pupils if they know how tall they are.
- Now focus on the example. Ask the questions. Elicit the answers for the crocodile.
- Tell pupils that you want them to ask and answer similar questions about the other animals. With a strong class, they can do this in pairs. Otherwise you can do this as a class.

## Pupil's Book, Exercise 4

- Read the questions. Ask pupils how they can find the information. They can use books at school or at home or on the Internet.

# Unit 18

## Lesson 1

### Aims

To teach new vocabulary: *baker's, bookshop, each kilo*

To go shopping: *I'd like (four cakes) please. How much are they?*

To say prices of items: *They are (ten pounds) each.*

To describe location: *The baker's is opposite your school. It's between the market and the bookshop.*

To revise vocabulary for food and drink and numbers

**Structures** *How much is/are...? It's/They're... each/a kilo.*

Prepositions of place (*opposite/between*)

Making requests: *I'd like (four cakes) please.*

### Functions

Going shopping

Describing location

Expressing prices

### Topic

**Vocabulary** *baker's, bookshop, each kilo*

**Resources** Pupil's Book, page 49

Exercise 1, Listen and read  
Cassette, Unit 18

Exercise 1, Listen and read  
Activity Book, page 49

Exercise 1, Read and match

Exercise 2, Look and write  
Wall chart: Places

Flashcards: *baker's, bookshop, market; opposite, between*

### Presentation 1

- Present *opposite* and *between* using the flashcards. Arrange pupils at the front of the class and ask 'Where's (Ali)?' Pupils then respond using the new vocabulary. You can also revise *next to* as well.

### Presentation 2

- Quickly revise food and drink. Elicit words for food and drink and write these on the board.
- Use the flashcards to present *bookshop* and *baker's*. Ask pupils what you can buy in these shops. Revise *market* using the flashcard.

- Present *each* and *a kilo*. Ask pupils which items you buy singularly and which you can buy by the kilo.
- Elicit or present *How much are they/is it?* to ask about price. Ask pupils if they know how much some of the things on the board cost.

### Pupil's Book, Exercise 1

- Focus on the book and encourage pupils to name the characters they can see. Ask pupils to say what they can see in the pictures. What are they doing? Where are they going?
- Play the cassette all the way through and follow the usual procedure.
- Ask some comprehension questions, e.g. 'Which shops do Laila and her mother go to?' 'Where's the baker's?' 'What do they buy?' 'How much are the cakes?' 'How much are the oranges?' 'How much is the book?' 'What is on the front of Laila's book?'

## Tapescript

- LAILA: Mum and I are going to the baker's. We want to buy some bread and some cakes.
- MOTHER: The baker's is opposite your school. It's between the market and the bookshop.
- MOTHER: I'd like four cakes, please. How much are they?
- BAKER: They are ten pounds each.
- LAILA: Now we're going to the market. We want to buy some oranges.
- MOTHER: I'd like a kilo of oranges, please. How much are they?
- MARKET  
STALLHOLDER: They are twenty pounds a kilo.
- LAILA: Now we're going to the bookshop. We want to buy a book.
- LAILA: I'd like this book.
- MOTHER: How much is it, please?
- SHOPKEEPER: It's thirty pounds.
- MOTHER: Thank you.

## Follow-up

- Pupils can act out the story in groups of five if you have time.

## Activity Book, Exercise 1

- Explain that pupils read and then match the shops with the items that you can buy in each shop. Go through the sentences as a class beforehand to check the vocabulary.

## Answers

- 1 We want to buy some bread. We want to buy some cakes.
- 2 We want to buy some pears.
- 3 We want to buy a map. We want to buy a book.

## Activity Book, Exercise 2

- Explain the task. Pupils choose one of the items in each box and then use it to make a sentence. Check the vocabulary of the items in the boxes first.
- Pupils can write the sentences for homework.

## Answers

- 2 I'd like (four oranges/two pears), please.

- 3 I'd like (a kite/a ball), please.
- 4 I'd like (a book/three pencils), please.

## Lesson 2

### Aims

- To go shopping: I'd like (a kilo of oranges), please. How much are they?
- To say prices of items: They are (twenty pounds) a kilo.
- To participate in a roleplay activity
- To distinguish between *is* and *are*

**Structures** How much *is/are*...? *It's/They're*...  
each/a kilo.  
I'd like...

### Functions

Revision of the verb *to be*  
Going shopping

Expressing prices

### Topic

Shops and shopping

### Resources

Pupil's Book, page 50,  
Study Box  
Exercise 2, Ask and answer  
Activity Book, page 50,  
Exercise 3, Write  
Exercise 4, Read, order and  
write  
Wall chart: Places  
Flashcards: market, bookshop,  
baker's  
Pictures of food items

## Revision

- Revise the shops using the flashcards or wall chart. Say an item, e.g. *cakes*. Pupils say where you can buy it: the *baker's*. Do the same for *market* and *bookshop*.
- Use pictures or flashcards of food items. Ask two pupils to come to the front of the class. Explain that one pupil is the shop assistant, while the other is the customer. Ask the two pupils to ask for the food item using *I'd like...* and *How much is it/are they?* The other pupil then answers, using a reasonable price in Syrian pounds.

## Pupil's Book, Study Box

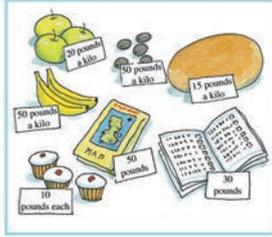
Unit 18

**Study Box**

I'd like a kilo of oranges, please.  
How much are they?

**2 Ask and answer**



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- Pupils read the Study Box in pairs. Ask how the second sentence would change if the item requested was a singular noun. You can revise the verb *to be* here if necessary.

## Pupil's Book, Exercise 2

- Focus on the pictures. Make sure pupils can name all the items.
- Now divide the class into pairs. Explain that one of them is a shopkeeper and the other is a customer. The customer must ask for things from the box on the left. The shopkeeper must answer with the prices shown in the box on the right. If you wish, pairs can cover up the box they do not need.
- Go over the example in the book. Then ask a pair to demonstrate another possible question and answer.
- Pupils continue in pairs.
- Ask a few pupils to demonstrate their work to the class.

## Activity Book, Exercise 3

- This activity revises the correct forms of the verb *to be*. Go over the example. Pupils can complete this for homework.

### Answers

2 are 3 is 4 is 5 are 6 is 7 are 8 is

## Activity Book, Exercise 4

- Explain that the dialogue is correct but that all of the sentences are in the wrong order.
- Read the first sentence and ask pupils to tell you the next one.
- They can then order the dialogue in pairs and then write the dialogue in the correct order below.
- Go over their answers as a class. Pupils can then practise the dialogue.

### Answers

- 2 How much are they?
- 3 They're ten pounds a kilo.
- 4 Thank you.

## Lesson 3

### Aims

To revise vocabulary for shops  
To teach new vocabulary: *post office, bank, chemist's*

To revise prepositions of place

**Structures** *Where's the...? It's...*  
Prepositions of place  
(*opposite/between/next to*)

**Functions** Going shopping  
Expressing location

**Topic Vocabulary** Shops and shopping  
*post office, bank, chemist's*

**Resources** Pupil's Book, page 51,  
Exercise 3, Listen and match  
Exercise 4, Ask and answer  
Cassette, Unit 18  
Exercise 3, Listen and match  
Activity Book, page 51,  
Exercise 5, Read and write  
Exercise 6 Look and answer  
Wall chart: Places  
Flashcards: opposite, between,  
next to, post office, bank,  
chemist's, market, bookshop,  
baker's

### Revision

- Revise *next to*, *opposite* and *between* using the flashcards.
- Play a guessing game about things in the classroom. Say where things or people are, but do not name them. Pupils have to guess from your description, e.g. 'It's opposite the door.' 'It's between the desk and (Ali).' 'She's opposite the window.' 'She's next to (Maysaa).' etc. Pupils can also take your role.

### Presentation

- Use the flashcards to present *post office, bank* and *chemist's*. Ask pupils what you do or buy in these places. Ask them if they know where they are in their town.

## Pupil's Book, Exercise 3

Unit 18

### 3 Listen and match

chemist's    bank    market



### 4 Ask and answer



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- Focus on the picture in the book. Encourage pupils to describe it. Ask them to say what shops they can see.
- Point out the three shops that do not have shop signs and the three shops' names in the box. Explain that pupils will hear three descriptions and they can identify which shops they are.
- Play each description. Encourage pupils to compare their answers after each.
- Correct their answers as a class at the end.

### Tapescript

*Where's the market?*  
*It's opposite the baker's. It's next to the bookshop.*

*Where's the chemist's?*  
*It's opposite the post office.*

*Where's the bank?*  
*It's opposite the bookshop. It's next to the baker's.*

## Answers

- 1 market/b
- 2 chemist's/c
- 3 bank/a

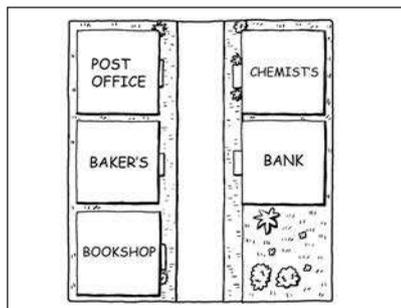
## Pupil's Book, Exercise 4

- Explain the task. Pupils now have to ask their partner where the remaining three shops are (baker's, post office and bookshop). Pupils reply using the prepositions.
- Ask a few pairs to demonstrate their work to the class.

## Activity Book, Exercise 5

- Explain the task. Pupils read the description and label the map with the correct shop.
- They can do this in pairs.
- Go over their answers as a class.

## Answers



## Activity Book, Exercise 6

- Look at the town map with the class and read the example. Go over the other sentences orally with the class.
- They can write the sentences for homework.

## Answers

- 2 *It's between the bank and the post office. It's opposite the bookshop.*
- 3 *It's opposite the chemist's. It's next to the baker's.*
- 4 *It's next to the chemist's.*

## Follow-up

- Ask pupils to say where local shops are in their town.

# Unit 19

## Lesson 1

### Aims

To revise vocabulary for food and drink

To teach new vocabulary: *vegetables, meat, dessert, nice*

To make requests: *I'd like (fish and vegetables), please. Can I have (chicken and rice), please?*

To make offers: *What would you like?*

To order a dialogue

**Structures** *What would you like? I'd like.../Can I have...?*

**Functions** Making requests  
Ordering a meal in a restaurant

**Topic Vocabulary** Food and restaurants  
*vegetables, meat, dessert, nice*

**Resources** Pupil's Book, page 52,  
Exercise 1, Listen and read  
Cassette, Unit 19  
Exercise 1, Listen and read  
Activity Book, page 52,  
Exercise 1, Look and answer  
Exercise 2, Read, order and write

Flashcards: meat, vegetables, dessert, restaurant

### Revision

- Revise vocabulary for food and drink. Elicit words for food and drink and put these on the board. Ask pupils about the foods they like and dislike. Explain that food they like is *nice*. Revise *restaurant* using the flashcard. Ask pupils what they normally eat and drink when they eat in a restaurant.

### Presentation

- Use the flashcards to present *vegetables, meat* and *dessert*. Ask pupils if they can name any vegetables (e.g. carrots), meat (e.g. chicken) and desserts (e.g. ice cream).
- Tell them that in today's lesson, they are going to read about a visit to a restaurant. Point to the items on the board and say 'What would you like? Pupils answer with *I'd like...* Present *Can I have...* in order to ask for food in a restaurant.

## Pupil's Book, Exercise 1

**Unit 19**

**1 Listen and read**

**Panel 1:** LAILA: I like this restaurant, Mum. Can we eat here? MOTHER: Yes, the food looks very nice.

**Panel 2:** WAITER: Hello. What would you like? DAD: I'd like fish and vegetables, please. MOTHER: Can I have meat and rice, please?

**Panel 3:** WAITER: Can I have chicken and vegetables, please? DAD: I'd like chicken and rice, please.

**Panel 4:** WAITER: What would you like for dessert? LAILA: I'd like some ice cream, please! OMAR: I'd like some cake, please!

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- Focus on the book and ask pupils to name the characters they can see. Ask pupils to say what they can see in the pictures.
- Explain that the characters are visiting a restaurant.
- Play the cassette all the way through and follow the usual procedure.
- Ask some comprehension questions, e.g. 'What would Dad like?' 'What would Mum like?' 'What would Laila like?' 'What would Omar like?' 'What would Omar and Laila like for dessert?'

### Tapescript

- LAILA: *I like this restaurant, Mum. Can we eat here?*
- MOTHER: *Yes, the food looks very nice.*
- WAITER: *Hello. What would you like?*
- DAD: *I'd like fish and vegetables, please.*
- MOTHER: *Can I have meat and rice, please?*
- OMAR: *Can I have chicken and vegetables, please?*

LAILA: *I'd like chicken and rice, please.*  
 WAITER: *What would you like for dessert?*  
 OMAR: *I'd like some ice cream, please!*  
 LAILA: *I'd like some cake, please!*

### Follow-up

- Encourage pupils to act out the dialogue in groups of five (Omar, Laila, Mum, Dad and the waiter). Encourage them to make the appropriate gestures.

### Activity Book, Exercise 1

- Read the questions with the class. Ask pupils to say what they would like orally. They choose one item from each section in the menu and write the sentences.
- They can write their sentences for homework.
- Take in their work to mark.

### Activity Book, Exercise 2

- Explain that the dialogue is in the wrong order. Read the first sentence and help the class find the next sentence.
- Pupils can continue in pairs.
- Go over their answers as a class.

### Answers

Order: [7] 4 [2] [8] 3, 5 [1] [6]

## Lesson 2

### Aims

To revise vocabulary for food and drink  
 To revise ordering a meal in a restaurant:

*I'd like (chicken and rice) please.*

**Structures** *What would you like? I'd like.../Can I have...*

**Functions** Making requests  
 Ordering a meal in a restaurant

**Topic** Food and restaurants

**Resources** Pupil's Book, page 53,  
 Study Box  
 Exercise 2, Listen and match  
 Cassette, Unit 19  
 Exercise 2, Listen and match  
 Activity Book, page 53,  
 Exercise 3, Look, read and write  
 Flashcards: meat, vegetables,  
 restaurant

### Revision

- Revise *meat, vegetables* and *restaurant* using the flashcards. Ask one or two pairs to roleplay a conversation between a waiter and a customer in a restaurant, using the questions from the story and *Can I have.../I'd like...*

### Pupil's Book, Study Box

Unit 19

**Study Box**



← What would you like?

I'd like fish and vegetables, please. →



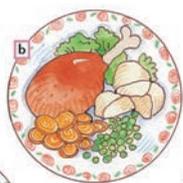
**2** 🔊 **Listen and match**



What would the family like to eat?



a



b



c



d



e

53

- Ask pupils to read the Study Box in pairs.

### Pupil's Book, Exercise 2

- First, ask pupils to describe the meals they can see in the pictures.
- Now explain that they will hear four people say what food they want. They must listen and match the pictures to what they hear. One of the pictures is not described.
- Play the cassette once. Encourage pupils to compare their answers. Play one more time for pupils to check their answers and then correct as a class.

## Tapescript

- WAITER: *What would you like?*  
 MAN: *I'd like chicken and rice, please.*
- WAITER: *What would you like?*  
 WOMAN: *I'd like meat and vegetables, please.*
- WAITER: *What would you like?*  
 BOY: *Can I have fish and vegetables, please?*
- WAITER: *What would you like?*  
 GIRL: *I'd like meat and rice, please.*

## Answers

1 d 2 a 3 c 4 e [ɪ is not used]

## Follow-up

- Encourage pupils to make an order for the picture that is not described (*I'd like chicken with vegetables, please.*).
- Ask pupils to say which of the dishes they would like, using *I'd like...* or *Can I have...*

## Activity Book, Exercise 3

- Ask pupils to name the items of food on the plates. Explain that Omar and Laila and their parents are eating at a restaurant and these dishes are on the menu.
- Ask pupils to read what Omar likes to eat and then to match this to the correct picture. Refer pupils to the example, so pupils can see what they need to write.
- Do the next one with the class and then pupils can finish in pairs.
- Pupils can finish for homework.

## Answers

- 2 *Fadia would like chicken and vegetables.*  
 3 *Laila would like fish and vegetables.*  
 4 *Hani would like meat and rice.*  
 5 *Mum would like chicken and rice.*  
 6 *Dad would like meat and vegetables.*

## Lesson 3

### Aims

- To ask for and offer food and drink: *What would you like? I'd like (fish and vegetables), please.*
- To listen to and sing along with a song
- To find food vocabulary in a word square

### Structures

*What would you like? I'd like!.. Can I have...*

### Functions

Making requests

Ordering a meal in a restaurant

### Topic

Food and restaurants

### Resources

Pupil's Book, page 54,  
 Exercise 3, Ask and answer  
 Exercise 4, Sing  
 Cassette, Unit 19  
 Exercise 4, Sing  
 Activity Book, page 54,  
 Exercise 4, Find and write  
 Exercise 5, Look and write  
 Flashcards: meat, vegetables,  
 restaurant

### Revision

- Divide the class into groups. Ask each group to write as many foods as they can.
- See which group can come up with the most. Pool their words on the board.

## Pupil's Book, Exercise 3

Unit 19

**3 Ask and answer**

What would you like?  
 What would you like to drink?  
 What would you like for dessert?  
 I'd like fish and potatoes, please.  
 I'd like some water, please.  
 Can I have some ice cream, please?

**4 Sing**

What would you like?  
 What would you like?  
 What would you like today?

Can I have some chicken?  
 Can I have some fish?  
 Can I have some rice?  
 Thank you very much.

I'd like some ice cream.  
 I'd like some cake.  
 I'd like some water.  
 Thank you very much.

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- Focus on the menu and reads the items with the class.
- Now explain that you want pupils to pretend they are in a restaurant. They must look at the menu and decide what they want. Read the example in the book with the class.
- Divide the class into pairs.
- Now ask the pairs to have a similar dialogue.
- Ask a few pupils to demonstrate their work to the class. The waiter can stand up and act out taking the order.

## Pupil's Book, Exercise 4

- Ask pupils to describe the pictures.
- Follow the usual procedure for songs.

### Tapescript

What would you like?  
 What would you like?  
 What would you like today?

Can I have some chicken?  
 Can I have some fish?  
 Can I have some rice?  
 Thank you very much.

I'd like some ice cream.  
 I'd like some cake.  
 I'd like some water.  
 Thank you very much.

## Activity Book, Exercise 4

- By now, pupils should be familiar with word squares. Ask them to find the words in the word square. There are ten hidden words.
- They then put the words under the correct category. They can finish this for homework.

### Answers

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

Main courses: meat, vegetables, rice, fish, chicken, salad  
 Desserts: ice cream, cake  
 Drinks: milk, water, juice

## Activity Book, Exercise 5

- Go over the example and the other sentences orally with the class. Pupils choose one of the dishes in each box and write the corresponding sentence.
- They can write the requests for homework.
- Take in their work to mark.

# Unit 20

## Revision 4

### Lesson 1

#### Aims

To revise vocabulary for jobs  
To revise describing actions  
using the present  
continuous:

*Today, he is writing  
about a school.*

To revise describing  
location:

*My home is next to the  
bank. It's opposite the  
restaurant.*

To revise expressing  
frequency:

*We sometimes eat in  
the restaurant.*

#### Structures

Revision of prepositions of place  
(*next to, opposite, between*)  
Revision of present continuous:  
*Today, he is writing about a school.*  
Revision of adverbs of frequency:  
*We sometimes eat in the restaurant.*

#### Functions

Describing daily activities  
Describing actions

#### Topics

Jobs; Food and restaurants; Shops  
and shopping

#### Resources

Pupil's Book, page 55,  
Exercise 1, Listen and read  
Cassette, Unit 20,  
Exercise 1, Listen and read  
Activity Book, page 55,  
Exercise 1, Look and write  
Exercise 2, Read and match  
Wall charts: Jobs; Places  
Flashcards: doctor, journalist,  
cook, pilot, teacher, footballer;  
next to, opposite, between;  
restaurant

#### Revision 1

- Revise the present continuous. Play a mime game. Ask pupils to guess what you are doing.
- Encourage pupils to mime an action. Other pupils guess what they are doing.

#### Revision 2

- Revise jobs. Hold up the flashcards for each job. Ask pupils what the people usually do in their jobs, e.g. a doctor: *He/she usually works in a hospital.*

- If you wish, turn it into a guessing game. You say what people usually do, e.g. 'He usually flies a plane.' Pupils guess the job (a pilot).

#### Revision 3

- Revise the prepositions of place with the flashcards. Ask three pupils to come to the front of the class. Arrange them and then ask the class to describe where each pupil is, using the correct preposition.

#### Pupil's Book, Exercise 1

Unit 20 Revision 4

1 Listen and read

Dear Omar and Laila. I'd like to write to you about my home. My father is a journalist.

Today he is writing about a school here in Aleppo. He's talking to my teacher!

My home is next to the bank. It's opposite the restaurant.

We sometimes eat in the restaurant. I always have meat and rice! Write soon, Samer.

55

- Focus on the book. Encourage pupils to say what they can see in the pictures.
- Explain that today, they are going to listen to and read a letter from a boy called Samer. He is Omar and Laila's friend. He lives in Aleppo. Revise *restaurant* with the flashcard if necessary.
- Play the cassette all the way through and follow the usual procedure.

- Ask some comprehension questions, e.g. 'What is Samer's father's job?' 'What is Samer's father doing today?' 'Who is he talking to?' 'Where is Samer's home?' 'What does he eat in the restaurant?'

### Tapescript

- SAMER: *Dear Omar and Laila. I'd like to write to you about my home. My father is a journalist.*
- SAMER: *Today he is writing about a school here in Aleppo. He's talking to my teacher!*
- SAMER: *My home is next to the bank. It's opposite the restaurant.*
- SAMER: *We sometimes eat in the restaurant. I always have meat and rice! Write soon, Samer.*

### Follow-up

- Ask a few pupils to talk about their father and home in the same way. They can also do this in pairs if you have time.

### Activity Book, Exercise 1

- Look at the town map with the class. Ask pupils to describe where the shops are orally.
- Pupils can then complete the task in pairs. They have to complete the sentences with the correct preposition. Go over their answers as a class.
- Alternatively, you can set this for homework. Take in their work to mark.

### Answers

2 between 3 opposite 4 opposite 5 next to

### Follow-up

- Ask pupils what is next to/opposite their school/home etc.

### Activity Book, Exercise 2

- Read the sentences with the class. Pupils read the sentences on the left about the jobs and then draw a line to match it with the correct sentence describing what the person is doing now. Look at the example sentence with the class.
- Pupils complete the task individually.
- Go over their answers as a class.

### Answers

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

## Lesson 2

### Aims

- To revise vocabulary for jobs
- To revise describing actions with the present continuous: *Now, she's buying some bread.*
- To describe daily activities: *He usually flies a plane.*
- To contrast the use of the present simple and the present continuous
- To write about your home
- To read a letter and answer questions

### Structures

- Revision of the present simple: *He usually flies a plane.*
- Revision of the present continuous: *Now, she's buying some bread.*

### Functions

- Describing pictures
- Describing daily activities
- Describing actions

### Topics

- Jobs; Shops and shopping

### Resources

- Pupil's Book, page 56
- Exercise 2, Ask and answer
- Exercise 3, Project
- Activity Book, page 56
- Exercise 3, Look and write
- Exercise 4, Read and answer
- Wall chart: Jobs
- Flashcards: doctor, journalist, cook, pilot, teacher, footballer, baker's, market, bookshop, post office, bank, chemist's

### Revision 1

- Hold up the flashcard of a job, e.g. cook. Say 'What does she usually do?' and elicit a sentence. Now mime an activity, e.g. playing tennis. Ask, 'What is she doing now?' and elicit an answer. Do this with two or three jobs.

### Revision 2

- Revise the shops with the flashcards. Ask pupils what each shop sells.

# Unit 20 Revision 4

## Pupil's Book, Exercise 2

**Unit 20  
Revision 4**

**2 Ask and answer**

What does he/she usually do?  
What is he/she doing now?





**3 Project**

Write to Samer  
about your home.



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- Focus on the pictures. Elicit the jobs in the pictures and the shops. Revise any other vocabulary with the class that you think they may need before they begin.
- Now read the questions. Explain that they have to identify what the person usually does in their job and then what each is doing now from the pictures.
- Monitor while they are working together. Check the answers with the class at the end.

### Answers

- 1 She usually works in a hospital. Now she is buying bread.
- 2 He usually flies a plane. Now he is buying bananas.
- 3 He usually plays football. Now he is buying a book.

## Pupil's Book, Exercise 3

- Read the instructions. Explain that they have to reply to the letter on page 55 about their home. Ask pupils what they can write. Discuss as a class

and ask them to make some notes.

- Ask them to write the letter for homework. They can use the letter on page 55 to help them.

## Activity Book, Exercise 3

- Encourage pupils to describe the pictures. What jobs can they see? What do they usually do? What are they doing now?
- Go over the example with the class.
- Ask pupils to write sentences individually or for homework.
- Take in their work to mark.

### Answers

- 2 He is a pilot. He usually flies a plane. Now he's playing tennis.
- 3 He is a footballer. He usually plays football. Now he is reading a book.
- 4 She is a doctor. She usually works in a hospital. Now she is buying oranges.

## Activity Book, Exercise 4

- Read the letter as a class. Ask pupils to read a line each aloud. Explain that the last word is missing from the letter.
- Pupils can look at the questions and discuss the answers in pairs. They need to work out the last word.
- They can write the sentences in class or for homework.
- Take in their work to mark.

### Answers

- 2 He's working.
- 3 He's going to America.
- 4 He's a pilot.

### Extra revision activities

- At the back of the Activity Book, there are extra activities which can be used alongside the Picture Dictionary at the back of the Pupil's Book in order to revise the vocabulary and structures from the units. The activities can be done either in class or set as homework and serve as useful revision prior to Test 4.

## Exercise 4, Write and match

- Pupils have to complete the letters of the words for the five jobs. Look at the example with the class.

# Unit 20

## Revision 4

- Pupils then match the word with the corresponding picture by drawing a line.

### Answers

- 2 pilot; a
- 3 teacher; c
- 4 footballer; e
- 5 journalist; d
- 6 cook; f

### Exercise 7, Find and match

- Pupils match the words of the places with the corresponding pictures.

### Test 4

#### Answers

#### Exercise 1, Write

- 1 fifty 2 seventy 3 ninety 4 a hundred
- 5 two hundred

#### Exercise 2, Read and write

- 1 doctor 2 pilot 3 teacher 4 cook
- 5 journalist 6 footballer

#### Exercise 3, Look and write

- 1 long
- 2 does
- 3 How long
- 4 What does
- 5 It's swimming.

#### Exercise 4, Look and write

- 1 It's next to the baker's. It's opposite the school.
- 2 It's next to the bookshop.
- 3 It's between the market and the bookshop. It's opposite the restaurant.

#### Exercise 5, Read and match

- 1 They are ten pounds each.
- 2 I'd like some ice cream, please.
- 3 It's 30 pounds.
- 4 Can I have meat and rice, please?
- 5 I'd like some water, please.

# Unit 21

## Lesson 1

### Aims

To teach new vocabulary: *museum, national, garden, café, interesting, statue, quiet, busy*

To use the past form of the verb *to be* with adjectives:

*The museum was interesting. The statues were old.*

To talk about the past

To complete a letter with vocabulary from the unit

**Structures** The past form of the verb *to be*:  
*The museum was interesting. The statues were old.*

**Functions** Talking about the past  
Describing objects

**Topic** Past times

**Vocabulary** *museum, national, garden, café, interesting, statue, quiet, busy*

**Resources** Pupil's Book, page 57  
Exercise 1, Listen and read  
Cassette, Unit 21,  
Exercise 1, Listen and read  
Activity Book, page 57  
Exercise 1, Read and write  
Exercise 2, Write  
Wall charts: Adjectives, Places  
Flashcards: statue, museum  
Coins and pictures of the  
National Museum if possible

### Revision

- Ask pupils about places you can find in a town. Elicit as many words as you can. Use the wall chart to help pupils if necessary.

### Presentation 1

- Use the flashcards to present *statue* and *museum*. Present *national* and explain that a *national museum* is the main museum for the whole country. Show the class some coins to revise the word. Present *garden* using the picture in the book, and *cute* using the Places wall chart. Ask pupils if they have been to the National Museum in Damascus. What did they see? Show them some pictures from the museum if you have any available.

- Present *interesting, quiet* and *busy* through examples, mime or the wall chart. Revise *old* using the wall chart. Alternatively, see if the pupils can work out their meaning through the context in the lesson story.

### Presentation 2

- Introduce the past tense of the verb *to be*. Ask pupils what the weather is like today. Elicit answers and write them on the board. Now ask pupils what the weather was like yesterday. Elicit the words and write *On (Monday) it was (sunny) and (hot)*. Pupils repeat. Elicit or explain why the verb *to be* changes in the sentence. Use more examples to help pupils.
- Do the same with the plural form. Say, for example 'Ali and Samer now work. They were pupils in this class.' or 'My sisters are now mothers. They were teachers in this school.'

### Pupil's Book, Exercise 1

## Unit 21

**1**  Listen and read

The comic strip consists of four panels. In the first panel, a boy in a blue shirt says, 'On Friday I was in the National Museum.' A girl in a purple jacket asks, 'Where's the museum, Omar?'. In the second panel, the boy replies, 'It's in Damascus.' In the third panel, the boy shows a picture of a statue and says, 'The museum was very interesting. The statues were very old.' The girl asks, 'What was it like?'. In the fourth panel, the boy shows pictures of coins and a garden. He says, 'The coins in the museum were beautiful. They were very old too.' The girl replies, 'The museum gardens were very quiet. The museum café wasn't busy. It was a lovely day.'

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- Focus on the book and encourage pupils to name the characters they can see. Ask pupils to say what they can see in the pictures.

- Ask what day it is today. Explain that Omar was in the National Museum on Friday and that he is talking about the visit to his class.
- Play the cassette all the way through and follow the usual procedure.
- Ask pupils to look at the pictures that Omar has brought into the class from the museum. Can they describe them without looking at the text in their books?

### Tapescript

- OMAR: *On Friday I was in the National Museum.*  
 MISS HIBA: *Where's the museum, Omar?*  
 OMAR: *It's in Damascus.*  
 MISS HIBA: *What was it like?*  
 OMAR: *The museum was very interesting. The statues were very old.*  
 OMAR: *The coins in the museum were beautiful. They were very old too.*  
 OMAR: *The museum gardens were very quiet. The museum café wasn't busy. It was a lovely day.*

### Follow-up

- Ask pupils if they have been to the National Museum or any other museum in Syria. Ask 'Was it interesting?' 'What was it like?' 'Was it busy?'
- Encourage pupils to tell you things that are *old*, *interesting*, *quiet* or *busy*.

### Activity Book, Exercise 1

- Explain the task. They are writing a letter to a friend about a visit to a museum. Ask pupils to fill in the names at the beginning and end of the letter. They then have to look at the pictures and complete the letter.
- Go through the vocabulary in the pictures in the letter orally in class.
- Pupils can write the answers for homework.

### Answers

1 *National Museum* 2 *statues* 3 *coins*  
 4 *gardens* 5 *café*

### Activity Book, Exercise 2

- Use the example from the book and ask pupils when we use *was* and when we use *were*. Pupils then complete the gaps with one of the two words.

- They can finish for homework.
- Take in their work to mark.

### Answers

2 *were* 3 *was* 4 *were* 5 *were* 6 *was* 7 *were*

## Lesson 2

### Aims

To talk about the past  
 To revise the past form of the verb *to be*: *The museum was interesting. The statues were old.*

To revise vocabulary for adjectives

**Structures** The past form of the verb *to be* with adjectives: *The museum was interesting. The statues were old.*

**Functions** Talking about the past  
 Describing objects

**Topic** Past times

**Resources** Pupil's Book, page 58

Study Box

Exercise 2, Listen and match  
 Cassette, Unit 21,

Exercise 2, Listen and match  
 Activity Book, page 58

Exercise 3, Find and write

Exercise 4, Read and match

Wall chart: Adjectives

Flashcards: statue, museum

### Revision

- Write the adjectives from the previous lesson on the board, and include *long* from the previous units: *interesting, old, quiet, busy, lovely, beautiful, long*.
- Divide the class into pairs or small groups. Ask them to write as many words as they can that each adjective can describe, e.g. *an old man, a quiet garden, an interesting book* etc. You can help them to start by showing the flashcards of the museum and statue and asking them to describe them with an adjective.
- See who can come up with the most words. Pool their ideas on the board.

## Pupil's Book, Study Box

Unit 21

**Study Box**

The museum was interesting.

The statues were very old.

The coins were beautiful.





**2**  **Listen and match**



Hani was in a museum on Saturday. What was it like?



interesting  
 quiet



old  
 beautiful

**3**



small  
 lovely

**4**



small  
 big

**5**



interesting  
 long

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- Read the sentences to revise the use of *was* and *were*. Ask pupils to match the sentences to the pictures.

## Pupil's Book, Exercise 2

- First, ask pupils to identify what they can see in the pictures.
- Read the words under each picture. Explain that Hani was in a museum on Saturday. He uses one of the words to describe each picture. They must listen and match the word he uses to describe the item in the picture with the correct adjective.
- Play the cassette twice. Encourage them to compare their answers after listening for the first time.
- Check their answers as a class. Encourage complete sentences when they give the answers.

## Tapescript

- 1 The museum was very interesting.
- 2 The statues were beautiful.
- 3 The coins were lovely.
- 4 The museum café was big.
- 5 It was an interesting day.

## Answers

- 1 interesting
- 2 beautiful
- 3 lovely
- 4 big
- 5 interesting

## Follow-up

- Ask pupils to make sentences in pairs about each picture, using the other adjectives.

## Activity Book, Exercise 3

- Focus on the word puzzle. Pupils find and write the adjectives. They can do this in pairs, or for homework individually.

## Answers

- small lovely old big beautiful  
busy quiet interesting

## Activity Book, Exercise 4

- Look at the pictures with the class. Ask pupils to describe the pictures without looking at the sentences. They then match the pictures with their descriptions. They can do this in pairs.
- Go over their answers as a class.

## Answers

- 1 The café was busy.
- 2 The coins were small and lovely.
- 3 The statues were old.
- 4 The museum was very interesting.
- 5 The gardens were beautiful.
- 6 One statue was very big.

## Lesson 3

### Aims

To revise vocabulary for adjectives  
 To talk about the past  
 To revise the use of the past form of the verb *to be* with adjectives: *She was ten years old. Her hair was long.*

To describe a person

**Structures** The past form of the verb *to be*:  
*She was ten years old. Her hair was long.*

**Functions** Talking about the past  
 Describing people

**Topic** Past times

**Resources** Pupil's Book, page 59  
 Exercise 3, Read and match  
 Exercise 4, Look and say  
 Activity Book, page 59  
 Exercise 5, Look, read and write  
 Exercise 6 Draw and write  
 Flashcard: museum, between, next to, opposite  
 Pictures of a museum if possible

### Revision

- Ask pupils about a recent visit to a museum. What did they see? Can they describe the objects they saw? Show pupils pictures from a museum if possible

### Presentation

- Tell pupils about yourself when you were younger, e.g. 'My hair was long' or 'I was small'. Elicit similar sentences from pupils.

## Pupil's Book, Exercise 3

Unit 21

**3 Read and match**

Look at the photograph.  
 This is my grandmother.  
 She was ten years old.  
 She was small. Her hair was long.  
 She was in a museum.



1



2



**4 Look and say**



This is Laila's grandfather.  
 He was ten years old.



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- Look at the picture of Laila in the book. Explain that she is talking about her grandmother when she was younger. The sentences match one of the pictures. Pupils have to read and decide which picture Laila is describing.
- You can either read the description as a class, or ask pupils to read silently and discuss their answers in pairs.
- Finally, discuss the answers as a class.

### Answer

Picture 2

### Follow-up

- Encourage the pupils to describe the other picture in the same way.

## Pupil's Book, Exercise 4

- Now pupils look at the picture of Laila's grandfather and make a description similar to the one in Exercise 3. They can work in pairs.

- Ask a few pupils to say their descriptions to the class. You could build up a model answer on the board if you wish.

## Revision

- Briefly revise *between*, *opposite* and *next to* by referring pupils to the flashcards. You can also ask where people and objects are in the classroom.

## Activity Book, Exercise 5

- Look at the picture with the class. Encourage pupils to describe the picture as much as they can. Explain that the sentences describe the picture. Pupils choose either *was* or *were* and then the correct adjective to describe the object from the box.
- Take in their work to mark.

## Answers

2 was/between    3 Five/were  
4 Four/were    5 was/next to

## Activity Book, Exercise 6

- Explain the task. Pupils draw a picture of a member of their family when they were younger.
- They write sentences similar to the ones about Laila's grandparents in the Pupil's Book.
- They can finish this for homework.
- Take in their work to mark. They can read their descriptions to the class.

# Unit 22

## Lesson 1

### Aims

To revise vocabulary for adjectives

To teach new vocabulary: *past, history, building, important, theatre, hotel, road, town, many, different*

To describe a town using *there is/are* and *there was/were*:

*There was (an important road). There is (a nice hotel).*

To talk about the past

**Structures** *There is/was (a market). There are/were (important buildings).*

**Functions** Talking about the past  
Describing a town

**Topic** Past times

**Vocabulary** *past, history, buildings, important, theatre, hotel, road, town, many, different*

**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, Write  
Exercise 2, Look and write  
Flashcards: theatre, hotel  
Wall chart: Places  
A picture of Palmyra, if available

### Revision

- Revise *There is...* and *There are...* Ask pupils what there is in the classroom, e.g. *There is a teacher. There is a door. There are ten rulers. There are fifteen rubbers,* etc.

### Presentation 1

- Now present *town* and *road* with the wall chart. Present the word *building*. Use the flashcards or wall chart to present *theatre* and *hotel*. Demonstrate *many* and *different* by drawing pictures on the board.
- Now encourage pupils to tell you what buildings there are in your town or area. Ask them to make sentences with *There is/are*, e.g. *There is a theatre. There are shops.*

### Presentation 2

- Ask pupils what they know about Palmyra. Have pupils visited the site? What did they see? Show them a picture if you have one. Present the words *important, past* and *history*. Ask them what they learn in history: they learn about important events in the past.
- Tell pupils that many buildings in Palmyra are not there now. Ask them what buildings there were. Elicit some suggestions, e.g. *There were shops* or *There was a theatre*.

### Pupil's Book, Exercise 1

## Unit 22

**1** Listen and read

Today we are learning about the history of Palmyra. There are no people living there now. There are many old buildings.

In the past, Palmyra was a big town. There was an important road. There were lots of people living there.

There were many shops. There was a big market and a very beautiful theatre.

Today, lots of people go to Palmyra. There is a nice hotel and an interesting museum.

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- Focus on the book and encourage pupils to name the character they can see. Ask pupils to say what they can see in the pictures. Explain that Laila is learning about the history of Palmyra in her class today.
- Play the cassette all the way through and follow the usual procedure.
- Ask some comprehension questions, e.g. 'Are there people living there now?' 'Are there many old

buildings? 'What was Palmyra in the past? 'There was a road. Was it important? 'How many people lived there? 'Were there buildings? 'What buildings were there? 'Are there buildings today?' 'What buildings are there?

## Tapescript

LAILA: *Today we are learning about the history of Palmyra. There are no people living there now. There are many old buildings.*

LAILA: *In the past, Palmyra was a big town. There was an important road. There were lots of people living there.*

LAILA: *There were many shops. There was a big market and a very beautiful theatre.*

LAILA: *Today, lots of people go to Palmyra. There is a nice hotel and an interesting museum.*

## Activity Book, Exercise 1

- Revise the difference in use between *There is...* and *There was...* Read the example with the class. Explain that they have to complete the sentence with the right word in the box.
- Pupils can complete the task individually or in pairs.
- Go over their answers as a class.

## Answers

2 is 3 were 4 is 5 was 6 are 7 were 8 is

## Follow-up

- Ask pupils if there are different buildings in their town now. What buildings were there in the past?

## Activity Book, Exercise 2

- Encourage pupils to describe the pictures. Explain that the first picture in each pair shows the past and the second shows the same scene now. Read the examples. Pupils must make sentences using *There is/are...* or *There was/were...* Elicit answers for the remaining sentences orally.
- Pupils write sentences for homework.
- Take in their work to mark.

## Answers

2 *In the past, there were houses. Now there are two hotels.*

3 *In the past there was a market. Now there is a café.*

## Lesson 2

### Aims

To revise vocabulary for places in a town

To revise prepositions of place (*opposite/ between/next to*)

To practise the use of *there*

*is/are* and *there was/were*: *In the past, there was a (theatre). Now there is a (big hotel).*

To listen to a description of a town in the past

To write a description of a town in the past and in the present

### Structures

*There is/was (a market). There are/were (important buildings). Prepositions of place: There was a hotel opposite the market.*

### Functions

Describing a town

### Topic

Past times

### Resources

Pupil's Book, page 6,  
Study Box

Exercise 2, Listen and match  
Cassette, Unit 22,

Exercise 2, Listen and match  
Activity Book, page 6,

Exercise 3, Find and write  
Wall chart: Places

## Revision

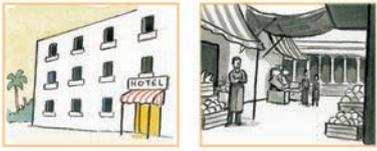
- Elicit the names of buildings in a town. Use the wall chart if necessary. Revise *there is/are*. Ask pupils to describe their town. Revise the use of prepositions of place.

## Pupil's Book, Study Box

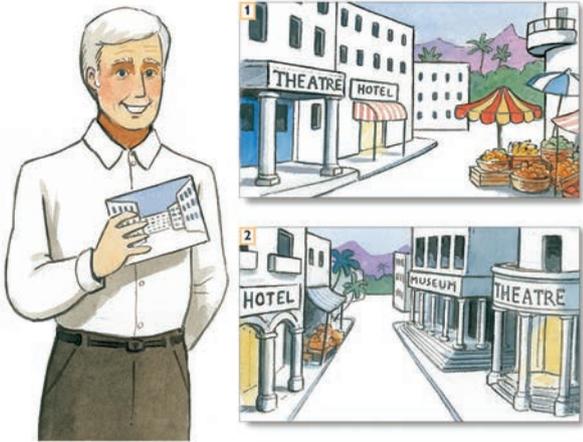
Unit 22

**Study Box**

There is a nice hotel.  
There was a big market.



**2**  Listen and match



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- Ask pupils to look at the pictures in the Study Box. Can they match the pictures with the correct sentences?
- Encourage them to make similar sentences about their town, school or home.

## Pupil's Book, Exercise 2

- Focus on the pictures. Explain that they both show Grandfather's town in the past. Ask pupils to describe them in as much detail as possible using *There was/were...* and the prepositions of place.
- Now focus on the grandfather. Explain that he is going to describe one of the pictures. They must listen carefully and decide which picture is being described.
- Play the cassette. Repeat if necessary.
- Discuss their answers.

## Tapescript

GRANDFATHER: *When I was young, my town was different.  
There was a museum on the right.  
There was a market opposite the museum.  
There was a small hotel next to the market.  
There was a beautiful theatre opposite the hotel.  
It was a quiet town.*

## Answer

Picture 2

## Follow-up

- Ask pupils to describe picture 1 in the same way as Grandfather.

## Activity Book, Exercise 3

- The pictures show a market in the past and what it is like today. Explain that pupils have to look carefully and find what is different! Revise the vocabulary in the picture with the class before they start.
- You can do this orally as a class, or ask pupils to discuss the differences in pairs or small groups.
- They can write sentences for homework.

## Suggested answers

- In the past, there were no birds. Today there are lots of birds.*
- In the past, there were vegetables. Today there are lots of apples.*
- In the past, there were no sunglasses. Today there are lots of sunglasses.*
- In the past there were no T-shirts. Today there are lots of T-shirts.*

## Lesson 3

### Aims

To revise vocabulary for places in a town  
 To revise prepositions of place (*opposite/ between/next to*)  
 To practise the use of *there is/are* and *there was/were*: *Today there is (a market). In the past, there was (a theatre).*

To describe a town in the past and present  
 To find words for buildings in a word puzzle  
 To write about a town

**Structures** *There is/was (a theatre). There are/were (two cafés).*

**Functions** Talking about the past  
 Describing a town

**Topic** Past times

**Resources** Pupil's Book, page 2,  
 Exercise 3, Talk about the town  
 Activity Book, page 2,  
 Exercise 4, Find and write  
 Exercise 5, Write  
 Wall chart: Places

### Revision

- Look at the wall chart with the class. Revise the names of the buildings and the prepositions of place. Ask pupils to describe their town using *There is/are...*

## Pupil's Book, Exercise 3

Unit 22

**3 Talk about the town**

Look at the pictures. What is different?

In the past, there was/were...

Today, there is/are ...

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- Explain the task. Pupils look carefully at the two pictures and find out what is different. The top picture shows the town in the past; the bottom shows the same town in the present.
- Pupils work in pairs. Go round and monitor their work.
- Then have a class feedback session. See if all the pupils agree.

### Suggested answer

*In the past, there was a market next to a café. There wasn't a hotel. There weren't any cars. There were some trees.*

*Today, there are two cafés and a theatre. One café is next to the theatre. There is a hotel next to the theatre. There are cars.*

### Activity Book, Exercise 4

- Explain that there are seven words for buildings hidden in the word square.

- Pupils will be familiar with this task by now. They can complete the task in pairs.
- Go over their answers as a class.

## Answers

(m)	a	r	k	e	t	o	(b)
u	(s)	t	y	u	e	r	o
s	(c)	a	f	e	n	f	o
e	h	f	o	(b)	a	n	(k)
u	o	(h)	o	t	e	(l)	s
(m)	o	q	r	u	e	l	h
e	(l)	d	f	g	e	r	o
(t)	h	e	a	t	r	e	(p)

## Activity Book, Exercise 5

- Explain that you would like them to write about their town in the past and in the present.
- First, spend some time giving them some ideas by discussing as a class. Put suggestions on the board. They can do some research in the library if necessary.
- If there have not been many changes in your town, they can use the pictures on page 2 of the Pupil's Book, or they can describe any changes in your school, their home or a friend's home.
- They can write their sentences for homework.

## Ending

- Tell pupils that in the next lesson they will learn about how people's lives were different in the past.

# Unit 23

## Lesson 1

### Aims

To revise vocabulary for activities and adjectives  
To express ability in the past using the modal verb *could*:

*When I was young, I could (play football).  
Could you (play the piano)? No, I couldn't.*

To express ability in the present using the modal verb *can*:

*I can't (play football) now.*

**Structures** The modal verbs *can* and *could*:  
*When I was young, I could (play football). I can't (play football) now.*

**Functions** Expressing ability in the past and present

**Topic** Past times

**Resources** Pupil's Book, page 8,  
Exercise 1, Listen and read  
Cassette, Unit 23,  
Exercise 1, Listen and read  
Activity Book, page 8,  
Exercise 1, Read and write  
Exercise 2, Write  
Wall chart: Sports and activities  
Flashcards: basketball, football,  
swimming

### Revision

- Revise *can* for ability. Ask pupils what they can and cannot do. Help them with vocabulary using the flashcards and wall chart if necessary.
- Elicit a few sentences from pupils and they can then continue in pairs if you wish. Pupils can then report back to the class about their partner.

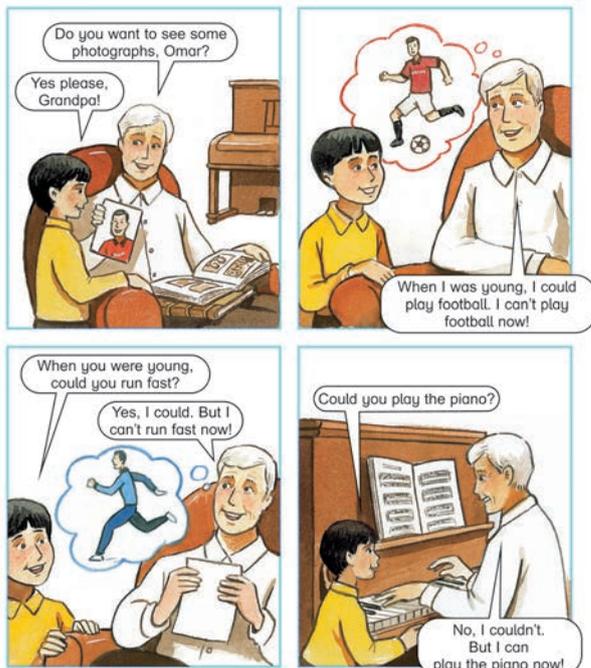
### Presentation

- Now introduce *could* for ability in the past. Say 'I can play tennis now' and 'When I was five, I couldn't play tennis'. Give other examples if necessary.
- Ask pupils a few questions about themselves, e.g. 'Can you speak English?' 'Could you speak English when you were two?' 'Can you swim?' 'Could you swim when you were three?' 'Can you walk?' 'Could you walk when you were three?'

## Pupil's Book, Exercise 1

### Unit 23

1  Listen and read



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- Focus on the book and encourage pupils to name the characters they can see. Ask pupils to say what they can see in the pictures. Explain that Omar's grandfather is talking about what he can do now and what he could do in the past. Revise *young*.
- Play the cassette all the way through and follow the usual procedure.
- Ask some comprehension questions, e.g. 'What can Omar's grandfather do now?' 'What can't he do?' 'What could he do in the past? What couldn't he do?'

### Tapescript

GRANDFATHER: *Do you want to see some photographs, Omar?*  
OMAR: *Yes please, Grandpa!*  
GRANDFATHER: *When I was young, I could play football. I can't play football now!*  
OMAR: *When you were young, could you run fast?*

GRANDFATHER: *Yes I could. But I can't run fast now!*  
 OMAR: *Could you play the piano?*  
 GRANDFATHER: *No I couldn't. But I can play the piano now!*

### Follow-up

- Ask pupils what they can and cannot do now. What could they do when they were six? What couldn't they do?
- They can also talk about what their grandparents can and cannot do now and what they could and could not do in the past.

### Activity Book, Exercise 1

- Focus on the table. Explain that it shows what Grandpa could do when he was young and what he can do now. Go over the example and elicit other sentences about Grandpa from the information in the table.
- Then, ask pupils to write sentences. They can do this for homework.

### Answers

- 2 *When Grandpa was young, he could run fast. Now Grandpa can't run fast.*  
 3 *When Grandpa was young, he could ride a bike. Now Grandpa can't ride a bike.*  
 4 *When Grandpa was young, he couldn't use a computer. Now Grandpa can use a computer.*

### Activity Book, Exercise 2

- Explain that you want pupils to write four sentences about what they couldn't do in the past and what they can do now.
- Discuss this as a class. Give prompts if necessary, e.g. *swim, fly a kite, speak English, use a computer.*
- They can write their sentences for homework.
- Take in their work to mark.

## Lesson 2

### Aims

To revise vocabulary for sports and activities  
 To teach new vocabulary: *drive (v)*

To express ability in the present using the modal verb *can*:

*I can't play football now.*

To express ability in the past using the modal verb *could*:

*When I was young, I could play football.*

### Structures

The modal verbs *can* and *could*:  
*When I was young, I could (play football). I can't (play football) now.*

### Functions

Expressing ability in the past and present  
 Asking for and giving information  
 Describing pictures

### Topic

### Vocabulary

Past times  
*drive (v)*

### Resources

Pupil's Book, page 6,  
 Study Box  
 Exercise 2, Look and say  
 Activity Book, page 6,  
 Exercise 3, Read and write  
 Exercise 4, Look and write  
 Wall chart: Sports and activities

### Revision

- Look at the wall chart with the class. Ask the class 'What can you do now?' Pupils answer using *I can...* or *I can't...* Then, ask pupils 'What could you do when you were six?' Pupils answer using *I could...* or *I couldn't...*

### Presentation

- Present the verb *to drive* using mime.

## Pupil's Book, Study Box

Unit 23

**Study Box**

When I was young, I could play football.  
I can't play football now!



**2 Look and say**

Lama was young in these pictures. What could she do?



Age 1



Age 2



She could talk when she was one.

Age 6



Age 7



Age 8



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- Ask pupils to read the examples in the Study Box and to match them to the pictures. You can also ask pupils to complete the sentences so they are true for them.

## Pupil's Book, Exercise 2

- Focus on the task. Explain that the pictures show a girl called Lama. They show what she could do when she was young. Read the example. Then, elicit a sentence for when she was two from the picture.
- Either continue the task with the class, or they can make sentences in pairs.

### Answers

She could walk when she was two.  
She could swim when she was six.  
She could speak English when she was seven.  
She could play the piano when she was eight.

## Activity Book, Exercise 3

- Go over the table and the example answer. Explain that the table shows what Grandfather could and couldn't do when he was young, in comparison to what he can and cannot do now.
- Discuss the answers orally.
- Pupils write the sentences individually in class or for homework.

### Answers

- 2 When I was young, I could play tennis. Now I can't.
- 3 When I was young, I could run fast. Now I can't.
- 4 When I was young, I couldn't drive. Now I can.

## Activity Book, Exercise 4

- Explain that the pictures show a clever boy who can do lots of things! First, the pictures show what he can do now and then what he could do when he was young.
- Pupils write the sentences individually in class or for homework.

### Answers

- 2 He can run fast.
- 3 He can play the piano.
- 5 He could walk when he was two.
- 6 He could play football when he was two.

### Follow-up

- Ask pupils at what age they could do the activities shown in the pictures in the Activity Book and the Pupil's Book. They will do more on this in the next lesson.

## Lesson 3

### Aims

To revise vocabulary for sports and activities and for numbers

To revise vocabulary for numbers

To teach new vocabulary: *send an email*

To express ability in the past using the modal verb *could*:

*When you were six, could you (swim)? Yes, I could./No, I couldn't.*

To participate in a class project

To draw and write about a graph expressing ability in the present

**Structures** The modal verb *could*: *When you were six, could you (swim)? Yes, I could./No, I couldn't.*

**Functions** Expressing ability in the past  
Asking for and giving information

**Vocabulary** *send an email*

**Topic** Past times

**Resources** Pupil's Book, page 6, Exercise 3, Project  
Exercise 4, Talk about your class  
Activity Book, page 6, Exercise 5, Look and write  
Exercise 6 Ask, draw and write

### Revision

- Revise numbers with the class. Ask pupils how many pencil/pens/rubbers etc. there are in the classroom.

### Presentation

- Present *send an email*. Ask pupils if they can send an email. Could they send an email when they were six?
- Ask pupils if they could do a number of activities when they were younger. Elicit or present the short answers *Yes, I could* and *No, I couldn't*.

## Pupil's Book, Exercise 3

Unit 23

### 3 Project

When you were six, could you...	Yes, I could.	No, I couldn't.
send an email?		
speak English?		
swim?		
play football?		
play a computer game?		
run fast?		

### 4 Talk about your class

- Focus on the pictures and ask pupils to describe what they show.
- Divide the class into groups of about five pupils. Read the example and explain that you want pupils to ask and answer in the same way in their groups. Ask pupils to copy the table into their exercise books before they begin.
- As they do this, copy the table onto the board. Monitor while they are asking and answering the questions, giving help where necessary.
- Now ask pupils to report back on their groups' results and write their answers on the board.

## Pupil's Book, Exercise 4

- Now ask pupils to count up the total numbers from the table on the board.
- Elicit sentences as in the example for each activity.
- Keep the answers on the board as they will need them for Exercise 6 in the Activity Book.

### Activity Book, Exercise 5

- Focus on the graph and show how they can use it to make sentences, as in the example.
- Elicit more sentences from the table orally.
- Then ask pupils to write sentences. They can work in pairs.
- Go over their answers as a class, or they can finish for homework.

### Answers

- 2 *When they were six, fifteen pupils could play a computer game.*
- 3 *When they were six, twenty-five pupils could swim.*
- 4 *When they were six, thirty pupils could speak English.*
- 5 *When they were six, twenty pupils could run fast.*

### Activity Book, Exercise 6

- Explain that now you want pupils to complete the graph with the results from the project in the Pupil's Book. They can refer to your answers on the board.
- They can fill in the information on the graph in pairs.
- Then, they write sentences about the results for homework, using the sentences in Exercise 5 of the Activity Book as a model.
- Take in their work to mark.

# Unit 24

## Lesson 1

### Aims

To revise vocabulary for members of the family  
To teach new vocabulary: *yesterday, aunt, mosque, cousin*

To describe activities in the past using regular past simple verbs:  
*We visited the mosque. I played a computer game.*

To talk and write about what pupils did yesterday

**Structures** Regular past simple verbs: *We visited the mosque. I played a computer game.*

**Functions** Talking about the past  
Describing activities in the past  
Past times

**Topic Vocabulary** *yesterday, aunt, mosque, cousin*

**Resources** Pupil's Book, page 6  
Exercise 1, Listen and read  
Cassette, Unit 24,  
Exercise 1, Listen and read  
Activity Book, page 6  
Exercise 1, Write  
Flashcards: mosque, theatre

### Presentation 1

- Revise vocabulary for family members. Draw a family tree on the board (it can be your own or an invented one) and revise *brother, sister, mother, father, grandfather* and *grandmother*.
- Now add *uncle* and present *aunt* and *cousins*.
- Ask pupils how many aunts, uncles and cousins they have.

### Presentation 2

- Tell pupils what you do every day after school. Say, e.g. 'After school I listen to the radio.' 'I play the piano.' 'I prepare food' and 'I watch television.' Ask pupils to tell you what they do after school.
- Now present *yesterday* and say 'Yesterday, I listened to the radio.' 'I played the piano.' 'I prepared food.' 'I watched television.'
- Say each sentence again and encourage pupils to repeat. Ask pupils about the differences between verbs in the present and the past. Highlight the *-ed* form.

- Give some more examples if necessary, e.g. 'I sometimes visit a friend.' 'Yesterday I visited my cousins.' 'I sometimes help my grandfather.' 'Yesterday I helped my grandmother,' etc.
- Encourage pupils to tell you what they did yesterday.

### Pupil's Book, Exercise 1

**Unit 24**

**1 Listen and read**

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- Focus on the book and ask pupils to name the characters they can see. Encourage pupils to say what they can see in the pictures. Use the flashcards to present *mosque* and to revise *theatre*. Explain that Omar and Laila are describing their day yesterday.
- Play the cassette all the way through and follow the usual procedure.
- Ask some comprehension questions, e.g. 'Where did Ali and Omar go yesterday?' and 'What did they do in Homs?'

**Tapescript**

- HANI: *How was your day yesterday?*  
 OMAR: *It was nice. We were at my aunt's house in Homs.*  
 LAILA: *We like going there.*  
 LAILA: *We visited the Khaled Ibn al-Walid Mosque.*  
 OMAR: *It was very beautiful.*  
 OMAR: *I played a new computer game with my cousins. Laila watched us.*  
 LAILA: *Then I helped my aunt in the kitchen. My aunt prepared a lovely lunch!*  
 OMAR: *Then we listened to some music in the theatre.*  
 LAILA: *I liked the music very much.*  
 OMAR: *It was a lovely day!*

**Follow-up**

- Ask pupils to look through the dialogue and to find all the words that end in *-ed*. Remind them that this shows that the actions are in the past.

**Activity Book, Exercise 1**

- Pupils describe the pictures. Read the example.
- Now encourage pupils to make a sentence for each picture orally.
- They write sentences individually. Remind them to add *-ed*.
- They can finish for homework. Take in their work to mark.

**Answers**

- 2 Yesterday I played a computer game.  
 3 Yesterday I helped my mother in the kitchen.  
 4 Yesterday we watched television.  
 5 Yesterday we visited the National Museum.  
 6 Yesterday my mother prepared lunch.

**Lesson 2****Aims**

- To revise vocabulary for leisure activities
- To revise telling the time
- To describe activities in the past using regular verbs in the past simple: *Yesterday, Laila visited her grandmother.*
- To talk and write about the past

**Structures** Regular past simple verbs:  
*Yesterday, Laila's mother prepared breakfast.*

**Functions** Talking about the past  
 Describing activities in the past  
 Past times

**Topic Resources** Pupil's Book, page 7  
 Study Box  
 Exercise 2, Look and say  
 Exercise 3, Look and say  
 Activity Book, page 7  
 Exercise 2, Write  
 A model clock if available

**Revision**

- Revise telling the time with a model clock if you have one. Place the clock hands to show 2 o'clock and ask pupils 'What's the time?' Repeat for several other times on the hour.

## Pupil's Book, Study Box

Unit 24

**Study Box**

watch   watched   play   played   like   liked

**2 Look and say**

Yesterday, Laila visited her grandmother.








**3 Look and say**

Yesterday, Laila's mother prepared breakfast.






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- Read the examples with the class. Remind them that we make the past by adding *-ed* to most verbs.
- Write some other regular verbs in the infinitive on the board. Knowing the rule for forming past simple verbs, can pupils transform them to their past simple form? Encourage pupils to make sentences using the verbs.

## Pupil's Book, Exercise 2

- Read the example and ask pupils to match it to the correct picture. Then, either ask pupils to make similar sentences about each picture as a class, or ask them to work in pairs or small groups and have a class feedback session at the end.

### Answers

Yesterday, Laila played tennis.  
 Yesterday, Laila listened to music.  
 Yesterday, Laila visited her grandmother.  
 Yesterday, Laila watched television.  
 Yesterday, Laila helped her mother.

## Pupil's Book, Exercise 3

- This time, pupils make sentences about Laila's mother.
- Follow the same procedure as the previous activity.

### Answers

Yesterday, Laila's mother worked.  
 Yesterday, Laila's mother cooked lunch.  
 Yesterday, Laila's mother cleaned her teeth.

## Activity Book, Exercise 2

- Focus on the pictures and the clocks. Ask pupils what the first picture shows and read the example.
- Go through the other pictures and ask pupils to make sentences orally about Laila.
- Ask them to write sentences individually or for homework.

### Answers

- 2 Laila visited her grandmother at 10 o'clock yesterday.
- 3 Laila listened to the radio at 11 o'clock yesterday.
- 4 Laila helped her grandmother/prepared lunch with her grandmother at 12 o'clock yesterday.
- 5 Laila watched television at 2 o'clock yesterday.
- 6 Laila played a computer game at 4 o'clock yesterday.
- 7 Laila cleaned her teeth at 8 o'clock yesterday.

## Lesson 3

### Aims

To describe activities in the past using regular verbs in the past simple:

*Yesterday, I visited my grandmother.*

To talk and write about the past

To listen to and sing along with a song

**Structures** Regular verbs in the past simple:  
*Yesterday, I visited my grandmother.*

**Functions** Talking about the past  
Describing activities in the past  
Past times

### Topic

**Resources** Pupil's Book, page 6  
Exercise 4, Talk about you  
Exercise 5, Sing  
Cassette, Unit 24,  
Exercise 5, Sing  
Activity Book, page 6  
Exercise 3, Look and write  
Exercise 4, Draw and write

### Revision

- Tell pupils 'Yesterday, I cleaned my teeth.' Mime cleaning your teeth when you say this. Mime other actions. Elicit the sentences from the pupils.
- Ask each pupil to mime one thing they did yesterday. Ask other pupils to guess what he/she did yesterday.

## Pupil's Book, Exercise 4

Unit 24

**4 Talk about you**



**5 Sing**




*When I was one,  
I wanted to run.*

*When I was two,  
I visited the zoo.*

*When I was three,  
I climbed a tree.*

*When I was four,  
I learned much more.*

*When I was five,  
I liked to dive.*

*When I was six,  
I played lots of tricks.*

*When I was seven,  
I wanted to be eleven.*

*When I was eight,  
My life was great!*




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- Now focus on the book. Pupils work in pairs and say what they did yesterday.
- Have a class feedback session.

## Pupil's Book, Exercise 5

- Ask pupils to describe the pictures.
- Follow the usual procedure for songs.

### Tapescript

*When I was one,  
I wanted to run.*

*When I was two,  
I visited the zoo.*

*When I was three,  
I climbed a tree.*

*When I was four,  
I learned much more.*

*When I was five,  
I liked to dive.*

*When I was six,  
I played lots of tricks.*

*When I was seven,  
I wanted to be eleven.*

*When I was eight,  
My life was great!*

### Follow-up

- Ask pupils to try to complete the sentences so that they are true for them at each age depicted in the song.

### Activity Book, Exercise 3

- Read the example, then go through each one orally with the class. Explain that pupils have to complete the sentences so that they are true for them and their family. They add a name of a member of their family for each sentence.
- Pupils write sentences individually in class or for homework.
- Take in their work to mark.

### Answers

2 *[Mum] listened to the radio yesterday.*

3 *[My brother] played a computer game yesterday.*

4 *[I] played a game yesterday.*

5 *[Mum] cooked lunch yesterday.*

6 *[Dad] watched television yesterday.*

### Activity Book, Exercise 4

- Explain the task. Pupils think about what they did at various times yesterday. They then fill in the clocks for each time and write a sentence, as in the example.
- Ask pupils to make sentences as a class first.
- Pupils work in pairs or individually.
- They can finish for homework. Take in their work to mark.

# Unit 25

## Revision 5

### Lesson 1

#### Aims

To revise vocabulary for places  
To revise describing activities  
in the past using regular  
past simple verbs:

*I learned about the history of Syria. I visited Lebanon when I was thirty.*

To revise the past simple form of the verb *to be*:

*I was with my brother.*

To revise expressing ability in the past using the modal verb *could*:

*He could play football.*

To revise describing place using *there was/were*:

*There was a market.*

#### Structures

Revision of past simple regular verbs: *I learned about the history of Syria. I visited Lebanon when I was thirty.*

Revision of the past simple form of the verb *to be*: *I was with my brother.*

Revision of the modal verb *could*: *He could play football.*

Revision of *there was/were*: *There was a market.*

#### Functions

Talking about the past

#### Topic

Past times

#### Resources

Pupil's Book, page 6

Exercise 1, Listen and read  
Cassette, Unit 25,

Exercise 1, Listen and read  
Activity Book, page 6

Exercise 1, Read and match

Exercise 2, Read and answer

Exercise 3, Read and answer

Flashcards: statue, theatre,  
museum, hotel, mosque

### Revision 1

- Ask pupils to tell you what they can remember about Omar and Laila's grandfather. What can he do now? What could he do when he was young?
- Ask pupils to tell you what they can remember about Palmyra. What is there now? What was there in the past?
- Ask pupils to tell you what they did yesterday.

### Revision 2

- Show pupils the flashcards. Revise the vocabulary from the units.

### Pupil's Book, Exercise 1

**Unit 25** **Revision 5**

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

**Panel 1:** Grandfather: "These are photographs of my holidays and my work." Omar: "How old were you in this photograph?"

**Panel 2:** Grandfather: "I was twenty-five. I was with my brother. He showed me the big market in Damascus." Omar: "It was very busy!"

**Panel 3:** Grandfather: "Look Omar, it's the museum in Palmyra." Omar: "We liked this museum very much." Laila: "Yes. I learned about the history of Syria there."

**Panel 4:** Grandfather: "I like this photograph." Laila: "Yes, I visited Lebanon when I was thirty. I walked in the mountains. It was beautiful."

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- Focus on the book. Encourage pupils to say what they can see in the pictures.
- Explain that today, they are going to listen to Omar and Laila asking their grandfather about his past.
- Play the cassette all the way through and follow the usual procedure.
- Ask some comprehension questions, e.g. 'What did he do when he was twenty-five?' 'Where did he learn about the history of Syria?' 'Where did he visit when he was thirty?' 'What was it like?' 'What did he do there?'

#### Tapescript

GRANDFATHER: *These are photographs of my holidays and my work.*

OMAR: *How old were you in this photograph?*

- GRANDFATHER: *I was twenty-five. I was with my brother. He showed me the big market in Damascus.*
- LAILA: *It was very busy!*
- LAILA: *Look Omar, it's the museum in Palmyra.*
- OMAR: *We liked this museum very much.*
- GRANDFATHER: *Yes. I learned about the history of Syria there.*
- OMAR: *I like this photograph.*
- GRANDFATHER: *Yes, I visited Lebanon when I was thirty. I walked in the mountains. It was beautiful.*

### Activity Book, Exercise 1

- Explain that the two halves of the sentences are mixed up. Elicit a sentence for the first half.
- Pupils continue in pairs.
- Go over their answers as a class. Pupils read out the completed sentences.

#### Answers

- 1 *I learned about the history of Syria.*
- 2 *We visited the National Museum.*
- 3 *There were lots of coins in the museum.*
- 4 *I walked in the park.*
- 5 *I helped my mother in the kitchen.*
- 6 *I listened to music.*

### Activity Book, Exercise 2

- Pupils can discuss the answers to the questions with their partners first.
- They write full sentences. They can do this in class or for homework.
- Take in their work to mark.

### Activity Book, Exercise 3

- Pupils discuss the answers as a class, in pairs or small groups.
- They write full sentences. They can do this in class or for homework.
- Take in their work to mark.

## Lesson 2

#### Aims

- To revise vocabulary from the course
- To revise structures from the course
- To participate in a project
- To complete an email

#### Structures

Revision of structures taught during the course

#### Functions

Asking and answering questions

#### Topic

Past times

#### Resources

Pupil's Book, page 0,  
Exercise 2, Read and answer  
Exercise 3, Project  
Activity Book, page 0,  
Exercise 4, Read and write  
Flashcards: a selection from the  
course

#### Revision

- Play a revision game with the flashcards. Divide the class into small groups. Give a random selection of ten cards to each group, picture side up.
- In their groups, pupils have to name all of the items on their flashcards. Tell them that they mustn't turn over the flashcards to look at the words! See which team can finish first.

# Unit 25 Revision 5

## Pupil's Book, Exercise 2

Unit 25  
Revision 5

**2 Read and answer**

- 1 Who showed Hani the school?
- 2 At the race, they watched ...
- 3 Who helped an old man in his house?
- 4 Laila and Maya learned about ...
- 5 At the National Museum, there were ...

1



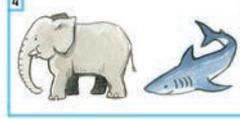
3



2



4



3

 talk about your family?  
 say what you like doing?  
 say what you can do?  
 say the months of the year?  
 talk about animals?  
 buy food in the shops?  
 ask for food in a restaurant?  
 say when you were born?



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- Explain that you are going to have a fun quiz today. Pupils can work in pairs or small groups.
- Read the questions. Explain that pupils answer from memory, using the pictures or by referring back to earlier in the book.
- You can either ask teams or pairs to put their hands up to answer, or give a time limit (of about ten minutes) for each pair or team to find the answers, and go through these at the end.
- See which pair or team gets the most right.

### Answers

1 Omar 2 Hani's uncle 3 the doctor (Omar's father)  
4 the great white shark 5 statues

### Follow-up

- Ask pupils to think of and write another three questions about events in the book. They can then ask their questions to the other pupils in the class.

## Pupil's Book, Exercise 3

- Explain that pupils should read each question and tick each thing they feel they can do. They can do this individually, but they can also discuss the answers with a partner.
- This task should give them a sense of their progress through the year.

## Activity Book, Exercise 4

- Explain the task. Pupils use the picture or word prompts to complete the email. The email uses all the language from the book. Use this as an opportunity to gauge how much they have learned.
- Pupils can work individually or in pairs.
- Go over their answers in class.

### Answers

3 grandmother 4 is preparing 5 am writing 6 was  
7 was 8 pilot 9 visited 10 was 11 can 12 plane  
13 was 14 were 15 computers 16 couldn't 17 can  
18 visited 19 museum 20 coins 21 statues  
22 were 23 listened 24 garden 25 was

### Follow-up

- If you have time, pupils can write an email back to Grandfather. This can be set for homework if you prefer.

### Extra revision activities

- At the back of the Activity Book, there are extra activities which can be used alongside the Picture Dictionary at the back of the Pupil's Book in order to revise vocabulary and structures from the units. The activities can be done either in class or set as homework and serve as useful revision prior to Test 5.

### Ending

- Praise their work and tell them how much they have learned and progressed throughout the year. Tell them to enjoy the break and to look forward to learning more English next year!

### Test 5

#### Answers

#### Exercise 1, Write

1 statue 2 coins 3 theatre 4 mosque

#### Exercise 2, Read and write

1 old 2 busy 3 interesting 4 important 5 young

#### Exercise 3, Write

1 were 2 was 3 were 4 were 5 were

#### Exercise 4, Read and write

1 could/can't 2 can/could 3 couldn't/can  
4 could/can't

#### Exercise 5, Look and write

1 visited Damascus  
2 played a computer game with his cousins  
3 watched television  
4 listened to music at the theatre  
5 cleaned his teeth

# Test

# 1

## 1 Write

- 1) 22 \_ \_
- 2) 24 \_ \_
- 3) 30 \_ \_
- 4) 40 \_ \_
- 5) 50 \_ \_

## 2 Write

live lives his her my

- 1 Where do you \_\_\_\_\_ ?
- 2 I \_\_\_\_\_ in Homs. I like \_\_\_\_\_ house.
- 3 Where does your grandfather \_\_\_\_\_ ?
- 4 My grandfather \_\_\_\_\_ in Damascus. \_\_\_\_\_ house is very nice.
- 5 We don't \_\_\_\_\_ in Damascus.
- 6 Maysaa \_\_\_\_\_ in Aleppo. \_\_\_\_\_ house is next to the library.

## 3 Look and write

Sunday



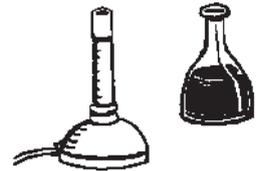
Monday



Tuesday



Wednesday

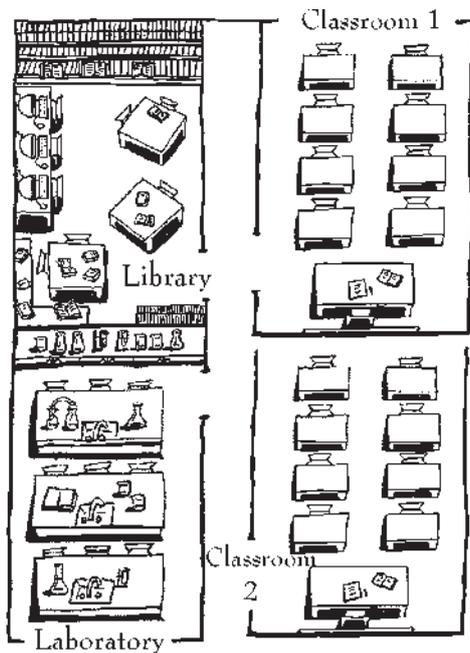


Thursday



- 1 I've got \_\_\_\_\_ on Sunday.
- 2 We've got \_ \_ on Monday.
- 3 He \_ \_ got \_ \_ on Tuesday.
- 4 You \_ \_ got \_ \_ on Wednesday.
- 5 They \_ \_ got \_ \_ on Thursday.

## 4 Look and answer



- 1 Where's classroom 1?  
It's \_ \_
- 2 Where's classroom 2?  
\_ \_
- 3 Where's the library?  
\_ \_
- 4 Where's the laboratory?  
\_ \_

## 5 Read and answer

Salah		M ysa	
playing football		playing football	
playing tennis		playing tennis	
watching television		watching television	
listening to music		listening to music	
playing computer games		playing computer games	

- 1  I \_\_\_\_\_ playing tennis but I \_\_\_\_\_ watching television. I \_\_\_\_\_ playing football. I \_\_\_\_\_ listening to music. I \_\_\_\_\_ playing computer games.

- 2 Maysaa \_\_\_\_\_ playing tennis. She \_\_\_\_\_ watching  television or playing computer games. She \_\_\_\_\_ playing football or listening to music.

# Test 2

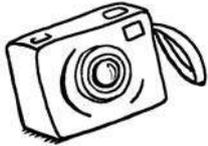
## 1 Look and write



1 v \_\_\_\_\_



2 s\_  
p\_



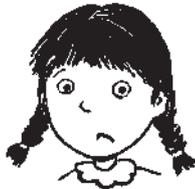
3 c \_\_\_\_\_



4 s\_



5 t\_



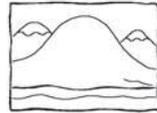
6 s\_ \_

## 2 Read and write

1 Do you prefer the



or the



?

I \_ the



2 Where do you want to go this afternoon?

I \_ to go to my

favourite



## 3 Look and write

strong hungry fast thirsty happy

1 He isn't slow.

He's

⋮



2 Laila is very

⋮



3 I'm the winner!

Now I'm

⋮



4 He's very

⋮



5 She'd like a sandwich. She's very

⋮



## 4 Look and write

1 He \_ \_ swim.



2 He \_ \_ run fast.



3 He \_ \_ play football.



4 He \_ \_ play basketball.



## 5 Look and answer

✓✓✓ always ✓✓ usually ✓✓ often  
✓ sometimes ✗ never

How does Ali usually go to school?

ride a bike	✓✓✓
go by car	✓✓
go by train	✗
go with my friend	✓✓✓✓

1 He \_ goes by car.

2 He \_ goes by train.

3 He \_ rides a bike.

4 He \_ goes with his friend.

# Test

# 3

## 1 Read and match

1 I think it's a wardrobe.

a



2 Perhaps it's a lake.

b



3 I don't think they're walking. I think they're running.

c



4 I think it's a suitcase.

d



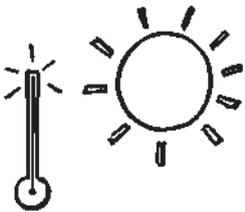
3 It's \_ \_  
and \_



4 It's  
\_



## 2 Look and write



1 It's \_ \_  
\_

and

2 It's  
\_  
and \_ \_



## 3 Write the months

1 J \_ \_ \_ \_ \_ y

2 F \_ \_ \_ \_ \_ y

3 M \_ \_ \_ \_

4 A \_ \_ \_ \_

5 M \_ \_

6 J \_ \_ \_

7 J \_ \_ y

8 A \_ \_ \_ \_ \_

9 S \_ \_ \_ \_ \_ \_ \_

10 O \_ \_ \_ \_ \_

11 N \_ \_ \_ \_ \_

12 D \_ \_ \_ \_ \_

## 4 Read and match

- 1 Can you put this book on the table, please? I like spring.
- 2 Are you playing football? Yes, of course.
- 3 What's she doing? No, I'm not. I'm playing volleyball.
- 4 What's the weather like today? She's cooking.
- 5 What's your favourite season? It's hot and sunny.

## 5 Look and write

- 1 What's he doing?



—

- 2 What's she doing?



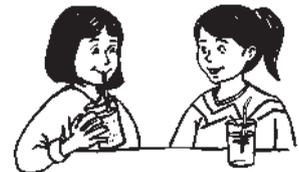
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- 3 What are they doing?



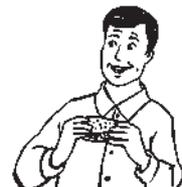
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- 4 What are they doing?



—

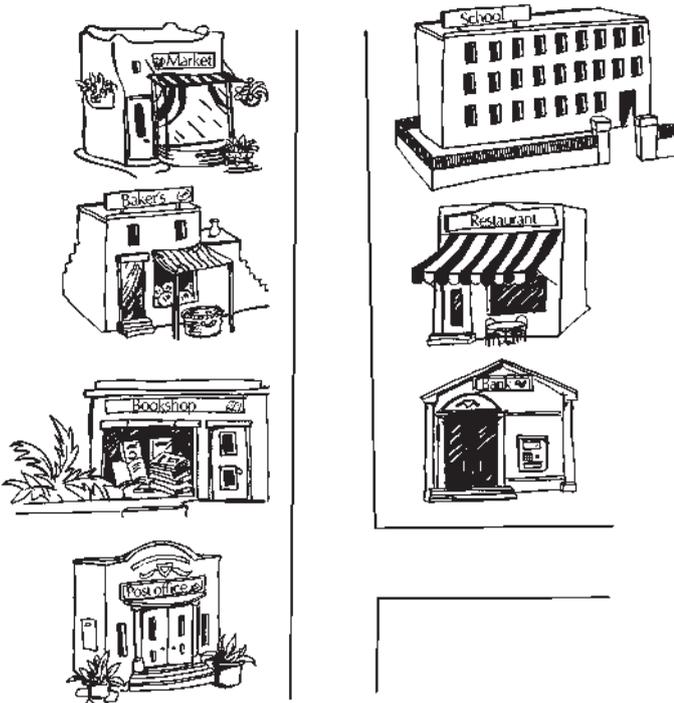
- 5 What's he doing?



—



## 4 Look and write



1 Where's the market?

—  
—

2 Where's the post office?

—  
—

3 Where's the baker's?

—  
—

## 5 Read and match

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1 How much are the cakes?          | It's 30 pounds.                   |
| 2 What would you like for dessert? | Can I have meat and rice, please? |
| 3 How much is the book?            | They are ten pounds each.         |
| 4 What would you like?             | I'd like some water, please.      |
| 5 What would you like to drink?    | I'd like some ice cream, please.  |

# Test

# 5

## 1 Write



1 s\_



2 c\_



3 t\_



4 m\_

## 2 Read and write

- 1 The statue in the museum is very od.
- 2 The market is always very b\_ y.
- 3 I like the theatre. It's very i\_ g.
- 4 Palmyra was a very it town.
- 5 My cousin is five. He's very yg.

## 3 Write

was were

- 1 Could you run fast when you    young, Grandpa?
- 2 The museum café    very big. There were lots of tables.
- 3 The coins in the museum    beautiful.
- 4 In the past, there    many shops in Palmyra.
- 5 There    many people in the market. It was very busy!

4 Read and write



	play football	speak English	send an email	run fast
Past	✓	✓	✗	✓
Now	✗	✓	✓	✗

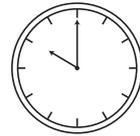
can could can't couldn't

- In the past, Grandpa \_\_\_\_\_ play football. Now, he \_\_\_\_\_ play football.
- Now, he \_\_\_\_\_ speak English. He \_\_\_\_\_ speak English in the past too.
- Grandpa \_\_\_\_\_ send an email in the past. Now, he \_\_\_\_\_ send an email.
- He \_\_\_\_\_ run fast in the past. He \_\_\_\_\_ run fast now.

5 Look and write

Friday

visit Damascus



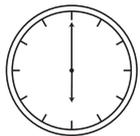
play a computer game with his cousins



watch television



listen to music at the theatre



clean his teeth



- Ali \_ at ten o'clock yesterday.
- He \_ at twelve o'clock yesterday.
- He \_ at five o'clock yesterday.
- He \_ at six o'clock yesterday.
- He \_ at eight o'clock yesterday.

## Pupil's Assessment Sheet

Pupil's name: \_

<b>Test number and date</b>	<b>Assessment</b>
Test 1:  Date: _ _	Mark: _ Comments: _  — —
Test 2:  Date: _ _	Mark: _ Comments: _  — —
Test 3:  Date: _ _	Mark: _ Comments: _  — —
Test 4:  Date: _ _	Mark: _ Comments: _  — —
Test 5:  Date: _ _	Mark: _ Comments: _  — —













**English for Starters** is a communicative course in English, which takes into account the most modern methodology.

**English for Starters Level 3** aims to stimulate the child's interest in learning English and to develop confidence through a range of enjoyable activities, including games and songs.

The focus at this stage of the course is on the two skills of listening and speaking, although pre-reading and pre-writing activities are introduced through the Activity Book. An active use of the language is promoted throughout the course, setting the foundation for successful language learning.

The course consists of:

- **Pupil's Book** which includes attractive and lively material to encourage pupil's interest in the language through a range of listening and speaking activities, songs and games.
- **Activity Book** which presents a range of stimulating activities from drawing to matching, tracing and copying.
- **Teacher's Guide** which contains step-by-step, easy-to-follow instructions for each lesson and useful notes on the effective use of teaching aids.
- **Cassette**
- **Flashcards**
- **Wall charts**

