



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

TEACHER'S BOOK **6**

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Introduction

COURSE COMPONENTS

English for Palestine Grade 6 consists of the following components:

- 2 Pupil's Books (6A and 6B), each containing both language presentation and practice material
- 1 Teacher's Book
- 140 Flashcards
- 14 Posters
- 2 Audio CDs

Objectives

The objectives of Grade 6 are:

- the introduction of high-frequency English words
- to introduce simple and increasingly more complex key grammatical structures
- to provide opportunities for children to engage in meaningful and authentic activities in English
- to practise and extend children's abilities in the key skills of listening, speaking, reading and writing

For details of how the course covers language unit by unit, see the Overview on pp. 8–9.

The Pupil's Book

There are two Pupil's Books for Grade 6, covering 18 units in the course of a year. Pupil's Book 6A contains Units 1–9; once the class has completed this, it moves on to Pupil's Book 6B, which contains Units 10–18.

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

The Pupil's Book is a combination of a traditional Pupil's Book and Workbook.

Each unit is based on a theme, allowing the new language to be taught in context, eg. *The olive trees of Palestine, A visit to the Dead Sea*. The themes have been taken from the Palestine curriculum to meet the needs and interests of children of this age. In addition, well known stories have been included, these either have a moral or are true with a message.

The Teacher's Book

Comprehensive notes are supplied for each period, to help the teaching be as effective as possible and to ensure that teaching time is used efficiently. The notes for each period

contain a summary box at the start, clearly detailing the learning aims and the key language covered, as well as listing the materials required so that you can prepare lessons in advance. Timings for each activity are supplied as a guide.

The Posters and Flashcards

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

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

The Audio CDs

The Audio CDs contain native-speaker recordings of all the listening texts and dialogues in the Pupil's Book, to give a clear model for all language structures, key vocabulary and letter sounds. The recordings are designed to encourage the children's input, giving them plenty of opportunity to develop their listening and speaking skills.

METHODOLOGY

English for Palestine Grade 6 takes a step-by-step approach. Children hear the words, then move on to saying them. They practise recognising letters with listening games eg. *I spy*, then move on to writing them. It is very important for literacy that the children make the link between the sounds they hear and letter combinations.

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

English for Palestine has been designed to meet all these learner needs and to motivate learners of different abilities. In addition, concept checking questions which both the teacher and audio recordings provide, start to develop the children's thinking from low to high order thinking. This development of thinking skills helps the children to use more language in increasingly complex ways.

1 Developing listening and speaking skills

Children should be given every possible opportunity to hear English spoken and to speak it themselves, so that

they can become fluent and accurate English speakers. Each period of *English for Palestine* provides opportunities for developing both fluency and accuracy.

Fluency activities: *Fluency* refers to the ability to get the message across: the message is not necessarily error-free, but it is communicated. Try to find opportunities for informal interaction in English with the children, so that they don't feel scared to speak English: making errors here isn't important.

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

Complexity activities: *Complexity* refers to the ability to start to use English in ways which are not necessarily in the coursebook. Encouraging children to be creative with the use of English is crucial for them to become independent users of language.

Oral interaction in the classroom

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

2 Developing reading skills

Grade 6 builds on the work done in Grades 1–5, with more opportunity to read sentences and simple texts.

Word cards

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

- Make the word cards A4 size, the size of photocopy print paper.
- The writing needs to be big enough for the children at the back of the class to read.
- Use a thick black pen so that the words are clear.
- Use the same writing style as the children are learning (see **Teacher's Books Grades 1–3 pp. 120–1 for a word card handwriting model** – you can trace over the letters in order to master the style).

Independent learning

In Grade 6 the children continue to develop into more independent learners who can think and act for themselves.

In the *My dictionary* section at the end of the Pupil's Book they write in the Arabic translation in the spaces supplied, creating their own bilingual resource for memorising and reviewing all the new vocabulary in the Pupil's Book, plus a range of related vocabulary items that they are already familiar with. Encourage them to keep this up to date and to use it regularly.

3 Developing writing skills

In Grade 6 there are more opportunities to write both words and simple sentences. Use the *Look, Say, Cover, Write, Check* method for accurate spelling. In this method children use a copybook for practising their spelling (the list of words is given at the end of each Lesson 7 in a unit). They write the words in the left side of their copybook in a column. They then LOOK at the words in turn, SAY the word, COVER (fold the page in half vertically), WRITE the word and then uncover and check that they have spelt the word correctly. This is a tried and tested method that will help a lot of the children spell accurately.

A photocopiable writing frame is supplied in **Teacher's Books Grades 1–3 p. 124**. At the end of each unit, the children will be asked to produce a piece of writing for display purposes. Explain that it will be displayed in the class and/or they will take it home for their family to see. Encourage them to do their best writing, remembering to form letters correctly, to make them the correct size and to space them appropriately. The children will be motivated to write very carefully when they know the work is for display. It will also encourage them in their learning to produce something that they feel proud of.

CLASSROOM MANAGEMENT

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

1 Making periods enjoyable and effective

- **Activate existing knowledge:** this makes us more receptive to additional information. It is very easy to take advantage of this with young children. When you first start a new unit, don't let the children open their books. Tell them the topic of the unit, and ask a question related to it, eg. for a unit called *The olive trees of Palestine*, ask what they know about olive trees, how many are there, how long do they live? etc. When the children open their books to start the unit, they will have a context in which to learn the new language.
- **Use visual material effectively:** There is a large amount of visual material in the Pupil's Book, which can be exploited in a number of ways. Use it to show the meaning of new vocabulary items, visual literacy is a very important part of language learning. Pictures can also be used before an activity to orientate the children, to activate existing

knowledge and to predict the language or outcome. Also teach children to look at pictures for clues in order to complete an activity.

- **Monitor and feed back:** Working with a large class can make checking work a challenge. However, it is essential to monitor and provide feedback to encourage the children and to identify areas of weakness that you need to review. At the end of each activity, there should be a feedback stage, during which correct answers are confirmed (including alternative correct answers, if any) and incorrect answers are discussed. Errors offer good teaching opportunities: clarify any points on which the children are unclear and encourage them to produce the correct versions.

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

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

2 Revising

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

3 Testing

As well as using the formal **test** at the end of Grade 6 (pp. 140–144), bear in mind that it is useful to test children informally on an ongoing basis: it will help you identify areas of weakness that you can revisit in subsequent lessons. **You are testing for learning and not just of learning!** So if there are common errors **TEACH AGAIN!** Remember to give positive feedback as much as possible, as this will help develop children's confidence.

4 Using language games

Language games are an enjoyable way of revising and reinforcing new language. They help to motivate children, especially when there is an element of competition involved. Games are used throughout the course.

5 Using songs, chants and poems

You will find a combination of songs, chants and poems in Grade 6. These are all very important activities for developing language fluency, stress and intonation patterns as well as being FUN!

6 Language games

1 Teacher Says

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

2 I Spy

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

3 Number and word sequences

Put the children in pairs or groups. Tell them to count to 50 in fives, with each person taking it in turn to say a number. Repeat, this time starting with a different child. *Alternatives:* count backwards; count in tens. Word sequences: in groups think of a sentence and stand in order, each child having a word to say including full stop.

4 Memory game

Choose a set of pictures (vocabulary or sentences). Give the children one minute to look at the pictures in Activity 1. They then close their books. Challenge the class to remember all the pictures as quickly as possible: time them. They need to get the whole sentence correct before you accept it. Repeat 1 to see if the children can recall the routines more quickly.

5 What's missing?

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

6 Chinese whispers

Put the class into teams, each sitting in a row going from the back of the class to the front. Give board pens/chalk to the children at the front of the teams. Write a message on a paper

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

7 Charades

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

8 Bingo

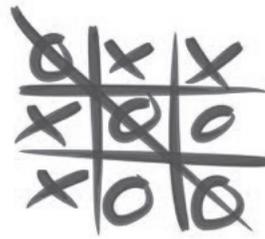
Review a vocabulary set with the class, eg. parts of the body. The children then choose six items and write or draw one in each box of a bingo grid. Place the body part word cards face down. Choose different children to pick up one at a time and say the word on it. The children score out the words in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

9 Shark attack

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

10 Noughts and crosses (Tic Tac Toe)

Preparation: prepare 12 questions based on a unit text. You can either just revise the questions you will find in this teacher's book (including riddles) or make up your own. Put the class into two groups. They will play against each other. Draw the game frame on the board.



11 When? (to practise tenses)

This is a wonderful activity to practise irregular verbs in the present and past. Show the children how to play the game. Their bodies are the different times: ankles (past) and waist (present) Start by saying the present tense *go* and put your hands on your hips. Encourage the children to touch their ankles and say *went*.

Repeat (depending on target vocabulary or revising):

be – was	fly – flew
break – broke	have – had
buy – bought	make – made
come – came	read – read (red)
drink – drank	run – ran
do – did	sit – sat
eat – ate	tell – told
find – found	take – took

12 Anagrams

Preparation: write on the board some of the unit vocabulary but write the letters out of order, eg. *plhe* (*help*).

13 Riddles

Preparation: use riddles in lesson plan and/or make up your own. Riddles are a guessing game whereby children have to think carefully about the meaning, eg. *You must NOT speak loudly here. People read books here. Where are you? (a library)*

7 Other resources

Internet

You can find further teacher support, including ideas for extra activities and for developing teaching skills, on the website **onestopenglish.com**. There is also a website for this course where you can download posters, flashcards, and audio (MP3) materials. You could make your own materials from the downloads available:
www.englishforpalestine.com
 Password: Palestine

English for Palestine Grade 6 Language overview

Pupil's Book 6A

Unit and contexts	Language	Page
1 My summer holiday – asking and answering questions about your holiday	<i>accident, awful, back, bang, call, crash, fall, miss, stairs, still, summer camp, tired</i> Revise: simple past; asking and answering questions Punctuation: full stops	4
2 Good friends – what makes a good friend – how to deal with difficult situations	<i>anyone, argue, but, cry, give back, go away, invite, lend, problem, quiz, share, someone, understand</i> Punctuation: capital letters Conjunction: using <i>but</i>	12
3 Summer adventures – talking about dates – describing adventures and when something happened – introducing the past continuous	<i>thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, thirtieth, adventure, burst, chase, turn (over), when</i> Punctuation: question marks Conjunction: using <i>when</i>	20
4 Films I like – the past continuous with <i>while</i>	<i>attack, diver, fight, funny, mouse, noise, other, ox (oxen), push, safe, together, while</i> Punctuation: commas Conjunction: using <i>while</i>	28
5 Revision – The oxen and the lion	Revision of the language in Units 1–4	36
6 Healthy food – giving advice	<i>(good) advice, a little, because, bottom, burger, fizzy drink, fried, prefer, (food) pyramid, should, soup, sweet, top</i> Conjunction: using <i>because</i>	40
7 The olive trees of Palestine – asking and giving permission – making invitations – offering and accepting help	<i>dish, harvest, hundred (years old), love, may, million, north, oil, soap, thousand, useful, wise</i> Punctuation: exclamation mark Modal verbs: <i>can, may</i>	48
8 Signs around us – asking people to do things – talking about obligation and prohibition	<i>boil, (be) careful, fire, garlic, grass, hungry, must, pepper, (get) ready, salt, sign, smell, stone</i> Punctuation: apostrophe Talking about rules and obligations; giving strong advice; modal verb <i>must (not)</i>	56
9 Revision – Stone soup	Revision of the language in Units 6–8	64
My dictionary		68

Pupil's Book 6B

Unit and contexts	Language	Page
10 A visit to the Dead Sea – introducing the present perfect with <i>ever</i>	<i>anywhere, below sea level, desert, ever, gazelle, jerboa, man, mud, oasis, palm tree, rock, salty, skin, spring</i> Review: simple past; asking and answering questions	4
11 Exciting things to do – identifying exciting activities – present perfect with <i>never</i>	<i>bat, cave, coral, flippers, goggles, hedgehog, never, sail, star, sunrise, sunset, wild cat</i>	12
12 At the clinic – talking about illnesses – present perfect with <i>since</i> and <i>for</i>	<i>backache, bug, cold, cough, earache, fever, flu, sick, since, sneeze, sore throat, stomachache, thirsty, until</i> Conjunction: using <i>until</i>	20
13 Where does rain come from? – revise present simple facts	<i>above, air, become, change, cloud, correct, (water) cycle, into, rain, rise, sun, vapour</i>	28
14 Revision– Snow and the water cycle	Revision of the language in Units 10–13	36
15 Great explorers – giving opinions/agreeing/disagreeing	<i>agree, compass, direction, Earth, east, explore, explorer, ocean, south, west, woman</i> Punctuation: revise possessives Comparatives/superlatives: revise	40
16 My friends and why I love them – giving reasons	<i>brave, don't mind, friendly, generous, hate, helpful, honest, hope, kind, polite, promise, shout, (tell) lies</i> Conjunction: use of <i>because</i> introduce verbs followed by <i>-ing</i> form – introduce verbs: <i>to + infinitive</i>	48
17 Good manners – introduce adverbs of manner	<i>clearly, complain, in a hurry, interrupt, librarian, library, neighbour, (didn't) notice, push (in), queue, quickly, rudely, take turns</i>	56
18 Revision – The farmer and the donkey	Revision of the language in Units 15–17	64
My dictionary		68

My summer holiday

Period 1 – focus on listening PB page 4

Aims to ask and answer questions about your holiday

Key language *accident, awful, back, bang, call, crash, fall, miss, stairs, still, summer camp, tired*

Review *simple past; asking and answering questions*

Language structures *Did you have a nice time at summer camp?*

Punctuation full stops

Materials Pupil's Book, CD, Poster, Flashcards Unit 1, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 5 mins

- 1 Show Unit 1 poster. Ask *What can you see?* Elicit as much as possible in English (characters and items). Praise the children's efforts.
- 2 Show the key language flashcards. Point to flashcard of *crash*. Say *This is how you crash/bang into something*. Repeat with other flashcards.
- 3 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 5 mins

- 1 Say **Look and listen**. Play recording. The children point to the correct flashcard when they hear each name.
- 2 Say **Listen**. Play recording. Point to each character and item.
- 3
 - Say **Listen and repeat**. (Use signs)
 - Point to characters one by one. Encourage the children to say their name.
 - Point to items one by one. Encourage the children to say the name.
- 4 Repeat 3.

Audio 1

accident awful back bang call crash fall miss stairs still summer camp tired

LANGUAGE DEVELOPMENT 5 mins

Before the lesson:

Prepare word cards: *What / happened / to / your / arm / ? / I / fell / down / and / broke / it / . / I / crashed / down / in / the / flowers / . / I / banged / my / head / and / arm / . /*
 Word cards for flashcards: *accident / awful / back / call / miss / still / summer camp / tired*

NOTE: you could write the past tense part in a different colour to help the children notice it.

- 1 Distribute and say *What happened to your arm?* to six children and get them to stand in line to make a question. Get class to confirm and read it aloud. Transfer to the left side of the board.
- 2 Distribute rest of word cards to 21 children. Say *I fell down and broke it*. and get them to stand in line to make a sentence. Get class to confirm and read it aloud. Transfer to the right side of the board. Get class to focus on the use of capital letters and full stop. Get class to notice the use of the past part of the answers, eg. *fell, broke*.
- 3 Ask different children to match the flashcards to the sentences, and word cards to remaining flashcards.

ACTIVITY 2 Listen and answer the questions. 10 mins

- 1 Ask children to talk about the pictures. Say *What can you see? Who can you see? What are they doing?*
- 2 Say **Read**. Ask children to read the sentences aloud.
- 3 Say **Listen**. Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and answer the questions**. Play recording again and ask the following questions:
How did Rania feel seeing Amy? (very happy)
What word tells us how the girls felt not seeing each other over the summer holiday? (they missed each other)
How did Amy break her arm? (she fell down some stairs)
Where did Amy sleep at the summer camp? (in a tree house)
What did Amy's friends do on her arm? (they wrote their names)

Audio 2

Rania: *Welcome back, Amy! I missed you. Did you have a nice time at summer camp?*

Amy: *Yes, I had a great time, but I missed you too!*

Rania: *Oh dear, what happened to your arm?*

Amy: *I fell down and broke it.*

Narrator: *Amy and Ben came back to Palestine. Rania and Amy were talking.*

Ben: *We played all day. Amy was very tired. Then she had an accident. She fell down the stairs of the tree house and broke her arm.*

Omar: *How awful!*

Narrator: *Amy climbed up the stairs of the tree house and fell back down and then crashed into the flowers. She banged her head and arm.*

Amy: *My friend Ann heard me fall. She called a teacher and I went to hospital.*

Rania: *Phew! Thank goodness!*

Narrator: Amy told Rania about the accident. Amy's friend called a teacher and Amy went to the hospital.

Rania: Did you still have a good time at summer camp?

Amy: Oh yes, we had a great time. We played lots of sports and we went swimming every day! Look – my friends wrote their names.

Narrator: Amy and Ben still had fun on their holiday. Amy's arm doesn't hurt anymore.

ACTIVITY 3 Listen and say. 5 mins

- 1 Say **Listen and say**. Play the recording again. Pause so that children can read and repeat the text.
- 2 Get children to focus on the stress and intonation of the dialogues.

Repeat audio activity 2

ACTIVITY 4 Listen and answer the questions. 5 mins

- 1 Say **Listen**. Get the children to look at the pictures and text in activity 2. Play the recording and get the children to listen for meaning.
- 2 Say **Listen and answer the questions**. Play the recording, pausing after each question so the children can answer.

Audio 3

- 1 Where did Amy and Ben spend their summer holiday?
- 2 What happened to Amy?
- 3 How did Amy break her arm?
- 4 What did Amy bang?
- 5 How did Amy get help?

REVIEW 5 mins

- 1 Get children to identify the everyday English in the dialogues and practise them.

Period 2 – focus on reading PB page 5

LANGUAGE PRESENTATION 5 mins

As for Period 1.

LANGUAGE DEVELOPMENT 5 mins

As for Period 1.

ACTIVITY 1 Listen and circle the words you hear. Then match them with the pictures. 5 mins

- 1 Tell the children riddles to get them to guess the activity, eg. *You need a phone to do this. You speak to someone, but you don't see them. What is it?* (call). Invite a child to match the word and flashcard.

- 2 Say **Listen and circle**. Play the recording, pausing when you hear a key word so that children can find it in the text and circle.
- 3 Say **Then match them with the pictures**. Get the children to match the text and pictures. Elicit answers and children correct their own work.

Answers: 1b 2d 3e 4c 5a 6f 7l 8j 9k 10h 11g 12i

Repeat audio period 1 activity 1

ACTIVITY 2 Listen and repeat the passage on page 4.

5 mins 

- 1 Get children to look at the pictures in Period 1. Say **Listen and repeat the passage**. Play recording from Period 1 Activity 2, pause after each narration or dialogue and get children to read and repeat.

Repeat audio period 1 activity 2

ACTIVITY 3 Work in groups of four or five. Read the passage on page 4 aloud. 5 mins

- 1 Get children to work in groups of four or five. They take it in turns to read narration or dialogue in pictures 1, 2, 3 and 4 Period 1 Activity 2.
- 2 Say **Work in groups of four or five. Read the passage aloud**. Monitor groups. If necessary model what you want the children to do with a group at the front of the classroom before getting the children to work in their own groups.

ACTIVITY 4 Read. Then work in pairs and circle the correct words. 10 mins

- 1 Say **Read** and get children to read silently. Model what you want the children to do with an example. Ask *When was the camp?* (summer). Encourage the children to read for meaning.
- 2 Say **Read and circle the correct words**. Ask children to read and circle the correct word.
- 3 Get children to check their answers with a partner.
- 4 Elicit the answers inviting a child to come to the board and write the answer. Children check their own work and make corrections.

Answers: 1 summer camp 2 banged 3 missed 4 fell down 5 stairs 6 went

REVIEW 5 mins

- 1 Display flashcards and word cards. Play *I spy*, eg. *I spy something beginning with the sound 'b'* (bang, back).

Period 3 – focus on comprehension PB page 6

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and ask children to match the words and flashcards.
- 2 Ask *What does welcome 'back' mean?* Accept any reasonable answer that means return. Repeat with *What does 'miss' mean?* Accept any reasonable answer that means when you don't see someone for a long time you would like to see them soon.
- 3 Ask *What word starts with the sound /s/?* Elicit *stairs, still*. Repeat with /c/ (crash, call, (summer) camp), /t/ (tired), /a/ (accident), /b/ (back, bang), /f/ (fall).
- 4 Tell children that when /ci/ are together they make the sound /s/. Ask *What new word has the sound /s/with /ci/ in it?* (accident).
- 5 Ask children *What two new words have you not said?* (awful, miss). Get the children to notice that the sound /aw/ is not a clear /a/ sound.

LANGUAGE DEVELOPMENT 7 mins

- 1 Clap number of syllables and children guess the words, eg.

1 syllable	2 syllables	3 syllables
back bang call crash fall miss stairs still tired	awful	accident summer camp

ACTIVITY 1 Listen. Clap or stamp. 5 mins 

- 1 Say **Listen. Clap or stamp.** Play the recording. Pause after each sentence. Children clap their hands if the sentence is correct. They stamp their feet if the sentence is wrong and correct it.

Audio 4

- 1 *Amy broke her leg at summer camp.*
- 2 *Rania was not happy to see Amy. She did not miss her.*
- 3 *Amy stayed in a tree house in the summer camp.*
- 4 *Omar had an accident.*

Answers: clap: 3; stamp 1, 2, 4

ACTIVITY 2 Read. Then tick ✓ the correct sentences. 5 mins

- 1 Say **Read. Then tick the correct sentences.** Ask the children to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.

Answers: tick 2, 4

ACTIVITY 3 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences.** Get the children to read the incomplete sentences and answer them with the unit vocabulary.
- 2 Get children to check their answers with a partner.
- 3 Elicit the answers and the rest of the class agrees or disagrees. Children correct their own work.

Answers: Accept any reasonable answers which include:
1 accident 2 summer camp 3 How awful 4 called 5 stairs
6 crashed

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives and use their background knowledge.

ACTIVITY 4 Read page 4 and write answers to the questions. 5 mins

- 1 Say **Read and write answers to the questions.** Get children to read the questions silently. They look at the pictures on page 4 activity 2.
- 2 Elicit answers, children put their hands up to answer. Rest of class agrees or disagrees. Children correct their own work.

Answers: 1 *She had an accident, she broke her arm, she banged her head* 2 *She missed her, she was not happy/sad* 3 *At a summer camp, in a tree house* 4 *She fell down the stairs* 5 *She was tired* 6 *Down in the flowers, down the stairs*

REVIEW 5 mins

- 1 Play *I spy*. Display flashcards. Say *I spy something with the sound /aw/ (awful), /m/ (miss), /b/ ((welcome) back).*

Period 4 – focus on speaking PB page 7

LANGUAGE PRESENTATION 5 mins

As for Period 3.

LANGUAGE DEVELOPMENT 5 mins

As for Period 3.

ACTIVITY 1 Look and complete the sentences with the correct words. 10 mins

- 1 Say **Look and complete the sentences with the correct words**. Get children to look at the pictures and read the incomplete sentences. Get them to read the sentences and look at the words in the word box to see which fits.
- 2 Get children to write the correct word. Give a model as an example.
- 3 Elicit answers and invite a child to write them on the board. Children check and do their own corrections.

Answers: 1 accident/summer camp 2 fell/stairs
3 banged/crashed

ACTIVITY 2 Work in pairs. Read the sentences in activity 1 aloud. 5 mins

- 1 Say **Work in pairs. Read the sentences aloud**. Get children to work in pairs and take it in turn to read out their sentences.

ACTIVITY 3 Read and circle the correct words. 5 mins

- 1 Say **Read**. Get the children to read silently.
- 2 Say **Read and circle the correct words**. Ask the children to read and circle the correct words.
- 3 Get children to check their answers with a partner.
- 4 Elicit the answers inviting a child to come to the board and write the answer. Children check their own work and make corrections.

Answers: 1 missed 2 fell 3 banged 4 crashed

ACTIVITY 4 Read aloud. Then answer questions. 5 mins

- 1 Say **Read aloud. Then answer questions**. Get children to work with a partner taking it in turns to ask and answer the questions.

REVIEW 5 mins

- 1 Play *Stand up if you have ...*, eg. broken your arm, had an accident.
- 2 Ask children to collect photos, pictures in magazines, their own drawings or newspapers from Palestine or other places they visited in their summer holidays or would like to visit. Bring to the class by Period 7.

NOTE: it would be useful if you could bring in some photos of your summer holidays so that the children can conceptualise what you want them to do.

Period 5 – focus on writing PB page 8

ACTIVITY 1 Read and think. Complete the sentences with correct words. 10 mins

- 1 Warmer game: Play the *What's missing?* game. Display unit word cards. Go through them one by one getting children to call out names. Take one away and say *What's missing?*
- 2 Say **Read. Complete the sentences with correct words.** Get children to read the sentence starters and complete them with their own information. Model one example so children know what to do.
- 3 Get children to look back at the information in Period 4 Activity 4. Say **Read aloud.** Class reads the sentences aloud.
- 4 Get children to check their sentences with a partner.
- 5 Elicit answers and write them on the board. Help children notice the endings depending on whether the verb is regular (endings *-ed*) or irregular.

Answers: 1 went 2 got 3 climbed 4 fell

ACTIVITY 2 Think and write the correct questions and answers. 10 mins

- 1 Say **Read.** Get children to unscramble the questions. Model one example so children know what to do.
- 2 Say **Write correct questions.**
- 3 Elicit correct questions. Write them on the board. Get children to check their work and make corrections.
- 4 Say **Write correct answers.**
- 5 Help children to notice the use of capital letters at the beginning of a question or answer and a full stop or question mark at the end.

Answers: 1 Where did you go? a I went to the beach. 2 When did you go? b We went in August. 3 Who did you go with? c I went with my family. 4 What did you do? d We swam in the sea.

ACTIVITY 3 Work in pairs. Ask and answer questions about an accident. 10 mins

- 1 Say **Work in pairs.** Get children to look at the pictures and read the questions in pairs.
- 2 Say **Ask and answer questions about an accident.** Encourage the class to identify an accident. Invite them to give ideas of where an accident could happen. Get a pair to model asking and answering using the questions and pictures.

REVIEW 10 mins

- 1 Play *Shark Attack*, draw _____ (accident) on the board. Get children to give you sounds of letters.
- 2 Invite different children to think of the words and be the teacher.

Period 6 – focus on integrated skills PB page 9

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Warmer game: write anagrams on the board, eg. *smsi*, *ccntdae*, *ckba* and get children to guess what words they make. *Answers: miss, accident, back*
- 2 Say **Look**. Get the children to look at the picture to get the meaning.
- 3 Say **Listen**. Play the recording. Get children to look at the picture and listen for meaning.
- 4 Say **Listen and answer the questions**. Play the recording again and get the children to call out the answers. Get the class to agree or disagree with the answers.

Audio 5

Ben: Look at Amy's arm. She broke it at summer camp. She was tired. She fell down the stairs. She banged her head and arm. She crashed into the flowers. It was an accident. It was awful! Ann called our teacher. Amy went to hospital.

Narrator: Listen and answer.

- 1 Who's talking?
- 2 Who's he talking about?
- 3 What happened to Amy?
- 4 Where did she fall?
- 5 Where did Amy go?

Answers: 1 Ben 2 Amy 3 She broke her arm 4 At the summer camp, on the stairs 5 to hospital

ACTIVITY 2 Read. Then listen and circle the correct words.

10 mins 

- 1 Say **Read**. Get the children to read the sentences aloud. Get them to look at the pictures.
- 2 Say **Listen**. Play the recording so children can listen for meaning.
- 3 Say **Listen and circle the correct words**. Play the recording, pausing so children can circle the words they hear.
- 4 Get children to check their answers with a partner by taking it in turns to read aloud a sentence each.
- 5 Elicit answers and write them on the board. Children check and correct their own work.

Audio 6

- 1 Rania and Omar missed their friends Amy and Ben.
- 2 Ben and Amy went to a summer camp last summer.
- 3 Amy said, 'My arm doesn't hurt.'
- 4 Omar said, 'How awful!'
- 5 Amy crashed down in the flowers.

Answers: 1 missed 2 summer camp 3 doesn't hurt 4 awful
5 crashed

ACTIVITY 3 Listen and repeat. 10 mins

- 1 Say **Read the sentences**. Get children to read the poem for meaning.
- 2 Say **Listen**. Play the recording and get children to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and pause so children can repeat and get the stress and intonation right.

Audio 7

*My sister had an accident ... she looked for her brown mice.
It wasn't very nice.
She fell off a tree.
Buuuuuzzzzzzzz went a bee
OOOUUUUUUUCCCCCHHHHHHHH she cried.
And cried and tried
To stop her fall
With a ball
BUT ... she CRASHED doooooown in the grass.
How AWFUL! said my mother. Thank goodness it wasn't glass.*

ACTIVITY 4 Work in pairs. Ask and answer questions. 5 mins

- 1 Invite a pair to come to the front of the class and model the activity using the picture in activity 1.
- 2 Say **Work in pairs. Ask and answer questions**. Get children to look at the picture in activity 1 and take it in turns to ask and answer questions using the question cues.

REVIEW 5 mins

- 1 Play *What's missing?* game. Display unit word cards. Get children to read each card. Take away a word card. Get children to tell you which one is missing.

Period 7 – focus on writing PB page 10

ACTIVITY 1 Read the clues and complete the crossword. 10 mins

10 mins

- 1 Warmer game: Play *I spy*. Display the unit vocabulary word cards. Say *I spy something with sound /aw/ (awful), /b/ (bang), /cr/ (crash)*.
- 2 Say **Read the clues**. Get children to read the clues. Make sure the children notice that some clues are written in horizontally/across and some vertical/down.
- 3 Model what you want the children to do with an example. Say *What's a way to go? How do you get up high?* Elicit: *stairs*. Write the answer on the board.
- 4 Say **Complete the crossword**. Monitor and encourage children to work together and help each other.
- 5 Elicit the answers and write them on the board next to words Across or Down and the number of the clues. Get children to check and correct their work.

Answers: Across: 1 stairs 4 miss 6 fall 7 tired 8 back
9 accident Down: 1 still 2 awful 3 summer camp 5 call 8 bang
10 crash

ACTIVITY 2 Think and write the correct sentences. 10 mins

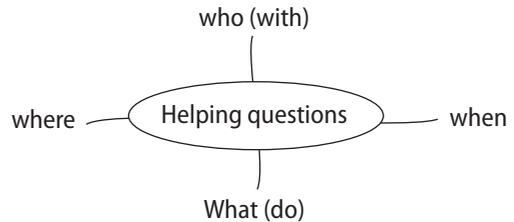
- 1 Write on the board: *last summer amy break her arm*
- 2 Say **Read aloud**. Get the class to read the words aloud as they are written.
- 3 Ask the class to help you correct the sentence. Help them to focus on the use of capital letters at the beginning of a sentence and for people's names, and full stop at the end. Help them to notice past tense ending.
- 4 Say **Write correct sentences**. Get the children to write the correct sentences. Get them to check their answers with a partner.
- 5 Elicit the answers and invite different children to come and write them on the board. If any further errors are made wait until all the sentences are written up and then get the children to notice if any further corrections can be made.

Answers: 1 Last summer Amy broke her arm. 2 She fell down the stairs. 3 Amy crashed down in the flowers. 4 Amy went to the hospital.

ACTIVITY 3 Think and write sentences about a summer holiday or places you would like to visit. 10 mins

- 1 Ask children to take out the photos/drawings of their summer holiday or places they would like to visit.

- 2 Say **Think and write some sentences about your holiday**. Encourage the children to look back at the unit and elicit some sentence starters and write them on the board, eg.
Last summer I went to ...
I was there for ... days
I went with my ...
I went ... (activities).



- 3 Get children to check each other's work for punctuation. This is a first draft. Encourage children to add more sentences about their holiday.
- 4 Take in materials the children have brought in and keep in a safe place until period 8.

ACTIVITY 4 Write the words. Practise your handwriting. 5 mins

5 mins

- 1 Say **Read**. Get the children to read the unit vocabulary.
- 2 Say **Write the words. Practise your handwriting**. Tell the children this is for homework and they should write in their copybook in their best handwriting.
- 3 Tell the children they are going to practise their spelling in Period 8 so they should learn how to spell the words well.

NOTE: if the children have a homework book they should write the homework in it.

REVIEW 5 mins

- 1 Play *What's missing?* Display a set of flashcards. Ask the children to close their eyes. Remove a flashcard.

Period 8 – focus on integrated skills and project work PB page 11

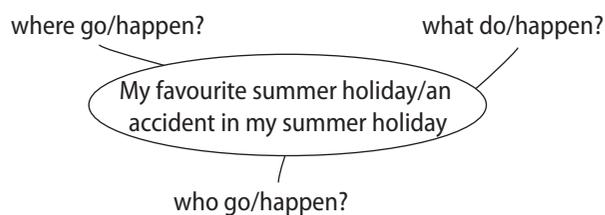
ACTIVITY 1 Read and complete the sentences. Check your spelling. 10 mins

- 1 Warmer game: Play the *Shark Attack* game. Draw a short line for each letter, eg. _ _ _ _ _ (twins). Encourage the children to call out the sounds of the letters. Repeat with other unit words.
- 2 Say **Read**. Get children to read the incomplete sentences for meaning.
- 3 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and fill the gaps with unit vocabulary.
- 4 Say **Work in pairs and read sentences aloud**. Get children to take it in turns to read the sentences aloud to each other.
- 5 Say **Check your spelling**. Get children in pairs to check each other's spelling. Get children to make their own corrections.
- 6 Elicit answers and write them on the board. Get children to check their work again and make corrections.

Answers: 1 back/missed/summer camp 2 banged/awful
3 tired/crashed 4 called/accident 5 still 6 stairs/fell

ACTIVITY 2 Work in groups of three or four. Write a story on a poster. 30 mins

- 1 Tell the children they are going to write about a holiday or accident. Show them a model of a poster you have made before the class with photos and descriptions. Tell the children they will need to use their best handwriting as the posters will be displayed in the classroom.
- 2 Brainstorm on the board using a mind map showing the children what else they can write about a holiday or accident.



- 3 Get children to look at the sentences they drafted in Period 7 Activity 4. Get children to add some more sentences. Focus on the use of the past tense.
- 4 Get children to work in pairs and proofread each other's sentences.

- 5 Give out the paper, glue and the materials the children have brought in. Show the children how to make the poster. Monitor as the children glue in their photos/drawing and write their sentences in their best handwriting. If you run out of time, the children can take their posters home to finish and bring back the next period.
- 6 Display the completed posters.

EXTENSION: children can work in a group of four presenting their holiday/accident to each other using their poster. Two groups can work together presenting their ideas to each other.

NOTE: a washing line across the classroom or a window is a perfect place to display the posters. Use pegs to attach the poster to the washing line.

Good friends

Period 1 – focus on listening PB page 12

Aims what makes a good friend; how to deal with difficult situations

Key language *anyone, argue, but, cry, give back, go away, invite, lend, problem, quiz, share, someone, understand*

Review *share, favourite, left it at home, need it, happy/sad, invite, nice, play*

Language structures conjunction using *but*, eg. *Rania liked sharing her books but wanted them back.*

Punctuation use of capital letters, eg. *Hey Ben, let's ask Bilal.*

Materials Pupil's Book, CD, Poster, Flashcards Unit 2, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 5 mins

- 1 Show Unit 2 poster. Ask *What can you see?* Elicit as much as possible in English (characters and items). Praise the children's efforts.
- 2 Show the key language flashcards. Point to flashcard of quiz. Say *This is a quiz. Who has done a quiz? Where do you find a quiz?* (a magazine, newspaper, accept any reasonable answer).
- 3 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 5 mins

- 1 Say **Look and listen**. Play recording. The children point to the correct flashcard when they hear each name.
- 2 Say **Listen**. Play recording. Point to each character and item.
- 3 • Say **Listen and repeat**. (Use signs)
 - Point to characters one by one. Encourage the children to say their name.
 - Point to items one by one. Encourage the children to say the name.
- 4 Repeat 3.

Audio 8

anyone argue but cry give back go away invite lend problem quiz share someone understand

LANGUAGE DEVELOPMENT 5 mins

Before the lesson:

Prepare word cards: *What's / the / problem / ? / Rania / liked / sharing / her / books / but / wanted / them / back / . / Bilal / argued / with / Ben / but / Omar / and / Ben / invited / him / to play / basketball / .*

Word cards for flashcards: *anyone / go away / lend / quiz / someone*

- 1 Distribute word cards and say *What's the problem?* to four children and get them to stand in line to make the question. Get class to confirm and read it aloud. Transfer to the left side of the board.
- 2 Distribute rest of word cards to eleven children. Say *Rania liked sharing her books but wanted them back.* and get them to stand in line to make a sentence. Get class to confirm and read it aloud. Transfer to the right side of the board. Get class to focus on the use of capital letters and full stops.
- 3 Ask different children to match the flashcards to the sentences.

NOTE: get class to notice use of the full stops at the end of a sentence and capital letters at the beginning of a question/sentence and the name of a person.

ACTIVITY 2 Listen and answer the questions. 10 mins

- 1 Ask children to talk about the pictures. Say *What can you see? Who can you see? What are they doing?*
- 2 Say **Read**. Ask children to read the sentences aloud.
- 3 Say **Listen**. Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and answer the questions**. Play recording again and ask the following questions:
 - Why is Rania not happy?* (Fatima has her favourite book)
 - Why do you think Fatima won't give back the book?* (she likes it)
 - Why do you think this is a problem?* (Rania needs the book)
 - Why do you think Bilal didn't let Ben play?* (he doesn't like Ben)
 - Why do you think Omar invited Bilal to play?* (he wanted them all to be friends)

Audio 9

Amy: *Rania, what happened? I don't understand why you are crying.*

Rania: *I have a problem. I lent Fatima my favourite book, but she left it at home. I need it.*

Narrator: *Rania was crying. She had a problem. Rania needed her book but Fatima left it at home.*

Rania: I like sharing my books with someone, but I want them back. I don't like arguing with anyone.

Fatima: Sorry, Rania. I will give back your book.

Amy: Let's go home and do this quiz about friends!

Narrator: Fatima gave back Rania's favourite book. Rania and Fatima were friends again.

Omar: Ben, don't be sad.

Ben: Why doesn't Bilal like playing with me?

Narrator: Ben was very sad. Bilal said to Ben 'Go away, you're not my friend'. Omar said 'We can find someone nice to play with!'

Ben: Come on Omar. Let's play basketball.

Omar: Hey Ben, let's ask Bilal.

Bilal: I'm sorry Ben.

Narrator: Ben and Omar wanted to play basketball. Omar saw Bilal. He invited Bilal to play. Ben and Bilal were friends again.

ACTIVITY 3 Listen and say. 5 mins

- 1 Say **Listen and read aloud**. Play the recording again. Pause so that children can read and repeat the text.
- 2 Get children to focus on the stress and intonation of the dialogues.

Repeat audio activity 2

ACTIVITY 4 Listen and answer the questions. 5 mins

- 1 Say **Listen and answer the questions**. Play the recording again. Pause so that children can read and answer the questions.

Audio 10

- 1 What are Amy and Rania doing?
- 2 What is the problem with Fatima?
- 3 Why are the girls friends again?
- 4 Why is Ben not happy?
- 5 Who do you think is clever, Omar or Bilal? Why?

Answers: 1 talking 2 she borrowed Rania's book and left it at home 3 Fatima gives the book back 4 Bilal tells him to go away/ tells him he's not his friend 5 Omar because he invites Bilal to play so they are all friends again

REVIEW 5 mins

- 1 Get children to identify the English expressions and practise them.

Period 2 – focus on reading PB page 13

LANGUAGE PRESENTATION 5 mins As for Period 1.

LANGUAGE DEVELOPMENT 5 mins As for Period 1.

ACTIVITY 1 Listen and circle the words you hear. Then match them with the pictures. 5 mins

- 1 Tell the children riddles to get them to guess the activity, eg. *It's a game. You read the questions and tick the answers. What is it? (a quiz)*. Invite a child to match the word and flashcard.
- 2 Say **Listen and circle the words you hear**. Play the recording, pausing when you hear a key word so that children can find it in the text and circle.
- 3 Say **Match the words with the pictures**. Elicit answers. Children check and correct.

Repeat audio period 1 activity 1

Answers: 1f 2d 3b 4e 5c 6a 7i 8h 9l 10j 11k 12g 13m

ACTIVITY 2 Listen and repeat the passage on page 12. 5 mins

- 1 Get children to look at the pictures in Period 1. Say **Listen and repeat the passage on page 12**. Play recording from Period 1 Activity 2, pause after each narration or dialogue and get children to read and repeat.

Repeat period 1 activity 2

ACTIVITY 3 Work in groups of four or five. Read the passage on page 12 aloud. 5 mins

- 1 Get children to work in groups. They take it in turns to read narration or dialogue in Period 1 Activity 2.
- 2 Say **Work in groups of four or five. Read the passage on page 12 aloud**. Monitor groups. If necessary model what you want the children to do with a group before getting the children to work in their own groups.

ACTIVITY 4 Read. Then work in pairs and circle the correct words. 10 mins

- 1 Say **Read** and get children to read silently. Model what you want the children to do with an example. Ask *What do you like doing with your friends?* (sharing/lending things, playing) Encourage the children to read for meaning.
- 2 Say **Read and circle the correct words**. Ask children to read and circle the correct word.
- 3 Get children to check their answers with a partner.
- 4 Write 1, 2, 3, 4, 5, 6 on the board. Elicit the answers inviting a child to come to the board and write the answer next to the number. Children check their own work and correct.

Answers: 1 sharing 2 someone 3 quiz 4 understand 5 lend 6 invite

REVIEW 5 mins

- 1 Display flashcards and word cards. Play *I spy*, eg. *I spy something beginning with the sound 'a'* (argue). Repeat with /sh/ (share), /u/ (understand), /l/ (lend), /i/ (invite), /q/ quiz.

Period 3 – focus on comprehension PB page 14

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and ask children to match the word and flashcards.
- 2 Ask *What does 'lend' mean?* Accept any reasonable answer that means the same as *borrow*. You are not giving anything away, you want it back.
- 3 Repeat with *What does 'share' mean?* Accept any reasonable answer that means you offer something to other people, eg. sweets, cakes.
- 4 Ask *What words have the sound /st/ in them?* Make sure the pupils understand that the sound can be in the middle or the end of the word. Elicit: *understand*.

! NOTE: don't be restricted to the unit vocabulary, encourage the children to use any words they know with these sounds.

LANGUAGE DEVELOPMENT 7 mins

- 1 Clap number of syllables and children guess the words, eg. 1 syllable: *lend, quiz, share, cry, but*; 2 syllables: *invite, argue, problem, someone, give back*; 3 syllables: *understand, go away*.
- 2 Write some of the words in a column on the board, eg. /ei/ sounds and get the children to read them aloud. Get children to notice that a combination of letters can change the sound, eg. when *a* and *y* are put together, they give the /ei/ sound. In some words, the letters *a* and *i* together also give this sound, as do *e* and *a*. You may like to tell the children that the letter *y* can behave like a vowel (a, e, i, o, u). Revise /sh/ and /cl/ words.

! NOTE: do not expose the children to the phonetic sound symbols, it is like learning another language. They are in the Teacher's Book for you only.

Diphthong /ei/	Digraph /sh/ or /ʃ/	Common cluster /cl/
away	share	include
day	shoe	class
stay	shelf	cluck
may	sheep	click
play		clap
break		clever
emails		close
		clothes
		clean

ACTIVITY 1 Listen. Say Hurray. Say Boo. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and identify what is wrong.

- 2 Say **Listen. Say Hurray. Say Boo**. Play the recording. Pause after each sentence. Children say *Hurray* if the sentence is correct. They say *Boo* if the sentence is wrong and correct it.

Audio 11

- 1 *Omar and Bilal didn't play with Ben.*
- 2 *Bilal was not a good friend to Ben.*
- 3 *Omar invited Ben to play with Bilal and him.*
- 4 *Rania argued with Fatima.*
- 5 *'Rania gave me her book but she doesn't want it back.' Fatima thought.*

Answers: *hurray: 2, 4, 5; boo: 1, 3*

ACTIVITY 2 Read. Then tick ✓ the correct sentences. 5 mins

- 1 Say **Read. Then tick the correct sentences**. Ask the children to read the sentences silently and put a tick next to each correct sentence. Give a model as an example eg. *Rania lent Fatima a book*. Elicit: *correct*. Write on the board *1 ✓*.
- 2 Write *1, 2, 3, 4, 5, 6* on the board. Elicit answers by asking questions to encourage the children to think about meaning and not focus on words in isolation, eg.
 - 1 *Who lent the book?* (Rania)
 - 2 *How many girls did the quiz?* (3)
 - 3 *Who wanted to be Rania's friend?* (Fatima)
 - 4 *Who made Ben sad?* (Bilal)
 - 5 *Who wanted Ben and Bilal to be friends?* (Omar)
 - 6 *Who said I'm sorry?* (Bilal)

Answers: *tick: 1, 3, 4, 6*

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives.

ACTIVITY 3 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and answer them with the unit vocabulary.
- 2 Get children to check their answers with a partner.
- 3 Elicit the answers and the rest of the class agrees or disagrees. Children correct their own work.

Answers: *Accept any reasonable answers which include: 1 quiz 2 share 3 invite 4 problem 5 but*

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives and use their background knowledge.

ACTIVITY 4 Read page 12 and write answers to the questions. 5 mins

- 1 Say **Read. Then write answers to the questions.** Get children to read the questions silently, looking at the pictures on page 12 activity 2.
- 2 Elicit answers, children put their hands up to answer. Rest of class agrees or disagrees. Children correct their own work.

Answers: 1 She lent Fatima a book and Fatima did not give it back. 2 Did not give the book back 3 A quiz about friends 4 Go away 5 invited Bilal to play basketball with Ben and him 6 Omar: he didn't want a problem and his friends to argue

REVIEW 5 mins

- 1 Play *What's missing?*

Period 4 – focus on speaking PB page 15

LANGUAGE PRESENTATION 5 mins

As for Period 3.

LANGUAGE DEVELOPMENT 5 mins

As for Period 3.

ACTIVITY 1 Look and complete the sentences with the correct words. 5 mins

- 1 Say **Look and complete the sentences with the correct words.** Get the children to read the words in the word box and look at the pictures.
- 2 Children write about the pictures.
- 3 Get children to check their answers in pairs. Get two pairs to make a group to check each other's writing.
- 4 Elicit answers and children check their own work.

Answers: 1 share/understand 2 someone/invite 3 argue/crying 4 problem/lend 5 quiz/give back

ACTIVITY 2 Work in pairs. Read the sentences in activity 1 aloud. 5 mins

- 1 Say **Work in pairs. Read the sentences aloud.** Get children to work in pairs and take it in turn to read out their sentences.

ACTIVITY 3 Read and circle the correct words. 10 mins

- 1 Say **Read and circle the correct words.** Get children to read the questions and answers.
- 2 Get children to circle the correct word. Give a model as an example.

- 3 Elicit answers and invite a child to write them on the board. Children check and do their own corrections.

Answers: 1 were 2 was 3 was 4 were

NOTE: help the children notice the use of *was* and *were* – singular + *was* and plural + *were*.

ACTIVITY 4 Read aloud. Then answer the questions. 5 mins

- 1 Say **Read.** Ask children to read the questions in Activity 4 silently.
- 2 Say **Read aloud.** Ask children to read the questions in Activity 4 aloud.
- 3 Say **Answer the questions.**
- 4 Ask the following concept checking questions:
What did Bilal say that made Ben feel sad? (Go away!)
What did Fatima do that was a problem? (she did not give back Rania's book)
Why is Omar a good friend? (he invited Bilal and Ben to play together)

REVIEW 5 mins

- 1 Ask children to collect quizzes from magazines, newspapers, the internet or make drawings of them. Bring to the class by Period 7.

NOTE: it would be useful if you could bring in some quizzes in English or Arabic so that the children can conceptualise what you want them to do.

Period 5 – focus on writing PB page 16

ACTIVITY 1 Read and think. Complete the sentences with correct words. 10 mins

- 1 Warmer game: play *Shark attack*. Draw _ _ _ (cry) on the board. Get children to call out sounds of letters (focus on the sound not the name, so if they call out /ai/ then you can fill in /y/ to confirm to them that this letter makes a different sound). Continue with other words from unit vocabulary list.
- 2 Say *This morning*. Ask the children when do the words *this morning* mean? Elicit a meaning that infers this day, the day we are in now. Say *What did I do?* Elicit: *stood, talked, taught, sat, walked* and anything reasonable. Write *What did they do?* on the board (left hand side).
- 3 Say **Read**. Get children to read the sentence starters and complete them with their own information. Model one example so children know what to do, eg. get the class to read out the first sentence together:
Ben ... (tell) Omar about Bilal. Elicit: *Ben told Omar about Bilal.*
- 4 Get children to look back at the pictures on page 12 Period 1 Activity 2. Say **Complete the sentences with correct words**.
- 5 Get children to check their sentences with a partner.
- 6 Elicit answers and write them on the board. Help children notice the endings *-ed* for the regular verbs.

Answers: 1 told 2 lent 3 shared 4 invited 5 argued 6 cried

ACTIVITY 2 Think and match the correct questions and answers. 10 mins

- 1 Say *What did they do?* Encourage children to focus on what characters in story did, accept anything reasonable, eg. *argued, played, lent, spoke, did*, etc. Write on the board: *What happened?*
- 2 Say **Read the questions aloud**. Encourage the class to identify the answer. Invite a pupil to write it on the board. Get the class to agree or disagree. *Answer: She lent Fatima her book.*
- 3 Say **Think and match the correct questions and answers**. Get the children to read, think and match. Get them to check their answers with a partner.
- 4 Elicit answers and write them on the board. Help pupils to notice endings of past tense: *said, invited, lent, went*. Highlight the verbs that need modification.

Answers: a said b invited c lent d went 1 c 2 d 3 b 4 a

ACTIVITY 3 Work in pairs. Ask and answer questions about a problem. 10 mins

- 1 Get pupils to read the questions and look at the pictures for some ideas for answers.
- 2 Get pupils to work in pairs taking it in turns to ask the questions and think of some answers.

REVIEW 10 mins

- 1 Play *Charades*. Mime *cry*. Use word cards or flashcards to give clues.
- 2 Repeat with actions for *go away, give back, invite, share, lend, problem, argue*.

Period 6 – focus on integrated skills PB page 17

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Warmer game: Say *What happened?* Mime hurting leg (slow, limp). Elicit: *broke leg, hurt leg/ankle.*
- 2 Repeat with argue (go up to a pupil and say *this is my chair, why do you have my chair?*), problem (pretend to be very sad), understand (look confused), cry (rub your eyes).
- 3 Say **Look**. Get the children to look at the pictures to get the meaning.
- 4 Say **Listen**. Play the recording. Get children to look at the pictures and listen for meaning.
- 5 Say **Listen and answer the questions**. Play the recording again and get the children to call out the answer. Get the class to agree or disagree with the answers.

Audio 12

Omar: *I don't like my friends arguing. It's a problem when they argue. Bilal said 'Go away' to Ben. Ben was very sad and he cried. It is not nice when someone makes my friend cry. Ben and I played basketball. I asked Bilal to play basketball with us. Bilal said sorry to Ben. I don't want Bilal to say bad things again.*

Narrator: *Listen and answer.*

- 1 Who's talking?
- 2 What's the problem?
- 3 What did Bilal do to Ben?
- 4 How did that make Ben feel?
- 5 What did Omar do?

Answers: 1 Omar 2 Bilal and Ben were not friends 3 Said 'Go away' 4 very sad 5 invited Bilal to play with Ben and Omar

ACTIVITY 2 Read. Then listen and circle the correct words.

10 mins 

- 1 Say **Read**. Get the children to read the sentences aloud. Get them to look at the pictures.
- 2 Say **Listen**. Play the recording so children can listen for meaning.
- 3 Say **Listen and circle the correct words**. Play the recording, pausing so children can circle the words they hear.
- 4 Get children to check their answers with a partner by taking it in turns to read aloud a sentence each.
- 5 Elicit answers and write them on the board. Children check and correct their own work.

Audio 13

- 1 Rania lent Fatima a book.
- 2 Fatima needed to give back the book but Fatima didn't understand that.
- 3 Rania and Fatima argued.
- 4 Rania invited Fatima to her home.
- 5 Rania, Fatima and Amy did a quiz.

Answers: 1 lent 2 understand 3 argued 4 invited 5 quiz

ACTIVITY 3 Listen and repeat. 10 mins

- 1 Say **Read the words of the poem**. Get children to read. *What actions can we do with the poem?, eg. shares (offer your pencil case to a partner), understands you (nod your head), lend things (take something offered), argue (put your arms around your friend), cry (pretend to cry), don't make problems (shake hands).*
- 2 Get children to read the words and do the actions.
- 3 Say **Listen**. Play the recording and get children to listen for meaning. They can do the actions.
- 4 Say **Listen and repeat**. Play the recording again and get the children to sing along and do the actions.

Audio 14

*A good friend is someone who shares.
A good friend is someone who understands you.
You want to lend things to a friend.
You don't want to argue with a good friend.
You don't want anyone to cry.
Good friends don't make problems!*

ACTIVITY 4 Work in pairs. Ask and answer questions. 5 mins

- 1 Invite a pair to come to the front of the class and model the activity using the picture in activity 1.
- 2 Say **Work in pairs. Ask and answer questions**. Get children to look at the picture in activity 1 and take it in turns to ask and answer questions using the question cues.

REVIEW 5 mins

- 1 Play *Teacher says*. Say *Teacher says you lend something*. Children have to pretend they give something to a partner.
- 2 Repeat with *share, cry, invite, understand, argue, give back, go away, anyone, problem*.

Period 7 – focus on writing PB page 18

ACTIVITY 1 Read the clues and complete the crossword.

10 mins

- 1 Warmer game: display the four flashcards from Units 1 and 2. Play the *Memory Game*. Put the class into teams and give the children 20 seconds to memorise them, then take down flashcards. The teams have to remember all the cards (by writing down the names on a piece of paper which you look at and check). The winner is the team with the most correct. Repeat with different sets of cards.
- 2 Say **Read**. Get children to read the clues. Get the children to look at the poster which explains how to do a crossword puzzle if necessary.
- 3 Model what you want the children to do with an example. Read the first clue aloud and elicit answer. Show the children that some of the words are written across (gesture and draw an arrow on the board to ensure they understand) and some down (gesture and drawing again to ensure understanding).
- 4 Say **Complete the crossword**. Monitor and support the children who are struggling. They could work in pairs.
- 5 Elicit the answers and write them on the board. Get children to check and correct their work.

Answers: Across: 3 lend 4 problem 6 cry 8 invite
Down: 1 share 2 understand 5 argue 7 quiz

ACTIVITY 2 Think and write the correct sentences. 10 mins

- 1 Write on the board: *rania lent her favourite book to fatima. fatima left the book at home*
- 2 Get the children to help you correct the punctuation, eg. capital letter at the beginning of the sentence and names of people, full stop. Say **Join the sentences using but**. Model what you want the children to do.
Rania lent her favourite book to Fatima but Fatima left the book at home.
- 3 Get children to check their answers with a partner. Elicit feedback and get children to check and correct their work.

Answers: 2 Rania asked for her book but Fatima did not have it. 3 Rania needed her book but Fatima did not understand.

ACTIVITY 3 Think and write questions and answers you can use in a quiz. 10 mins

- 1 Model what you want the children to do by brainstorming questions you can use in a quiz. Write question words on the board. Get the children to think of a topic for a quiz, eg. problem, football and then think of the questions and answers.

ACTIVITY 4 Write the words. Practise your handwriting.

5 mins

- 1 Say **Read**. Get the children to read the unit vocabulary.
- 2 Say **Write the words. Practise your handwriting**. Tell the children this is for homework and they should write in their copybook in their best handwriting.
- 3 Tell the children they are going to practise their spelling in Period 8 so they should learn how to spell the words well.

! NOTE: if the children have a homework book they should write the homework in it.

REVIEW 5 mins

- 1 Play *Teacher says*, eg. *Teacher says argue with your partner*.
- 2 Repeat with other unit vocabulary words.

Period 8 – focus on integrated skills and project work PB page 19

ACTIVITY 1 Read and complete the sentences. Check your spelling. 10 mins

- 1 Warmer game: Play the *Shark attack* game. Draw lines: ___ (cry). Encourage the children to call out the sounds of the letter. Repeat with other unit words.
- 2 Say **Read**. Get children to read the incomplete sentences for meaning.
- 3 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and fill the gaps with unit vocabulary.
- 4 Say **Work in pairs and read sentences aloud**. Get children to take it in turns to read the sentences aloud to each other.
- 5 Say **Check your spelling**. Get children in pairs to check each other's spelling. Get children to make their own corrections.
- 6 Elicit answers and write them on the board. Get children to check their work again and make corrections.

Answers: 1 give back 2 understand, lent 3 cry, problem
4 someone, go away 5 argue, invite, quiz 6 share

ACTIVITY 2 Work in groups of three or four. Make a quiz.

30 mins

- 1 Tell the children they are going to write a quiz using some of the ideas from quizzes they have chosen. Show them a model of a quiz you have made before the class with photos and descriptions. Tell the children they will need to use their best handwriting as the posters will be displayed in the classroom.

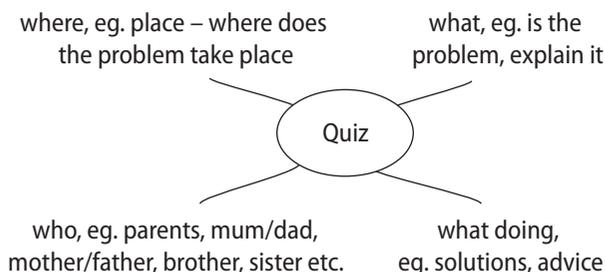
Write the following on the board as a checklist of what they need to include:

Title – name of quiz (this should identify the problem or topic of quiz)

Names of children in the group

Pencil lines to write clearly and carefully

- 2 Brainstorm on the board using a mind map showing the children what else they can write about their quiz.



- 3 Get children to look at the sentences they drafted in Period 7 Activity 4. Get children to add some more sentences.
- 4 Get children to work in pairs and proofread each other's sentences. Monitor and help the children notice further edits they need to make.
- 5 Give out the paper, glue, scissors and the materials the children have brought in. Show the children how to make the poster. They need to agree who does the writing, who does the glueing, who decides where the pictures/photos go.
- 6 Monitor as the children glue in their photos/drawing and write their sentences in their best handwriting. If you run out of time, the children can take their poster home to finish and bring back the next period.
- 7 Display the completed posters.

EXTENSION: children can work in a group of four presenting their people and places to each other using their poster. Two groups can work together presenting their poster to each other.

NOTE: a washing line across the classroom or a window is a perfect place to display the poster. Use washing pegs to attach the posters to the washing line.

Summer adventures

Period 1 – focus on listening PB page 20

Aims talking about dates, eg. *eighteenth*; describing adventures and when something happened

Key language *thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty-first, thirtieth, adventure, burst, chase, turn (over), when*

Review *last summer, wheels, travel, float, going down, stay, ran away, won, laugh*

Language structures past continuous: *We were going down the river when the boat turned over.* **Conjunction:** using *when* eg. *They were staying on the farm when the sheep ran away.*

Punctuation question marks, eg. *When and how did they happen?*

Materials Pupil's Book, CD, Poster, Flashcards Unit 3, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 5 mins

- 1 Show Unit 3 poster. Ask *What can you see?* Elicit as much as possible in English (characters and items). Praise the children's efforts.
- 2 Show the key language flashcards. Point to flashcard of *thirteenth*. Say *This is thirteenth. Who can write what this means on the board?* (13, accept any reasonable answer). Say *When do you use numbers like these?* (exams, races, dates, accept any reasonable answer). Repeat with flashcards of *twentieth* and *thirtieth*.
- 3 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 5 mins

- 1 Say **Look and listen**. Play recording. The children point to the correct flashcard when they hear each word.
- 2 Say **Listen**. Play recording. Point to each item.
- 3 Say **Listen and repeat**. (Use signs)
Point to items one by one. Encourage the children to say their name and use their fingers and hands to conceptualise, eg. numbers 13–30 work in groups of three and show numbers using their fingers; do actions for *burst, chase, turn*.
- 4 Repeat 3.

Audio 15

*thirteenth fourteenth fifteenth sixteenth
seventeenth eighteenth nineteenth twentieth
twenty-first thirtieth adventure burst chase
turn (over) when*

LANGUAGE DEVELOPMENT 5 mins

Before the lesson:

Prepare word cards: Part (a) *What / day / is / the / thirteenth / fourteenth / fifteenth / sixteenth / seventeenth / eighteenth / nineteenth / twentieth / twenty-first / thirtieth / ? / Part (b) / What / happened / on / the / ? / They / were / staying / on / the / farm / when / the / sheep / ran / away / . /*
Word cards for flashcards: *chase / adventure / burst / turn over*

- 1 Distribute and say *What day is the thirteenth?* to six children and get them to stand in line to make a question. Get class to confirm and read it aloud. Transfer to the left side of the board.
- 2 Distribute rest of Part (a) word cards to nine children. Get children to line up in order from thirteenth–thirtieth. Say *She's thirteenth* and get them to stand in line to make a sentence. Get class to confirm and read it aloud. Repeat with other word cards. To ensure concept, ask twelve children to come to the front of the class. Point to the first one and say *She's/He's first*. Get class to identify the next in order, eg. *second, third, fourth* etc.
- 3 Transfer the sentences to the right side of the board. Get class to notice the 'hidden' number in the new vocab eg. **thirteenth, thirtieth**.

ACTIVITY 2 Listen and answer the questions. 10 mins

- 1 Ask children to talk about the pictures. Say *What can you see? Who can you see? What are they doing?*
- 2 Say **Read**. Ask children to read the sentences aloud.
- 3 Say **Listen**. Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and answer the questions**. Play recording again and ask the following questions:
What happened to Omar's family car when they were travelling to the farm? (the wheel on the car burst)
What happened to the sheep on the farm? (a wolf chased them)
What happened to Amy? (she fell into the river)
What did Ben's family do on holiday? (they went horse riding)
What happened to the horses? (they took Ben's family back to the farm)

Audio 16

Ben: *You had some adventures last summer.*
Omar: *Two of the car wheels burst! The first on the day we were travelling to the farm and the second on the day we left the farm.*

- Narrator:** Omar's family stayed at their aunt's sheep farm from the 15th to the 21st of July. A wolf was chasing the sheep when they ran away.
- Rania:** Oh Amy, what are you doing? Why are you in the river?
- Amy:** We were going down the river when the boat turned over. My shoes floated in the water!
- Narrator:** Amy had an adventure on the 13th of August in England. It was great fun.
- Ben:** Ouch! That hurt!
- Omar:** Oh it did! I went to Jericho and won a bike race. I was looking at my parents and sister when I fell off my bike. Everyone laughed.
- Narrator:** Omar was telling Ben about his biking holiday on the 14th of August.
- Rania's mum:** We stayed in a beautiful valley for three days on summer camp. We were hiking when we saw some baby birds trying to fly.
- Amy's mum:** How wonderful! Well, we were riding horses in England when we lost our way. The clever horses took us back to the farm.
- Narrator:** Rania's family went on holiday from the 15th to the 18th of August. Amy's family went horse riding on the 30th of August.

ACTIVITY 3 Listen and say. 5 mins

- 1 Say **Listen and read aloud**. Play the recording again. Pause so that children can read and repeat the text.
- 2 Get children to focus on the stress and intonation of the dialogues.

Repeat audio activity 2

ACTIVITY 4 Listen and answer the questions. 5 mins

- 1 Say **Listen and answer the questions**. Play the recording pausing so the children can answer the questions.

Audio 17

- 1 When did the family travel to the farm?
- 2 What days did Omar's family stay at the farm last July?
- 3 When did Amy and Ben go in the boat?
- 4 When did Omar fall?
- 5 When did Ben's family go horse riding?

Answers: 1 15th July 2 15th–21st 3 13th August
4 14th August 5 30th August

REVIEW 5 mins

- 1 Get children to identify the English expressions and practise them.

Period 2 – focus on reading PB page 21

LANGUAGE PRESENTATION 5 mins As for Period 1.

LANGUAGE DEVELOPMENT 5 mins As for Period 1.

ACTIVITY 1 Listen and circle the words you hear. Then match them with the pictures. 5 mins

- 1 Say **Listen and circle the words you hear**. Play recording and pause so they can circle.
- 2 Say **Match the words with the pictures**. Elicit answers, children check and correct.
- 3 Say **Look at the words, what can you see?** Encourage the children to notice that some of the words have hidden words inside them, eg. *sixteenth* = *sixteen*.

Repeat audio period 1 activity 1

Answers: 1–10 Pupils circle the correct number on the calendar.
11c 12a 13e 14b 15d

ACTIVITY 2 Listen and repeat the passage on page 20. 5 mins

- 1 Get children to look at the pictures in Period 1. Say **Listen and repeat the passage on page 20**. Play audio, pause and get children to read and repeat.

Repeat audio period 1 activity 2

ACTIVITY 3 Work in groups of four or five. Read the passage on page 20 aloud. 5 mins

- 1 Get children to work in groups of four or five. They take it in turns to read narration or dialogue Period 1 Activity 2.
- 2 Say **Work in groups of four or five. Read the passage on page 20 aloud**. Monitor groups.

ACTIVITY 4 Read. Then work in pairs and circle the correct words. 10 mins

- 1 Say **Read. Then work in pairs and circle the correct words**. Get children to check their answers with a partner.
- 2 Write 1, 2, 3, 4, 5, 6 on the board. Elicit the answers inviting a child to come to the board and write the circled word next to the number. Children check their own work and make corrections.

Answers: 1 turned over 2 chased 3 burst 4 adventure
5 eighteenth 6 thirtieth

REVIEW 5 mins

- 1 Play **Missing letters**. Put the class into groups or teams.

Period 3 – focus on comprehension PB page 22

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and ask children to match the word and flashcards.
- 2 Ask *What does 'burst' mean?* Accept any reasonable answer that means it pops or breaks. Encourage the children to use their hands to show how *burst* sounds.
- 3 Repeat with *What does 'chase' mean?* Accept any reasonable answer that means you run after someone/something. Encourage the children to conceptualise *chase*, invite three children to the front of the class, say *X and Y chase Z*.
- 4 Ask *What words start with the sound /f/?* Elicit *fourteenth, fifteenth*. Repeat with /s/ (*sixteenth, seventeenth*), /e/ (*eighteenth*), /n/ (*nineteenth*), /th/ (*thirtieth*), /t/ (*twentieth, twenty-first*).

! NOTE: don't be restricted to the unit vocabulary, encourage the children to use any words they know with these sounds.

LANGUAGE DEVELOPMENT 7 mins

- 1 Clap the number of syllables and children guess the words, eg. three claps = *twen-ti-eth*. Get the children to say the words and clap the syllables.
- 2 Get children to identify the words with different sounds in them, eg. long /ee/ or /i:/, eg. *thirteenth* or /tw/ *twenty, twin*.

/th/ or /ə/	/ee/ or /i:/	/tw/
twelfth	thirteenth	twenty
thirteenth	fourteenth	twentieth
fourteenth	fifteenth	twelve
fifteenth	sixteenth	twelfth
sixteenth	seventeenth	twin
seventeenth	eighteenth	
eighteenth	nineteenth	
nineteenth	feet	
twentieth	teeth	
teeth	each	
mouth	teacher	
think	twenty	
thin	twentieth	

ACTIVITY 1 Listen. Clap or stamp. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and identify what is wrong.
- 2 Say **Listen. Clap or stamp**. Play the recording. Pause after each sentence. Children clap if the sentence is correct. They stamp their feet if the sentence is wrong and correct it.

Audio 18

- 1 Omar's family went to Ein Kenya.
- 2 They were driving when the wheel burst.
- 3 Omar was riding on his bike when he broke his leg.
- 4 Amy was riding in a boat when it turned over.
- 5 Omar's mum and the family had an awful holiday.
- 6 Ben's family went horse riding.

Answers: stamp: 1, 3, 5; clap: 2, 4, 6

ACTIVITY 2 Read. Then tick ✓ the correct sentences. 5 mins

- 1 Say **Read. Then tick ✓ the correct sentences**. Get the children to read the sentences and tick them if they are correct.
- 2 Get children to check their answers with a partner. Encourage the children to correct the wrong sentences.
- 3 Elicit the answers by focusing on the meaning by asking the following questions:
What chased the sheep at the farm?
When did Omar's family drive to the farm?
What was Omar riding when he fell off?
When did Amy go in the boat?
When did Rania's family go camping?
Where did Ben's family go horse riding?
- 4 The rest of the class agrees or disagrees. Children correct their own work.

Answers: tick: 1, 4, 5, 6

ACTIVITY 3 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences**. Get children to read the sentences silently, look at the pictures on page 20 activity 2 for the answers.
- 2 Elicit answers, children put their hands up to answer. Rest of class agrees or disagrees. Children correct their own work.

Answers: 1 *twenty-first* 2 *fifteenth* 3 *twenty-first* 4 *thirty-first*
 5 *nineteenth* 6 *fourteenth*

ACTIVITY 4 Read page 20 and write answers to the questions. 5 mins

- 1 Say **Read** and get the children to read silently for meaning.
- 2 Say **Read**. Then write answers to the questions. Ask the children to read the questions silently. Give a model as an example, write the first question on the board, eg. *What was the wolf doing to the sheep at the farm?* Elicit: *The wolf/It was chasing them/the sheep.*
- 3 Write 1, 2, 3, 4, 5, 6 on the board. Elicit answers and invite children to write them on the board. Get children to check and correct their own answers.

Answers: 1 *The wolf was chasing them/the sheep.* 2 *The wheels burst.* 3 *The boat/It turned over.* 4 *The second wheel/It burst on the twenty first/21st.* 5 *They went horse riding on the thirtieth of August.* 6 *They were there/at the summer camp between the 15th–18th August.*

REVIEW 5 mins

- 1 Play *Bingo*. Get children to draw out grid with nine boxes and to write one of the unit key words in each.

Period 4 – focus on speaking PB page 23

LANGUAGE PRESENTATION 5 mins

As for Period 3.

LANGUAGE DEVELOPMENT 5 mins

As for Period 3.

ACTIVITY 1 Look and complete the sentences with the correct words. 5 mins

- 1 Say **Look and write**. Get the children to read the words in the word box and look at the pictures.
- 2 Children write about the pictures.
- 3 Get children to check their answers in pairs.
- 4 Elicit answers and children check their own work.

NOTE: get the children to notice that when a number ends in *y* it changes to *i + eth* eg. *twenty = twentieth, thirty = thirtieth*

Answers: 1 *chasing, when* 2 *sixteenth, thirtieth* 3 *turned over, thirteenth* 4 *twenty-first, burst*

ACTIVITY 2 Work in pairs. Read the sentences in activity 1 aloud. 5 mins

- 1 Say **Work in pairs. Read the sentences in activity 1 aloud**. Get children to work in pairs and take it in turn to read out their sentences.

ACTIVITY 3 Read and circle the correct words. 10 mins

- 1 Get children to look back at the pictures in Period 1 Activity 2. Get the class to read out the information together.
- 2 Say **Read and circle the correct words**. Get children to read the sentences. Model what you want the children to do with an example, write on the board: *The sheep was/were running when the wolf chased them.* Elicit: *were*.
- 3 Get children to circle the correct word.

- 4 Elicit answers and invite a child to write them on the board. Children check and do their own corrections. Help the children to notice the use of *were* for plural and *was* for singular.

Answers: 1 *were* 2 *was* 3 *was* 4 *was* 5 *were*

ACTIVITY 4 Read aloud. Then answer the questions. 5 mins

- 1 Say **Read**. Ask children to read silently for meaning.
- 2 Say **Read aloud**. Ask children to read the questions in Activity 4 aloud.
- 3 Say **Answer the questions**. Model what you want the children to do with an example, say *When did the wheels on the car burst?* Elicit: *They burst on the 15th and 21st.*
- 4 Get the children to work in pairs, taking it in turns to ask and answer the questions.

Answers: *They burst on the 15th and 21st. The wolf chased the sheep. It turned over in the river.*

REVIEW 5 mins

- 1 Ask children to think about different interesting things that have happened to either them or others. They should start to look for photos, pictures in magazines and newspapers and bring them to Period 7. They need to make sure that these events have a date on them so check newspaper dates or ask parents when a photo was taken.

NOTE: it would be useful if you could show the children an interesting event that happened to you, eg. getting married, birth of a child, something funny on holiday. Make sure you mention the date.

Period 5 – focus on writing PB page 24

ACTIVITY 1 Read and think. Complete the sentences with correct words. 10 mins

1 Warmer game: play *Teacher says*. Put the children in groups of twelve and get them to line up in a row. Say *Teacher says fourteenth – jump up and down*. Get the child in the fourteenth place to jump up and down. Repeat linking a number and an action, make sure everyone gets to do something. Draw a timeline on the board.

_____ this morning _____ now

2 Say *What did you do this morning?* Elicit: *I got up. I had breakfast.* Accept anything reasonable. Say *This morning, what were you doing when you went to school?* Elicit: *I was listening to music when I went to school. I was eating a sandwich when I went to school.* Accept anything reasonable. Help the children to notice the use of past *-ing* form when you do two actions at the same time.

3 Say **Read**. Get children to read the sentence starters and complete them with the correct ending for the verb. Model one example so children know what to do, eg. Get the class to read out the first sentence together. Omar and his family _____ (drive) to the farm when the wheel burst. Elicit: *were driving*

4 Get children to look back at the pictures on page 20 Period 1 Activity 2. Say **Complete the sentences with correct words**.

5 Get children to check their sentences with a partner.

6 Elicit answers and write them on the board.

Answers: 1 *were driving* 2 *was chasing* 3 *was riding*
4 *was raining* 5 *was playing* 6 *hiked*

ACTIVITY 2 Think and write the correct questions and match them to the answers. 10 mins

1 Say *What did you do this morning?* Encourage children to focus on where they were and what they did at specific moments, elicit anything reasonable, eg. *listened (to you), sat* etc. Write on the board: *Rania in the valley and her family doing What were?*

2 Say **Read the words aloud**. Encourage the class to identify the word order. Invite a pupil to write it on the board. Get the class to agree or disagree. *Answer: What were Rania and her family doing in the valley?*

3 Say **Read and write the correct questions and answers**. Get the children to read, think and write the correct questions and answers. Get them to check their answers with a partner.

Answers: 1 *What were Rania and her family doing in the valley? They were hiking and watching birds.* 2 *What was Omar doing in Jericho? He was riding his bike in a race.* 3 *What was Amy doing in the river? She was playing in a boat.*

ACTIVITY 3 Work in pairs. Ask and answer questions about an adventure you had. 10 mins

1 Get children to read the questions and look at the pictures for some ideas for answers.

2 Get children to work in pairs taking it in turns to ask the questions and think of some answers.

REVIEW 10 mins

1 Play *Number sequences*. Number the whole class one to 30.

2 Ask them to start at one and each child takes it in turn to say their number. Go from one to 30.

3 Ask the children to call out their numbers backwards from 30 to one.

4 Ask the children to number themselves from first to thirtieth. Ask them to start at first and each child takes it in turn to say their number. Go from first to thirtieth.

5 Ask the children to call out their numbers backwards from thirtieth down to first.

6 Get the children to change order in their line. Play the game again.

Period 6 – focus on integrated skills PB page 25

ACTIVITY 1 Listen and answer the questions. 10 mins 

1 Warmer game: Play *Time games*. Tell the children you are going to change the game a little and call out running race winners. Model what you want the children to do on the board, say, eg. *31st*. Write *31st = thirty-first* on the board. Underline the word *thirty*. Say *fifteenth*. Write

15th = fifteenth on the board. Underline the word *fifteen*.

2 Get children to work in a group. Say a range of numbers for the children to write down, eg. *24th, 14th, 18th, 21st, 17th*. Get children to work together and agree on how to write numbers. Elicit feedback by inviting a child to write the answers on the board. Get children to notice that it is very easy, they just need to hear the number and *-st, -nd, -rd, -th* and *-ieth*.

-st	-nd	-rd	-th	-ieth
first = 1st	second = 2nd	third = 3rd	fourth = 4th	twentieth = 20th
twenty-first = 21st	twenty-second = 22nd	twenty-third = 23rd	fifth = 5th etc. eleventh = 11th	thirtieth = 30th
			twelfth = 12th thirteenth = 13th etc.	

3 Say **Look**. Get the children to look at the picture to get the meaning. You may like to revise the meaning of positions by playing *Teacher says* and get children to work in groups of three and use their fingers to show the position, eg. *Teacher says show me third* (children show three fingers), repeat with 30th, 21st, 18th etc.

- 4 Say **Listen**. Play the recording. Get children to look at the picture and listen for meaning.
- 5 Say **Listen and answer the questions**. Play the recording again and get the children to call out the answer. Get the class to agree or disagree with the answers.

Audio 19

Ben's mum: You were telling about your summer holiday. So what happened?

Omar's mum: Oh what a start! We were going to the farm when one of the wheels of the car burst. And then a wolf chased the sheep. And the second wheel burst when we were driving home.

Ben's mum: Oh no! Well Amy was playing in the river when her boat turned over. We were in England and the water was very cold. She stayed in bed three days.

Omar's mum: Oh and then Omar was riding his bike in a race in Jericho. He was looking at us when he fell off. But in the end we had a lovely time camping. We like camping, there were no accidents!

Narrator: Listen and answer.

- 1 Who was talking?
- 2 What was Omar's mum doing when she told the story about the wheels?
- 3 What was Amy doing when she fell into the river?
- 4 What happened to Amy after the accident?
- 5 What was lovely about Omar's family's summer? Why?

Answers: 1 Omar and Ben's mums 2 laughing 3 playing in a boat 4 she stayed in bed 5 camping, there were no accidents

ACTIVITY 2 Read. Then listen and circle the correct words.

10 mins 

- 1 Say **Read aloud**. Get the children to read the sentences aloud. Get them to look at the pictures.
- 2 Say **Listen**. Play the recording so children can listen for meaning.
- 3 Say **Listen and circle the correct words**. Play the recording, pausing so children can circle the words they hear. Model the first as an example, eg. *The wolf chased/played the sheep*. Elicit: *chased*.
- 4 Get children to check their answers with a partner by taking it in turns to read aloud a sentence each.
- 5 Elicit answers and write them on the board. Children check and correct their own work.

Audio 20

- 1 *The wolf chased the sheep.*
- 2 *The boat turned over in the river.*
- 3 *The wheels burst when Rania's family drove to the farm.*
- 4 *Amy's family went horse riding on the thirtieth of August.*
- 5 *Omar was riding his bike in a race in Jericho on the fourteenth of August.*

Answers: 1 *chased* 2 *turned over* 3 *burst* 4 *thirtieth*
5 *fourteenth*

ACTIVITY 3 Listen and repeat. 10 mins

- 1 Say **Read the words of the song**. Get children to read. Ask *What actions can we do with the song?*
- 2 Get children to read the words and do the actions.
- 3 Say **Listen**. Play the recording and get children to listen for meaning. They can do the actions.
- 4 Say **Listen and repeat**. Play the recording again and get the children to sing along and do the actions.

Audio 21

The bike was going along the road with a ...

Bump, bump, bump

When

Crash, bang, OUCH! I fell off.

The boat was going along with a ...

Splash, splash, splash

When

Gurgle, gurgle, gurgle

It turned over ...

The dog was chasing the cat with a

Meow, bow-wow, meow

When

Hissssssssss, yowl, hisssssssss

The cat jumped out of the way!

Bump, crash, bang

Splash, gurgle, gurgle

Meow, bow-wow

And a hisssssss, ouch, yowl!

ACTIVITY 4 Work in pairs. Ask and answer questions. 5 mins

- 1 Invite a pair to come to the front of the class and model the activity using the pictures in activity 3.
- 2 Say **Work in pairs. Ask and answer questions**. Get children to look at the pictures in activity 3 and take it in turns to ask and answer questions using the question cues.

REVIEW 5 mins

- 1 Play *Chinese whispers*. Divide the class into four groups. They line up in a row from back to front in front of the board.
- 2 The children in the back row go to the teacher who whispers a phrase to them. They go back to their row and whisper to the next child, who in turn whispers down the line until the child at the front writes what they hear on the board.
- 3 Make sure that everyone in the row gets a turn, so you will need to be fast. These are some ideas of what to say: *18th, 13th, burst a balloon, turn over.*

Period 7 – focus on writing PB page 26

ACTIVITY 1 Read and write. 10 mins

- 1 Warmer game: play *What's missing?* Display unit vocabulary flashcards randomly on the board BUT do not display the flashcard for twentieth and thirtieth.
- 2 Ask children to look at the flashcards and say *What's missing?* Elicit *20th, 30th*.
- 3 Repeat the game. Invite children to come to the front, give them a number flashcard each and ask them to line up in order. Get class to agree or disagree.
- 4 Say **Think**. Get children to read the words.
- 5 Model what you want the children to do with an example. Read the first sentence aloud, *Omar's family were staying on the farm from the _____ to the _____ of July*. Encourage the children to look back in the unit to find the answer, elicit answer, invite a child to write the word on the board, eg. *15th = fifteenth*
- 6 Say **Read and write**. Monitor and support the children who are struggling. They could work in pairs.
- 7 Elicit the answers and write them on the board. Get children to check and correct their work.

Answers: 1 *15th/21st or fifteenth/twenty-first* 2 *15th/fifteenth, 18th/eighteenth* 3 *13th/thirteenth, turned over* 4 *14th/fourteenth, when*

NOTE: it is correct to use either the words or numerals with numbers.

ACTIVITY 2 Think and write the correct sentence. 10 mins

- 1 Write on the board and get the children to read and identify how to correct the punctuation, eg. *amy was playing in a boat. it turned over*. Amy was playing in a boat. It turned over.
- 2 Ask the children to join the two sentences using the word *when*. Remind them you use this word to join two sentences when an event is happening and then something else happens. Amy was playing in a boat when it turned over.
- 3 Get the children to complete the other two examples and check their answers with a partner.
- 4 Elicit answers and invite children to write on the board. Get children to check their own work and make corrections.

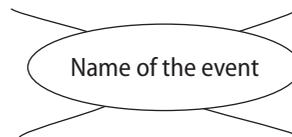
Answers: 2 *Omar was riding his bike when he fell off.* 3 *The family were driving to the farm when the wheel burst.*

ACTIVITY 3 Think and write sentences about an adventure. 10 mins

- 1 Get children to share their ideas about what makes an event interesting.

- 2 Give out the photos and pictures the children brought in.
- 3 Children agree on which materials they are going to use and start to plan some sentences using the pictures.

What makes it interesting? Where did/does it happen?



What happened? How many people were there?

ACTIVITY 4 Write the words. Practise your handwriting. 5 mins

- 1 Say **Read**. Get the children to read the unit vocabulary.
- 2 Say **Write the words. Practise your handwriting**. Tell the children this is for homework and they should write in their copybook in their best handwriting.
- 3 Tell the children they are going to practise their spelling in Period 8 so they should learn how to spell the words well.

NOTE: if the children have a homework book they should write the homework in it.

REVIEW 5 mins

- 1 Play *Noughts and crosses*. Use these questions or make up your own.
 - What's the number after fifteenth?* (sixteenth)
 - What's the number before twenty-first?* (twentieth)
 - Show me how you burst a balloon.* (clap hands together or stamp)
 - What adventure did Ben and Amy have?* (their boat turned over)
 - Chase someone.* (run after someone in the room)
 - Turn over this book.* (give a book and get child to turn it over)
 - thirteenth, fourteenth ...* (fifteenth)
 - seventeenth, sixteenth, fifteenth ...* (fourteenth)
 - The wheel burst on the car ... Omar's family were travelling to the farm.* (when)
 - Who camped in a beautiful valley?* (Omar's family)
 - When did Omar win the bike race?* (14th August)
 - When did Ben's family go horse riding?* (thirtieth of August)

Period 8 – focus on integrated skills and project work PB page 27

ACTIVITY 1 Read and complete the sentences. Check your spelling. 10 mins

- 1 Warmer game: Get the children in groups of ten. Play number sequences from 10th to 30th forwards and backwards from 30th to 10th.
- 2 Say **Read**. Get children to read the incomplete sentences for meaning.
- 3 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and fill the gaps with unit vocabulary.
- 4 Say **Work in pairs and read sentences aloud**. Get children to take it in turns to read the sentences aloud to each other.
- 5 Say **Check your spelling**. Get children in pairs to check each other's spelling. Get partners to put a line under any word they think is incorrect. Get children to make their own corrections.
- 6 Elicit answers and write them on the board. Get children to check their work again and make corrections.

Answers: 1 *fifteenth, sixteenth, seventeenth, eighteenth*
 2 *turned over, thirteenth, adventure* 3 *fourteenth*
 4 *burst, fifteenth/15th* 5 *when, twenty-first* 6 *chased*

ACTIVITY 2 Work in groups of three or four. Make a word cloud. 30 mins

- 1 Tell the children they are going to make a word cloud of the events they have chosen. They need to write their words inside a shape of one of the events, eg. *boat, bicycle, aeroplane* etc.
- 2 Get children to get into their groups of four and look at the sentences they drafted in Period 7 Activity 4. Get children to add some more sentences.
- 3 Get children to work in pairs and check each other's sentences. Monitor and help the children notice further edits they need to make. They have ten minutes.
- 4 The children can each do a word cloud and these can be displayed around the room.

EXTENSION: children can work in a group of four presenting their word clouds to each other.

Films I like

Period 1 – focus on listening PB page 28

Aims to introduce the negative form of the past continuous

Key language *attack, diver, fight, funny, mouse, noise, other, ox (oxen), push, safe, together, while*

Review *chased, watched, crashed, saw, swam, rescued, hid, woke, heard, tired, stopped, kept*

Language structures use of **conjunction** *while*: *The cat crashed into a tree while it was chasing the mouse.*

Punctuation use of commas: *While the dog was chasing the cat, the mouse hid and watched it.*

Materials Pupil's Book, CD, Poster, Flashcards Unit 4, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 5 mins

- 1 Show Unit 4 poster. Ask *What can you see?* Elicit as much as possible in English (characters and items).
- 2 Show the key language flashcards. Point to flashcard of *ox*. Accept any reasonable answer that means it is an animal that looks like a big cow. Repeat with flashcard of *attack*. Accept any reasonable answer that means the way an animal or person tries to hurt another.
- 3 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 5 mins

- 1 Say **Look and listen**. Play recording. The children point to the correct flashcard when they hear each name.
- 2 • Say **Listen and repeat**. (Use signs)
 - Point to the flashcards one by one. Encourage the children to say their names.
- 3 Repeat 2.

Audio 22

*attack diver fight funny mouse noise other ox (oxen)
push safe together while*

LANGUAGE DEVELOPMENT 5 mins

Before the lesson:

Prepare word cards: *The / cat / crashed / into / a / tree / while / it / was / chasing / the / mouse / . / While / the / dog / was / chasing / the / cat / , / the / mouse / hid / and / watched / it / .*
Word cards for flashcards: *attack / diver / fight / funny / noise / other / ox / push / safe / together /*

NOTE: you may like to help the children identify the past tense and *-ing* endings by using a different colour pen.

- 1 Distribute the cards to thirteen children. Say *The cat crashed into a tree while it was chasing the mouse.* (pause so that children can look at their word cards) and get them to stand in line in order. Get class to confirm and read it aloud. Transfer to the board. Get class to focus on the use of capital letters for the first letter, and the use of *while*.
- 2 Repeat with *While the dog was chasing the cat, the mouse hid and watched it.* Transfer to the board. Put the sentence under the first sentence as follows, try to put the words *while* under each other:
The cat crashed into a tree **while** it was chasing the mouse.
While the dog was chasing the cat, the mouse hid and watched it.
- 3 Get the children to notice the endings of the verb after the word *while*.
- 4 Get children to identify each flashcard. Concept check by asking the following questions: *what words have the sound /k/ in them?* Elicit: *attack*.

ACTIVITY 2 Listen and answer the questions. 10 mins

- 1 Ask children to talk about the pictures. Say *What can you see? Who can you see? What are they doing?*
- 2 Say **Read**. Ask children to read the sentences aloud.
- 3 Say **Listen**. Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and answer the questions**. Play recording again and ask the following questions:
Who chased the cat? (the dog)
Which film was funny? (the cartoon)
What film did Omar watch? (a dolphin rescuing a diver)
Who was watching the film about the tiger and ox? (Omar's parents)
Who is the clever fish? (the orange one/small)

Audio 23

Amy: *A cat crashed into a tree while it was chasing the mouse.*

Rania: *And then what happened?*

Amy: *While the dog was chasing the cat, the mouse hid and watched it.*

Narrator: *Amy told Rania about a funny cartoon. A dog was chasing a cat and a cat was chasing a mouse. And then an angry man got up when he heard the noise and chased them all.*

Omar: *I saw a great film. The dolphin swam under the diver and pushed him to his boat.*

Ben: *What happened to the diver?*

Omar: *He was fine! The dolphin rescued him!*
 Narrator: *Omar told Ben about a rescue film. A dolphin rescued a diver when he got tired and stopped swimming. The dolphin kept the diver safe.*
 Omar's dad: *Oxen need to stay together then they are safe.*
 Omar's mum: *Oh no, poor ox!*
 Narrator: *Omar's parents watched a film about tigers. The young ox was not near the other oxen. While the young ox was eating, the tiger attacked it.*
 Amy's mum: *While the big green fish were fighting, the small orange fish took their food.*
 Amy's dad: *How clever! While the small orange fish was eating the food, it hid under a green plant.*
 Narrator: *Amy's parents watched a film while she was doing her homework. They told her about the film.*

ACTIVITY 3 Listen and say. 5 mins

- 1 Say **Listen and say**. Play the recording again. Pause so that children can read and repeat the text.
- 2 Get children to focus on the stress and intonation of the dialogues.
- 3 Get children to notice the Everyday English box and get them to repeat the language using appropriate stress and intonation.

Repeat audio activity 2

ACTIVITY 4 Listen and answer the questions. 5 mins

- 1 Say **Listen and answer the questions**. Play the recording again. Pause so that children can listen and answer the questions.

Audio 24

- 1 *What did the dog do while the cat was chasing the mouse?*
- 2 *What did the dolphin do?*
- 3 *Why do oxen need to stay together?*
- 4 *What did the small orange fish do while the big green fish were fighting?*

Answers: 1 *The dog chased the cat and mouse.* 2 *It rescued the diver.* 3 *To stop tigers attacking them* 4 *It ate their food/hid under a plant*

REVIEW 5 mins

- 1 Get children to identify the English expressions and practise them.

Period 2 – focus on reading PB page 29

LANGUAGE PRESENTATION 5 mins As for Period 1.

LANGUAGE DEVELOPMENT 5 mins As for Period 1.

ACTIVITY 1 Listen and circle the words you hear. Then match them with the pictures. 5 mins

- 1 Tell the children riddles to get them to guess the activity, eg. *You swim under the water. You can stay a long time. What are you?* (a diver)
- 2 Say **Listen and circle the words you hear**. Play the recording, pausing when you hear a key word so that children can find it in the text and circle.
- 3 Say **Match the words with the pictures**. Elicit answers, children check and correct.

Answers: 1b 2d 3a 4e 5c 6f 7j 8g 9h 10i 11k 12l

Repeat audio period 1 activity 1

ACTIVITY 2 Listen and repeat the passage on page 28.

5 mins 

- 1 Get children to look at the pictures in Period 1. Say **Listen and repeat the passage**. Play audio, pause after each narration or dialogue and get children to read and repeat.

Repeat audio period 1 activity 2

ACTIVITY 3 Work in groups of four or five. Read the passage on page 28 aloud. 5 mins

- 1 Get children to work in groups of four or five. They take it in turns to read narration or dialogue in pictures 1, 2, 3 and 4 Period 1 Activity 2.
- 2 Say **Work in groups of four or five. Read the passage aloud**. Monitor groups. If necessary model what you want the children to do with a group at the front of the classroom before getting the children to work in their own groups.

ACTIVITY 4 Read. Then work in pairs and circle the correct words. 10 mins

- 1 Say **Read** and get children to read silently. Model what you want the children to do with an example. Encourage the children to read for meaning.
- 2 Say **Read and circle the correct words**. Ask children to read and circle the correct words. Get children to check their answers with a partner.
- 3 Write 1, 2, 3, 4, 5, 6, on the board. Invite a child to come to the board and write the answer next to the number. Children check their own work and correct.

Answers: 1 *pushing* 2 *attacking* 3 *fighting* 4 *while* 5 *safe* 6 *together*

REVIEW 5 mins

- 1 Display flashcards and word cards. Play *What's missing?*

Period 3 – focus on comprehension PB page 30

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and ask children to match the word and flashcards.
- 2 Ask *What does 'safe' mean?* Accept any reasonable answer that means it is a feeling that is good, you are not afraid.
- 3 Repeat with *When do you feel safe?* Accept any reasonable answer that includes when you are at home with your parents, at school with your teachers.
- 4 Ask *What words start with the sound /o/?* Elicit *ox, oxen*. Repeat with sounds in a word: /th/ (other, together), /wh/ (while, what, when, why), /t/ (attack, fight, together), /f/ (safe, fight, funny), /g/ (together), /sh/ (push), /s/ (mouse, safe).

NOTE: don't be restricted to the unit vocabulary, encourage the children to use any words they know with these sounds.

CAUTION: the sound /a/ in *safe* is very different from *attack*. And the sound /o/ in *ox*, is very different to /ou/ *mouse*, and /oi/ *noise*.

LANGUAGE DEVELOPMENT 7 mins

- 1 Clap number of syllables and children guess the words, eg. diver (2)
- 2 Children repeat the word and clap the syllables.

/ait/ or /ight/ (1 clap)	/er/ (2 claps)	/er/ (3 claps)
fight	other	together
light	diver	
right	brother	
night	mother	
kite	father	

- 3 Help the children see patterns in words. Elicit words they know in the *-ight* word family and *-er* ending words.

ACTIVITY 1 Listen. Thumbs up or thumbs down. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and put their thumbs up if they are correct and thumbs down if they are wrong.
- 2 Model what you want the children to do with an example, play the first sentence in the recording. Elicit thumbs down. Encourage the children to tell you why it is wrong and what is the correct answer.

NOTE: we are encouraging the children to think for themselves. This learning how to learn strategy needs to be taught explicitly.

Audio 25

- 1 *The mouse was chasing the cat.*
- 2 *The dog watched the cat while it was chasing the mouse.*
- 3 *The diver rescued the dolphin.*
- 4 *The tiger attacked the ox while it was eating.*
- 5 *The orange fish hid while the two green fish were fighting.*

Answers: thumbs up 4, 5; thumbs down 1, 2, 3

ACTIVITY 2 Read. Then tick ✓ the correct sentences. 5 mins

- 1 Say **Read. Then tick the correct sentences**. Ask the children to read the sentences silently and put a tick next to each correct sentence. Give a model as an example, eg. *Who pushed the diver to the boat?* Elicit *the dolphin*. Write on the board 1 ✓.
- 2 Write 1, 2, 3, 4, 5, 6 on the board. Elicit answers by asking questions to encourage the children to think about meaning and not focus on words in isolation, eg. *What did the dolphin do?*
Who saw the tiger attack the ox?
How many oxen were fighting?
Who made a lot of noise?
What did Amy think about the cartoon?

Answers: tick 1, 3, 5

ACTIVITY 3 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and answer them with the unit vocabulary.
- 2 Get children to check their answers with a partner.
- 3 Elicit the answers and the rest of the class agrees or disagrees. Children correct their own work.

Answers: 1 mouse 2 pushed 3 diver 4 safe (hiding) 5 noise 6 ox

ACTIVITY 4 Read page 28 and write answers to the questions. 5 mins

- 1 Say **Read page 28 and write answers to the questions**. Get children to read the questions silently, looking at the pictures on page 28 activity 2.
- 2 Elicit answers, children put their hands up to answer. Rest of class agrees or disagrees. Children correct their own work.

Answers: 1 *The dolphin was pushing him/the diver.* 2 *The cat was chasing the mouse.* 3 *The tiger was attacking the ox.* 4 *The small orange fish was hiding. It was safe.* 5 *Amy thought the cartoon was funny.* 6 *Oxen need to stay together.*

REVIEW 5 mins

- 1 Play *Charades*. Model what you want the children to do with an example, mime the action pushing.
- 2 Divide the class in half. Use the word cards or flashcards. Invite a child from each group in turn to come to the front, show them a card secretly and get them to do an action.
NOTE: only use the cards for push, attack, mouse, diver, safe, noise, together, funny, ox, other NOT while.

Period 4 – focus on speaking PB page 31**LANGUAGE PRESENTATION 5 mins**

As for Period 3.

LANGUAGE DEVELOPMENT 5 mins

As for Period 3.

ACTIVITY 1 Look and complete the sentences with the correct words. 5 mins

- 1 Say **Look and complete the sentences with the correct words**. Get the children to read the words in the word box and look at the pictures.
- 2 Children write about the pictures.
- 3 Get children to check their answers in pairs. Get two pairs to make a group to check each other's writing.
- 4 Elicit answers and children check their own work.

Answers: 1 pushing, diver 2 fighting, safe 3 attacked, together 4 mouse, noise 5 while, funny

ACTIVITY 2 Work in pairs. Read the sentences in activity 1 aloud. 5 mins

- 1 Say **Work in pairs. Read the sentences aloud**. Get children to work in pairs and take it in turns to read out their sentences.

ACTIVITY 3 Read and circle the correct words. 10 mins

- 1 Say **Read and circle the correct words**. Get children to read the questions and answers.
- 2 Get children to circle the correct word. Give a model as an example.
- 3 Elicit answers and invite a child to write them on the board. Children check and do their own corrections.

Answers: 1 were 2 was 3 was 4 was 5 were

ACTIVITY 4 Read aloud. Then answer the questions. 5 mins

- 1 Say **Read**. Ask children to read the text in Period 1 Activity 2 silently.

- 2 Say **Read aloud**. Ask children to read the questions in Activity 4 aloud.
- 3 Say **Answer the questions**. Model what you want the children to do with an example, eg. *What happened while the oxen were eating?* Answer: *While the oxen were eating the tiger attacked the young ox.*
- 4 Ask the following concept checking questions:
Who attacked the oxen? (the tiger)
Why did the tiger attack the ox? (they had walked away from the other oxen)
Who helped the diver? (the dolphin)

REVIEW 5 mins

- 1 Ask children to collect photos, pictures in magazines or newspapers of funny characters/cartoons or they can make drawings of them. Bring to the class by Period 7. They are going to make a comic strip.

NOTE: it would be useful if you could bring in some photos and/or pictures of comic strips so that the children can conceptualise what you want them to do.

Period 5 – focus on writing PB page 32

ACTIVITY 1 Read and think. Complete the sentences with correct words. 10 mins

- Warmer game: play *Shark Attack*. Draw _____ (attack) on the board. Get children to call out sounds of letters (focus on the sound not the name, so if they say the sound /k/ then you can write two letters, *ck*). Continue with other words from unit vocabulary list.
- Say *yesterday*. Ask the children what the word *yesterday* means? Elicit a meaning that implies the day before. Draw a timeline on the board.

yesterday _____ now
6 o'clock _____

Say *What did you do yesterday?* Elicit: *I got up. I went to school.* Accept anything reasonable. Say *What did you do at 6 o'clock yesterday?* Elicit: *I watched TV. I did my homework.* Accept anything reasonable. Say *What did you do while you were watching TV?* Elicit anything reasonable. Repeat with other sentences.

NOTE: help the children notice the use of *while*: an event that happened in the past while another event was taking place; that the verb after *while* takes the *-ing* form.

- Say **Read and think**. Get children to read the sentences. Model one example so children know what to do, eg. Get the class to read out the first sentence together and identify the verb in the past tense. Say *What was happening while the dog chased the cat?* Elicit: *the cat was chasing the mouse.* *The dog chased the cat while the cat _____ (chase) the mouse.*
- Get children to look back at the pictures on page 28 Period 1 Activity 2. Say **Complete the sentences with correct words**.
- Get children to check their sentences with a partner.
- Elicit answers and write them on the board. Help children notice the endings.

Answers: 1 *was chasing* 2 *was chasing* 3 *were eating* 4 *were fighting* 5 *was pushing* 6 *was hiding*

ACTIVITY 2 Think and write the correct answers. 10 mins

- Say *What did you do yesterday while I was teaching?* Encourage children to focus on habits they do every day at specific moments, elicit anything reasonable, eg. *I was listening (to you), sitting, etc.* Write on the board: *What did you do while the teacher was teaching?* (stress the last two words).
- Say **Read the words aloud**. *cat/chase/mouse* Encourage the class to identify the ending. Invite a pupil to write it on the board. Get the class to agree or disagree. **Answer:** *The cat was chasing the mouse.*

- Get children to do actions to check meaning for words, eg. *fight* (pretend to fight), *attack* (pretend to jump on someone), *safe* (look happy), *noise* (put hand behind ear), *hide* (pretend to hide). Check that children understand meaning and link it to an action.
- Say **Think and write the correct answers**. Get the children to read, think and complete the answers. Get them to check their answers with a partner.
- Elicit answers and write them on the board. Help children to notice the use of the past continuous and the verb endings *-ing*.

Answers: 1 *The fish was hiding under the plant.* 2 *The oxen were eating together.* 3 *The tiger was attacking the ox.*

ACTIVITY 3 Work in pairs. Ask and answer questions about a film you saw. 10 mins

- Write *What did you watch last night?* on the board. Elicit ideas and write them on the board.
- Say **Ask and answer questions about a film you saw**. Get children to ask the given questions. They can use the pictures to help them think of something funny if they can't think of anything themselves.

REVIEW 10 mins

- Play *Bingo*. Get children to draw a grid with nine boxes. Model what you want the children to do with an example on the board. Write in nine past continuous verbs from the unit eg. *was fighting, was attacking, was feeling safe, was watching, was chasing, was crashing, was banging, was trying, was catching.*

NOTE: 'chunking' the past continuous verb is a very useful way of remembering which endings link with which verb.

- You can either quickly write down these words onto scraps of paper and then invite individual children to pick a paper and call out the words. Or randomly choose the words from the board (ticking them so that the children and you can keep track of which ones have been used).
- The winner is the first child who gets a horizontal, vertical or diagonal line of three and calls out *Bingo*. Check their words against the scraps of paper read out or the ticks on the board.
- Emphasise the importance of listening carefully to the verb endings, eg. *I was sitting, we were sitting.*

Period 6 – focus on integrated skills PB page 33

ACTIVITY 1 Listen and answer the questions. 10 mins

- Warmer game: *Charades*. Say *What did you do while you were watching TV?* Mime sitting. Elicit: *I was sitting.*

- 2 Repeat with *fighting, attacking, feeling safe, pushing, chasing, making a noise, eating*.
- 3 Say **Look**. Get the children to look at the picture to get the meaning.
- 4 Say **Listen**. Play the recording. Get children to look at the picture and listen for meaning.
- 5 Say **Listen and answer the questions**. Play the recording again and get the children to call out the answer. Get the class to agree or disagree with the answers.

Audio 26

Ben's dad: *We were watching a great film about fish last night. While these big green fish were fighting a small orange fish ate the food.*

Omar's dad: *And the green fish didn't attack the small fish? We were watching a film about tigers. This tiger was very clever. It watched a young ox while it was walking away from the older oxen. Then it attacked the young ox while the older oxen were eating.*

Ben's dad: *How awful! But didn't the older oxen help the young ox?*

Omar's dad: *No, the tiger was very fast and the young ox couldn't move.*

Ben's dad: *Oh dear! How sad. Amy was watching a funny cartoon while I read the newspaper. She was laughing and making lots of noise but it was great to see her laugh. The cartoon was about a cat, a mouse and a dog. They were turning over chairs and lamps and making an awful noise.*

Omar's dad: *How funny!*

Narrator: *Listen and answer.*

- 1 *Who's talking?*
- 2 *What film was Ben's dad talking about?*
- 3 *What film was Omar's dad talking about?*
- 4 *Who watched the funny film?*
- 5 *Why couldn't the young ox run away?*

Answers: 1 Ben and Omar's dad 2 the film about fish 3 the film about the tiger and ox 4 Amy 5 the tiger was very fast

ACTIVITY 2 Read. Then listen and circle the correct words.

10 mins 

- 1 Say **Read aloud**. Get the children to read the sentences aloud. Get them to look at the pictures.
- 2 Say **Listen**. Play the recording so children can listen for meaning.
- 3 Say **Listen and circle the correct words**. Play the recording, pausing so children can circle the words they hear.
- 4 Get children to check their answers with a partner by taking it in turns to read aloud a sentence each.
- 5 Elicit answers and write them on the board. Children check and correct their own work.

Audio 27

- 1 *The other divers watched while the dolphin was pushing the tired diver.*
- 2 *The tiger attacked the young ox while the older oxen were eating together.*
- 3 *The dog watched while the cat was chasing the mouse.*
- 4 *The mouse, dog and cat made a noise while the man was sleeping.*
- 5 *The orange fish ate the food while the green fish were fighting.*

Answer: 1 was pushing 2 attacked 3 was chasing 4 made 5 ate

ACTIVITY 3 Listen and repeat. 10 mins

- 1 Say **Read the words of the chant**. Get children to read. Ask *What actions can we do with the chant?*
- 2 Get children to read the words and do the actions.
- 3 Say **Listen**. Play the recording and get children to listen for meaning. They can do the actions.
- 4 Say **Listen and repeat**. Play the recording again and get the children to chant along and do the actions.

Audio 28

<i>What were you doing?</i>	<i>I was going to the cinema.</i>
<i>What were you thinking!</i>	<i>I was going last Saturday.</i>
<i>I was playing a game!</i>	<i>Who were you with?</i>
<i>I was feeling happy.</i>	<i>What were you watching?</i>
<i>Where were you going?</i>	<i>I was with my friend.</i>
<i>When were you going?</i>	<i>We were watching a film!</i>

ACTIVITY 4 Work in pairs. Ask and answer questions. 5 mins

- 1 Invite a pair to come to the front of the class and model the activity using the picture in activity 1.
- 2 Say **Work in pairs. Ask and answer questions**. Get children to look at the picture in Period 1 Activity 2 and take it in turns to ask and answer questions using the question cues.

REVIEW 5 mins

- 1 Play *The word sequences game*. Say *We're going to play the word sequences game*. Display/Write the verbs: *attack, fight, watch, chase, eat, make*. Write *I chased a cat while my mum was watching*.
- 2 Help the children notice that the first verb is past tense and after *while* it is past continuous.
- 3 Divide the class in half. Invite a child from each group to come to the board and write a sentence using the verbs correctly. They get a point for each correct word.

Period 7 – focus on writing PB page 34

ACTIVITY 1 Read and write. 10 mins

- 1 Warmer game: display all the flashcards from Units 3 and 4. Play *The memory game*. Put the class into teams and give the children 20 seconds to memorise them, then take down flashcards. The teams have to remember all the cards (by writing down the names on a piece of paper which you look at and check). The winner is the team with the most correct. Repeat with different sets of cards.
- 2 Say **Read**. Get children to look at the pictures.
- 3 Model what you want the children to do with an example. Read the questions and look at the pictures to find the answers. Remind the children to use the correct word order, eg. *1 The dolphin pushed the diver while the other divers were watching.*
- 4 Say **Read and write**. Monitor and support the children who are struggling. They could work in pairs.
- 5 Elicit the answers and write them on the board. Get children to check and correct their work.

Answers: 2 *The orange fish hid while the green fish were fighting.* 3 *The mouse was angry because the oxen were fighting/ making a noise.*

ACTIVITY 2 Think and write the correct sentences. 10 mins

- 1 Get class to read the two individual sentences and then combine them using *while*. Help the children to notice how the use of *while* connects two sentences.
- 2 Say **Read** and get the class to read the sentences aloud. Write them on the board, eg. *amy's parents watched a film. she was doing her homework.* Ask the class to help you correct the sentences. Help them focus on the use of capital letters and full stops. Help them to focus on the use of the word *while* when linking two actions which take place in the past. *Amy's parents watched a film while she was doing her homework.*
- 3 Say **Write correct sentences**. Get the children to correct the sentences and check their answers with a partner. Elicit the answers and invite different children to come and write them on the board.
- 4 If any further errors are made wait until all the sentences are written up and then get children to notice if any further corrections can be made.

Answers: 2 *The orange fish took the food while the green fish were fighting.* 3 *The wheel burst while the family were driving to the farm.*

ACTIVITY 3 Think and write sentences about a film you saw. 10 mins

- 1 Say **Work in groups of four**. Ask children to take out the photos/drawings of the comic strips, pictures, photos.
- 2 Elicit some question words and write them on the board:
What (happened?)
What else (happened?)
Where (did it happen?)
Who (did it happen to in the photo/picture?)
- 3 Say **Write sentences about the pictures**. Encourage the children to look back at the unit and elicit some sentence starters and write them on the board, eg.
The ... + past tense while ... + past continuous
- 4 Get children to check each other's work for punctuation. This is a first draft. Encourage children to add more sentences about their pictures using vocabulary from previous grades. If they need help with spelling, write the words on the board for them.
- 5 Take in materials the children have brought in and keep in a safe place until Period 8.

ACTIVITY 4 Write the words. Practise your handwriting. 5 mins

- 1 Say **Read**. Get the children to read the unit vocabulary.
- 2 Say **Write the words. Practise your handwriting**. Tell the children this is for homework and they should write in their copybook in their best handwriting.
- 3 Tell the children they are going to practise their spelling in Period 8 so they should learn how to spell the words well.

NOTE: if the children have a homework book they should use it.

REVIEW 5 mins

- 1 Play *When?* with past and present tenses in unit, eg. *attack, fight, push, see, swim, crash, chase.*

Period 8 – focus on integrated skills and project work PB page 35

ACTIVITY 1 Read and complete the sentences. Check your spelling. 10 mins

- Warmer game: write anagrams on the board and get the children to guess the correct word, eg.
vdie (dive)
fsae (safe)
shpu (push)
- Say **Read**. Get children to read the incomplete sentences for meaning.
- Say **Read and complete the sentences**. Get the children to read the incomplete sentences and fill the gaps with unit vocabulary.
- Say **Work in pairs and read the sentences aloud**. Get children to take it in turns to read the sentences aloud to each other.
- Say **Check your spelling**. Get children in pairs to check each other's spelling. Get children to make their own corrections.
- Elicit answers and write them on the board. Get children to check their work again and make corrections.

Answers: 1 push, other 2 mouse, diver, safe 3 attacked, fighting 4 together 5 noise, funny 6 while

ACTIVITY 2 Work in groups of three or four. Make a comic strip. 30 mins

- Tell the children they are going to write a comic strip using the pictures they have brought in. Show them a model of a comic strip you have made before the class with photos and descriptions. Tell the children they will need to use their best handwriting as the comic strip will be displayed in the classroom.

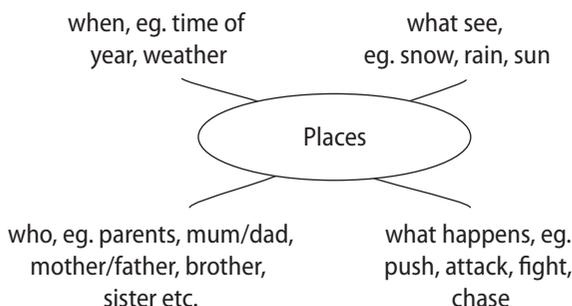
Write the following on the board as a check list of what they need to include:

Title – name of comic strip

Names of children in the group

Pencil lines to write clearly and carefully

- Brainstorm on the board using a mind map showing the children what else they can write about their pictures.



- Get children to look at the sentences they drafted in Period 7 Activity 4. Get children to add some more sentences.
- Get children to work in pairs and check each other's sentences. Monitor and help the children notice further edits they need to make.
- Give out the paper, glue, scissors and the materials the children have brought in. Show the children how to make the booklet. They need to agree who does the writing, who does the glueing, who decides where the pictures/photos go.
- Monitor as the children glue in their photos/drawings and write their sentences in their best handwriting. If you run out of time, the children can take their comic strip home to finish and bring back the next period.
- Display the completed comic strip.

EXTENSION: children can work in groups of four presenting their comic strip to another group.

NOTE: a washing line across the classroom or a window is a perfect place to display the comic strip. Use pegs to attach the posters to the washing line.

Revision

Period 1 PB page 36

ACTIVITY 1 Listen and read. 10 mins 

- 1 Warmer: Play *Word sequencing* game. Get children to work in groups of six–eight and to think of a sentence using *while* and to stand in a group in a line. Each child has a word to say including full stop.
- 2 Display the poster showing the story. Ask *Who's this?* Pointing at the oxen and lion.
- 3 Say *The oxen do everything together. What do you think the lion wants to do?*
- 4 Listen to what the children say and ask *Why?* Encourage the children to think of their answer, eg. *lions eat oxen, the lion is hungry.*
- 5 Ask some concept checking questions:
How many animals are in the story? (three, two oxen and a lion)
Who wants to attack? (lion)
How do you think the lion can eat the oxen? (jump on them, fight them)
Why do you think the lion is talking to one oxen? (he is saying something)
Why do the oxen fight? (the lion says something bad and they argue)
- 6 Say **Listen and read.** Play the recording so the children can listen and read following the text. They are listening for meaning. Encourage the children to follow the text using their fingers on the text as they read.

Audio 29

Lion: *They look good to eat!*

Narrator: *Once upon a time, there were two oxen. They were very good friends. They ate and played together. One day they were eating when a lion saw them. He was hungry. He wanted to eat them. The lion had an idea.*

Lion: *Who is stronger?*

Black ox: *We are both strong.*

Narrator: *The lion spoke in a quiet voice to the black ox while the brown ox was eating. The lion wanted to eat the oxen but the two oxen together were very strong. He could not fight them together.*

Brown ox: *I'm stronger than the black ox. I always help him.*

Narrator: *The lion spoke to the brown ox while the black ox was eating. The lion told the same story to the brown ox. The lion wanted the oxen to argue and fight.*

Brown ox: *You are not stronger than me! Who do you think you are!*

Black ox: *I'm the strongest! Come and get me!*

Lion: *Oh good. They are fighting and both are getting tired!*

Narrator: *The lion was clever. The lion watched the oxen while they were fighting. The oxen were getting tired when the lion attacked the brown ox. The lion ate the brown ox. The black ox had no friends. He was not strong. The lion attacked him while he was sleeping. The lion ate the black ox.*

ACTIVITY 2 Listen and say. 5 mins 

- 1 Say **Listen and say.** Play the recording again and pause after each sentence so the children can repeat.

Repeat audio activity 1ACTIVITY 3 Listen and answer the questions. 5 mins 

- 1 Say **Listen.** Play the recording so the children are listening for meaning. Encourage the children to look at the pictures and the text. You might want to ask a few more focusing questions:
What can you see?
Where are they?
What are they doing?
- 2 Say **Listen and answer the questions.** Play the recording, pausing after each question so the children can find the answers in the text and answer.

Audio 30

- 1 *How did the lion feel?*
- 2 *What did the lion do?*
- 3 *What did the oxen do?*
- 4 *Who was the cleverest?*
- 5 *Why did the oxen fight?*
- 6 *What would you say to the oxen?*

Answers: 1 *he wanted to eat the oxen* 2 *told the ox that the other one said he was stronger/made the oxen argue* 3 *listened to the lion* 4 *the lion* 5 *They were angry with each other.* 6 *Don't listen to the lion.*

ACTIVITY 4 Work in groups of four. Read the passage aloud. 10 mins

- 1 Say **Work in groups of four. Read the passage aloud.** Model what you want the children to do with an example, eg. each child has a role, brown ox, black ox, lion and narrator.

EXTENSION: if there is enough time, the children can dramatise the story in their groups. They can add dialogue or narrative text. Lower ability classes could add more actions without dialogues or draw a cartoon strip of the story. Higher ability classes could write more dialogue and narrative and rewrite the script.

REVIEW 10 mins

- 1 Play *Bingo* with units 1–4 vocabulary. Use word cards on the board so the children know which words they can use for the bingo grid.

Period 2 PB page 37

ACTIVITY 1 Listen. Say *Hurray* or *Boo*. 10 mins

- 1 Warmer: Play *Teacher says*, eg. *Teacher says clap your hands* and get children to clap their hands. Remember if you don't say *Teacher says* then the children don't do the action, if they do then they sit down. Make this competitive!

Repeat with:

Teacher says stand up.

Sit down.

Teacher says dive.

Go to sleep.

Teacher says attack.

- 2 Model what you want the children to do. Say **Listen. Say *Hurray* or *Boo***. Play recording and pause after number 1.
- 3 Get children to say *hurray* if they think this is true or say *boo* if they think this sentence is false.
- 4 Say **Listen. Say *Hurray* or *Boo***. Play recording pausing between sentences for children to listen and respond.

Audio 31

- 1 *The lion thought about attacking the oxen while he was watching them.*
- 2 *The oxen were very clever.*
- 3 *Oxen are safe when they stay together.*
- 4 *The oxen were arguing when the lion attacked them.*
- 5 *The lion ate the black ox first.*
- 6 *Lions can attack an ox when it is not with other oxen.*

Answers: *hurray* 1, 3, 4, 6; *boo* 2, 5

ACTIVITY 2 Read and match. 10 mins

- 1 Get the children to read the split sentences. Model what you want the children to do by doing the first one together with the class. Say *What matches with number 1?* Elicit *d. Once upon a time two oxen were eating together.*
- 2 Say **Read and match**. Get children to check their answers with a partner.

- 3 Elicit answers and invite children to write the answers on the board. Children check and correct their answers.

Answers: 1 d 2 c 3 a 4 b

ACTIVITY 3 Look at the pictures and write the sentences.

10 mins

- 1 Get the children to look at the pictures. Write the incomplete sentence on the board. Get class to read out the incomplete sentence.
Once upon a time there were two oxen _____
- 2 Say *How can we finish this sentence?* Elicit: *eating, happy, standing together*, accept anything reasonable. Write the answer in the gap. Miss off the full stop. Say *What's missing?* Get the class to notice the lack of full stop.
- 3 Say **Look at the pictures and write the sentences**. Get children to check their spelling and punctuation with a partner.
- 4 Elicit answers and write the story on the board. There may be a few versions for each picture. Write all the versions the children share. Encourage development of language, so if children have added adverbs or adjectives praise them!

Answers: *accept any reasonable answers in addition to the text in activity 2*

EXTENSION: this is a famous Aesop moral tale. The moral is 'safety in numbers'. You might like to help the children understand this moral. Ask them if they have experienced anything like the story of the oxen and lion, when they have been alone and not felt safe. The moral is to stick together with other people so that bad things don't happen.

ACTIVITY 4 Look and complete the sentences. 10 mins

- 1 Get the children to look at the pictures. Model what you want the children to do with an example. Say *Who did the lion want to eat?* Elicit *the oxen*.
- 2 Say **Look and complete the sentences**. Get the children to check their answers in pairs.

Answers: 1 *oxen* 2 *stronger/cleverer* 3 *argued* 4 *together* 5 *chased/attacked/fought* 6 *slept*

Period 3 PB page 38

ACTIVITY 1 Look and complete the sentences with the correct words. 10 mins

- 1 Display posters from Units 1 and 2. Ask *What can you see?* Model what you want the children to do with an example. Elicit some vocabulary, eg. *fall, stairs, problem, understand*. Encourage the children to look back in their coursebooks to find vocabulary.
- 2 Say **Look at the pictures and complete the sentences.** Model what you want the children to do with an example, write on the board:
Amy broke her arm in an accident at a _____.
She _____ down the _____ of the tree house.
- 3 Elicit some vocabulary, *camp, summer camp, fall, stairs*. Write the vocabulary under the sentence. Get children to suggest how to complete the sentences, eg.
Amy broke her arm in an accident at a summer camp. (help children notice the two lines)
She fell down the stairs of the tree house. (help the children notice the use of the past tense for the verb *fall*)
- 4 Get two pairs to make a group to check each other's work. Get children to underline anything they think might be incorrect. Get children to edit their own work.
- 5 Display word cards and get individual children to select word cards which might fit in the gaps.
- 6 Children edit their own work.

Answers or any reasonable answer that is appropriate to the picture: 1 *summer camp, fell, stairs* 2 *cry, problem, invited* 3 *burst, fifteenth, twenty-first*

NOTE: if the children use words that they have not learnt in the classroom PRAISE THEM! They all have very different experiences and you should acknowledge any extra English that they bring to the class. Allow them to share what they know with others.

ACTIVITY 2 Work in pairs. Read the sentences aloud.

10 mins

- 1 Model what you want the children to do by inviting two children to stand up. Get them to take it in turns to read their sentences from activity 1 to each other. Help the children to notice that not all the sentences are exactly the same.
- 2 Say **Work in pairs. Read your answers to activity 1 aloud.** Get the children in pairs reading to each other.

ACTIVITY 3 Read and circle the correct words. 10 mins

- 1 Model what you want the children to do with an example. Get the class to read number 1 aloud together.
Amy had/has an accident. She crashed/crashes down the stairs and banged her head.
- 2 Say *What's the correct word?* Elicit *had*. Say *Why is 'had' the correct word?* Get children to think why, encourage them to THINK of the answer, DON'T TELL THEM THE ANSWER. Help them to notice that *had* is in the past tense.
- 3 Say **Read and circle the correct words.** Get children to check their work with a partner.
- 4 Elicit feedback. Write the answers on the board and get children to check their work and make corrections.

Answers: 1 *had, crashed* 2 *was, did not* 3 *did, were* 4 *were, had*

EXTENSION: you might like to remind children of the use of the verb *to be*. Get them to dictate the verbs to you by writing on the board and getting them to call out the verb:

I (was)

You (were)

He/She/It (was)

We (were)

They (were)

ACTIVITY 4 Read aloud. 10 mins

- 1 Say **Read quietly** (this will help the children to focus on meaning).
- 2 Say **Read aloud.**
- 3 Ask children to turn to page 36 and look at the pictures.
- 4 Say **Answer these questions.** Ask the following concept checking questions:
How did the oxen feel at the beginning of the story? Why? (happy, safe – they were together)
What did the lion do to make the oxen argue and fight? Why? (told them they were stronger than each other – to make them not be together)
Why was the lion happy? (he ate both oxen)
Can you think of a time when it would be better to stay together with a friend and not be alone? (accept any reasonable answer)

EXTENSION: get the children to remember the moral of the story. That it is about being safe and that can only happen when you are with others so you look out for each other.

Period 4 PB page 39

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Ask the children to look at page 39. Say *What are they doing?*
- 2 Ask the children to look at the pictures. Model what you want the children to do with an example.
- 3 Say **Listen and answer the questions**. Play the recording pausing so the children can hear the text and answer the questions.

Audio 32

Narrator: Amy was playing a game when Rania and Omar arrived.

Amy: Hi Rania, come and play.

Rania: What are you playing?

Narrator: Amy told Rania about the game while she was hopping. Amy didn't see the tree and crashed into it. She banged her head on the tree.

Amy: Ouch, that hurt! But I'm OK.

Rania: Amy, you're always having accidents!

Narrator: Omar was watching Amy when she crashed into the tree.

Omar: Oh Amy, ouch!

Ben: Hi Omar, come and do this quiz with me.

Omar: What's the quiz about?

Ben: It's about football. Look here is the first question. Is David Beckham (a) a dancer, (b) a swimmer, (c) a football player?

Omar: Oh that's easy, a footballer. And the next question is easy! It's red and yellow. I've got a Manchester United t-shirt.

Narrator: Omar and Ben did a quiz together while Amy and Rania were playing the hopping game.

Narrator: Listen and answer.

- 1 Who's talking?
- 2 What was Amy doing? What happened?
- 3 What was Ben doing?
- 4 What were the questions about?
- 5 What were the boys doing?
- 6 What were the girls doing?
- 7 How did Omar know the colours of Manchester United?

Answers: 1 Amy, Rania, Ben and Omar 2 playing a hopping game, she crashed into a tree, she wasn't looking 3 reading a quiz 4 football 5 reading and doing the quiz 6 doing the hopping game 7 He had a t-shirt.

ACTIVITY 2 Read and complete the sentences. 10 mins

- 1 Say **Read**. Get the children to read the incomplete sentences quietly.

- 2 Say **Read aloud**. Get the children to read the incomplete sentences aloud.

NOTE: the purpose of getting the children to read quietly first and then aloud is that (a) they start to make meaning and (b) they start to understand what words could be used in the gaps.

- 3 Model what you want the children to do with an example. Write on the board:

On the _____ of August, Ben and Amy were swimming _____ when there was a big _____.

Elicit: 17th/seventeenth, together, noise. Write the words in the gap.

- 4 Encourage the children to look back at previous units to check spelling and complete the sentences.

- 5 Say **Read and complete the sentences**.

- 6 Get children to check their answers with a partner.

- 7 Elicit answers and invite children to select a word card or write an answer on the board.

Answers: 1 17th/seventeenth, together, noise, turned over 2 30th/thirtieth, Burst

ACTIVITY 3 Work in pairs. Ask and answer questions about something funny. 5 mins

- 1 Get the children to read the questions and look at the pictures to help them think of something funny.
- 2 Say **Work in pairs. Ask and answer questions about something funny**.

ACTIVITY 4 Work in pairs. Choose a task from Units 1–4. Then talk about it to another pair. 10 mins

- 1 Take out all the children's unit task work from Units 1–4. Get them to work in pairs and select which of the unit tasks they would like to work with again. They will need to work with the same children.
- 2 Get the children to take it in turns to present their work to another pair.
- 3 Each person in the group has to say something about the material they made.
- 4 Say **Work in pairs. Choose a task from Units 1–4. Then talk about it to another pair**.

ACTIVITY 5 Whole class. Choose a song or rhyme from Units 1–4. 5 mins

- 1 Say **Sing one of the songs in Unit 2 or 4**. Whole class turns to the appropriate page and sings together.

Healthy food

Period 1 – focus on listening PB page 40

Aims to give advice; to use the conjunction *because*

Key language (good) advice, a little, because, bottom, burger, fizzy drink, fried, prefer, (food) pyramid, should, soup, sweet, top

Review food, rice, meat, fruit, vegetable, bread, water, sometimes, picnic, healthy

Language structures giving advice, eg. You **should** eat lots of fruit and vegetables. You **shouldn't** eat lots of fried food. **Conjunction** using *because*, eg. They should not drink fizzy drinks **because** they are very sweet.

Materials Pupil's Book, CD, Poster, Flashcards Unit 6, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 5 mins

- 1 Show Unit 6 poster. Ask *What can you see?* Elicit as much as possible in English (characters and items). Praise the children's efforts.
- 2 Show the key language flashcards. Point to flashcard of burger. Say *This is a burger. Do you know what this is?* Elicit anything reasonable, eg. *it's a type of food, it is from the USA, it can be beef or chicken, you eat it with bread.* Repeat with flashcards of rest of unit vocabulary (soup, fried, sweet, fizzy drink). Say *These are the words we can use to talk about food.*
- 3 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 5 mins

- 1 Say **Look and listen**. Play recording. The children point to the correct flashcard when they hear each word. You could get the children to use their hands and bodies to show that they understand the meaning of the word, eg. top = touch their head.
- 2 Say **Listen**. Play recording. Point to each item, this helps them to conceptualise the item and link a word to it.
- 3 Say **Listen and repeat**. (Use signs)
Point to items one by one. Encourage the children to say their name.
- 4 Repeat 3.

Audio 33

good advice a little because bottom burger fizzy drink fried prefer (food) pyramid should soup sweet top

LANGUAGE DEVELOPMENT 5 mins

Before the lesson:

Prepare word cards: *What / food / should / shouldn't / you / eat / ? / You / should / eat / lots of / fruit / and / vegetables / . / You / shouldn't / eat / lots of / fried / food / . / You / should not / drink / fizzy drinks / because / they / are / very / sweet / . /*
Word cards for flashcards: (good) advice / a little / bottom / burger / prefer / (food) pyramid / should / soup / top

- 1 Distribute and say *What food should you eat?* to six children and get them to stand in line to make a question. Get class to confirm and read it aloud. Transfer to the left side of the board.
- 2 Get children to call out items which they think they should eat, eg. *fruit, vegetables, etc.*
- 3 Distribute word cards *You should eat lots of fruit and vegetables.* to nine children. Say *You should eat lots of fruit and vegetables.* Pause so that children can look at their word cards and get them to stand in line in order. Get class to confirm and read it aloud. Transfer to the right side of the board.
- 4 Repeat with other combinations.

ACTIVITY 2 Listen and answer the questions. 10 mins

- 1 Ask children to talk about the pictures. Say *What can you see? Who can you see? What are they doing?*
- 2 Say **Read**. Ask children to read the sentences aloud.
- 3 Say **Listen**. Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and answer the questions**. Play recording again and ask the following questions:
What food should you eat lots of? (vegetables, fruit)
What food should you eat a little of? (fried food)
What should you drink lots of? (water)
What should you drink a little of? (fizzy drinks)
Why should you not eat lots of fried food? (because they make you fat, they are not healthy)

Audio 34

Ben: Amy, we call this a food pyramid. It shows you the food you should eat.

Amy: Should I eat ice-cream?

Ben: Yes, but only a little because it's very sweet. Vegetable soup is good for you!

Narrator: The top of the pyramid shows foods you should only eat sometimes. The bottom of the pyramid shows foods you should always eat.

Omar: Should I eat rice and meat?

- Mr Ali:** Yes, you should. Rice and meat are good for you because they make you strong.
- Narrator:** Mr Ali's class are talking about food. They can eat all the food but they should only eat a little of some foods. That is good advice.
- Rania's mum:** You shouldn't eat lots of fried food.
- Rania:** Why shouldn't we eat lots of fried food?
- Rania's dad:** Let me think, because fried food makes you fat. It's not healthy.
- Narrator:** Mum thinks Rania and Omar should eat lots of fruit and vegetables because they are healthy.
- Amy:** Let's go on a picnic! I prefer healthy food. We should take some bread, vegetables, fruit and a little meat.
- Ben:** We should take lots of water to drink because it's good for us. We shouldn't buy fizzy drinks or burgers.
- Narrator:** The children should not drink fizzy drinks because they are very sweet.

ACTIVITY 3 Listen and say. 5 mins

- 1 Say **Listen and read aloud**. Play the recording again. Pause so that children can read and repeat the text.
- 2 Get children to focus on the stress and intonation.
- 3 Get children to notice the use of Everyday English box and get them to repeat the language using appropriate stress and intonation.

Repeat audio activity 2

ACTIVITY 4 Listen and answer the questions. 5 mins

- 1 Say **Listen**. Get the children to look at the pictures and text in activity 1. Play the recording and get the children to listen for meaning.
- 2 Say **Listen and answer the questions**. Play the recording pausing after each question so the children can answer.

Audio 35

- 1 What does a food pyramid show?
- 2 Why should you only eat a little ice-cream?
- 3 Why should you eat lots of vegetables?
- 4 Why shouldn't you eat lots of fried food?
- 5 Why shouldn't you drink lots of fizzy drinks?

Answers: 1 Healthy and not healthy food 2 It's very sweet 3 they are healthy 4 they make you fat, they are not healthy 5 they are very sweet

REVIEW 5 mins

- 1 Get children to identify the English expressions and practise them.

Period 2 – focus on reading PB page 41

LANGUAGE PRESENTATION 5 mins As for Period 1.

LANGUAGE DEVELOPMENT 5 mins As for Period 1.

ACTIVITY 1 Listen and circle the words you hear. Then match them with the pictures. 5 mins

- 1 Say **Listen and circle**. Play the recording, pausing when you hear a key word so that children can find it and circle it.
- 2 Say **Match the words with the pictures**. Elicit answers, children check and correct.

Answers: 1 d 2 a 3 b 4 e 5 c 6 g 7 h 8 i 9 m 10 k
11 j 12 l 13 f

Repeat audio period 1 activity 1

ACTIVITY 2 Listen and repeat the passage on page 40. 5 mins

- 1 Get children to look at the pictures in Period 1. Say **Listen and repeat the passage**. Play recording from Period 1 Activity 2, pause after each narration or dialogue and get children to read and repeat.

Repeat audio period 1 activity 2

ACTIVITY 3 Work in groups of four or five. Read the passage on page 40 aloud. 5 mins

- 1 Say **Work in groups of four or five. Read the passage aloud**. In their groups, children take it in turns to read narration or dialogue Period 1 Activity 2.

ACTIVITY 4 Read. Then work in pairs and circle the correct words. 10 mins

- 1 Say **Read** and get children to read silently. Model what you want the children to do with an example. Encourage the children to read for meaning.
- 2 Say **Read. Then work in pairs and circle the correct words**. Ask children to read and circle the correct word.
- 3 Get children to check their answers with a partner.
- 4 Write 1, 2, 3, 4, 5, 6 on the board. Elicit the answers inviting a child to come to the board and write the answer next to the number. Children check their own work and correct.

Answers: 1 should not 2 top 3 a little 4 Vegetable soup
5 water 6 advice

REVIEW 5 mins

- 1 Display flashcards and word cards. Play *What's missing?*

Period 3 – focus on comprehension PB page 42

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and ask children to match the word and flashcards.
- 2 Ask *What does 'top' mean?* Accept any reasonable answer that means it is above etc.
- 3 Repeat with *What's bottom?* Accept any reasonable answer that indicates it is the opposite of top.
- 4 Ask *What words start with the sound /sh/?* Elicit *should, shouldn't*. Repeat with /s/ (soup, sweet, sometimes), /b/ (burger, bottom, because), /f/ (fizzy, fried, food), /p/ (pyramid, prefer), /t/ (top), /a/ (advice), /l/ (little, lots).

NOTE: don't be restricted to the unit vocabulary, encourage the children to use any words they know with these sounds.

LANGUAGE DEVELOPMENT 7 mins

- 1 Clap number of syllables and children guess the words, eg. *burger* (2)
- 2 Children focus on word families which start with the following sounds /pr/ and /fr/. Repeat with words which have the /th/ sound in them. Make a class poster with these words.

/pr/	/fr/	/th/ or /θ/
prefer present	fries friend frog	mouth teeth healthy

ACTIVITY 1 Listen. Clap or stamp. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and clap if they are correct and stamp if they are wrong.
- 2 Model what you want the children to do with an example. Encourage the children to tell you why an answer is wrong and what the correct answer is, eg. *2 Amy says Should I eat ice-cream?*
- 3 Say **Clap if the sentence is correct or stamp if the sentence is false**.

NOTE: we are encouraging the children to think for themselves. This learning how to learn strategy needs to be taught explicitly.

Audio 36

- 1 *You can see the food you shouldn't eat on a food pyramid.*
- 2 *Amy says 'Shouldn't I eat ice-cream?'*
- 3 *Fruit soup is healthy.*
- 4 *Mr Ali says 'Rice and meat make you strong.'*
- 5 *Mum says 'You shouldn't eat lots of fried food.'*
- 6 *Ben says 'You shouldn't buy fizzy drinks or burgers.'*

Answers: clap 1, 4, 5, 6; stamp 2, 3

ACTIVITY 2 Read. Then tick ✓ the correct sentences. 5 mins

- 1 Say **Read. Then tick the correct sentences**. Ask the children to read the sentences silently and put a tick next to each correct sentence. Give a model as an example, eg. *The food pyramid shows you what food is healthy and what is not healthy*. Write on the board 1 ✓ but give a good reason, eg. it is fact.
- 2 Write 1, 2, 3, 4, 5, 6 on the board. Elicit answers by asking questions to encourage the children to think about meaning and not focus on words in isolation, eg. *What food should you eat lots of?* (fruit, vegetables, soup) *Who prefers healthy food?* (Amy) *What food makes you strong?* (meat and rice) *Who says you should eat lots of fruit and vegetables?* (mum) *Who says vegetable soup is healthy?* (Ben)

Answers: tick 1, 4

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives.

ACTIVITY 3 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences**. Get the children to read the sentences and complete them. Model what you want the children to do with an example, eg. *I should eat lots of _____ food.*
- 2 Get children to check their answers with a partner.
- 3 Elicit the answers and the rest of the class agrees or disagrees. Children correct their own work.

Answers: 1 healthy 2 because 3 prefers 4 fried 5 bottom 6 a little

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives and use their background knowledge.

ACTIVITY 4 Read page 40 and write answers to the questions. 5 mins

- 1 Say **Read. Then write answers to the questions.** Get children to read the questions silently, looking at the pictures on page 40 activity 2.
- 2 Elicit answers, children put their hands up to answer. Rest of class agrees or disagrees. Children correct their own work.

Answers: 1 food pyramid 2 because it makes you strong 3 fruit and vegetables/healthy food 4 because it makes you fat 5 they are very sweet 6 ice-cream/fried foods

REVIEW 5 mins

- 1 Play *Charades*. Model what you want the children to do by playing the game as a whole class. Pick up a word card (don't show the children) mime the action/adjective. Get the class to guess.
- 2 Get children to work in groups of five. In turn they choose one of the unit vocabulary words and mime it. The person who guesses it correctly has the next go as 'it'.

Period 4 – focus on speaking PB page 43

LANGUAGE PRESENTATION 5 mins

As for Period 3.

LANGUAGE DEVELOPMENT 5 mins

As for Period 3.

ACTIVITY 1 Look and complete the sentences with the correct words. 5 mins

- 1 Say **Read aloud.** Get children to work in pairs and take it in turns to read out their sentences. Get the pairs to work out what words in the word box can fit.
- 2 Say **Look and complete the sentences with the correct words.** Children read the sentences and write their answers. Elicit answers and rest of children agree or disagree.

Answers: 1 soup, healthy 2 good advice, top 3 prefers, because 4 should, food pyramid

ACTIVITY 2 Work in pairs. Read the sentences in activity 1 aloud. 5 mins

- 1 Say **Work in pairs. Read the sentences in activity 1 aloud.** Get children to read the sentences aloud to each other.

ACTIVITY 3 Read and circle the correct words. 10 mins

- 1 Say **Read and circle the correct words.** Get the children to read the sentences and look at the pictures in Period 1 Activity 2.
- 2 Model what you want the children to do with an example, get the children to read aloud number 1: *Ben show/shows Amy a food pyramid.* Get the children to notice WHY the answer is *shows* – remind them of the 3rd person s.
- 3 Use the following concept checking questions to help the children understand the sentences:
What did Ben show Amy? (food pyramid)
What makes you strong? (rice and meat)
What makes you fat? (fried food)
Where are the children going? (on a picnic)

NOTE: help the children notice the use of verbs in the third person singular: *he/she/Mr Ali/Rania's dad/Ben* and third person plural: *They/Rania, Ben, Amy and Omar*

Answers: 1 shows 2 talks 3 tells 4 says 5 know 6 want

ACTIVITY 4 Read aloud. Then answer the questions. 5 mins

- 1 Say **Read aloud.** Ask children to read the questions aloud.
- 2 Get the children to work in pairs and take turns to ask and answer questions using the text.

NOTE: if you feel the children need more practice in identifying healthy and not healthy food then brainstorm and write two columns on the board. Get children to focus on why food is NOT healthy, eg it is fried, very sweet, etc.

REVIEW 5 mins

- 1 Ask children to collect photos and pictures from magazines or newspapers of food that is healthy and not healthy, and bring them to class by Period 7.

NOTE: it would be useful if you could bring in some photos and/or pictures of food that is healthy and not healthy so that the children can conceptualise what you want them to do. You are going to make a poster.

Period 5 – focus on writing PB page 44

ACTIVITY 1 Read and think. Complete the sentences with correct words. 10 mins

- 1 Say **Think**. Get children to read the sentences. Model one example so children know what to do, eg. get the class to read out the first sentence together and choose correct tense: *Amy should eat vegetable soup because it ___ (be) good for her.* Elicit: *is*
- 2 Get children to check their sentences with a partner.
- 3 Elicit answers and write them on the board. Help children notice the endings.

Answers: 1 *is* 2 *makes* 3 *are* 4 *make*

ACTIVITY 2 Think and write the correct answers. 10 mins

- 1 Model what you want the children to do with an example. Write on the board:
eat / healthy
- 2 Encourage the children to tell you how to give advice using these words, eg.
You should eat healthy food.
- 3 Say **Think and write the correct answers**. Get the children to read, think and write the answers. Get them to check their answers with a partner.

Answers: 1 *You should only eat a little ice-cream.* 2 *You should eat meat and rice.* 3 *You shouldn't eat lots of fried food.* 4 *You should not/shouldn't buy burgers or drink fizzy drinks.*

ACTIVITY 3 Work in pairs. Ask and answer questions about food and drink. 10 mins

- 1 Get pupils to read the questions and look at the pictures for some ideas for answers.
- 2 Get pupils to work in pairs taking it in turns to ask the questions and think of some answers.

REVIEW 10 mins

- 1 Play *What is it?* Get children to listen to riddles and identify what you are describing. Encourage the children to look carefully around the classroom.
When someone tells you this, it is because they like you. They want you to do something good. What is it? (good advice)
You say this word when you are going to give a reason, a WHY you think something. What is it? (because)
When you have the choice between more than one thing. You take the one you like. What is it? (prefer)

Period 6 – focus on integrated skills PB page 45

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Warmer game: Say *Let's play 'missing letters'.* Write these words on the board with missing letters. Invite a pupil to be the secretary and fill in the missing letters.
b_c_s_ sh__ld pr_f_r (Note: vowels missing)
(because) (should) (prefer)
- 2 Say **Look**. Get the children to look at the picture to get the meaning.
- 3 Say **Listen**. Play the recording. Get children to look at the picture and listen for meaning.
- 4 Say **Listen and answer the questions**. Play the recording again and get the children to call out the answers. Get the class to agree or disagree with the answers.

Audio 37

- Ben's mum: I listened to Ben and Amy talking. Ben was showing Amy the food pyramid.*
- Omar's mum: Wow! What did he say she should eat?*
- Ben's mum: Amy said 'Should I eat ice-cream?'*
- Omar's mum: And what did Ben say she should do?*
- Ben's mum: Ben said 'Yes. You should only eat a little ice-cream.'*
- Omar's mum: Did Ben say why?*
- Ben's mum: He said 'because ice-cream is very sweet.'*
- Omar's mum: Did he say what Amy should eat?*
- Ben's mum: Oh yes, he said 'You should eat lots of fruit and vegetables.' Then Ben and Amy came to the kitchen and asked me for some ice-cream!*
- Omar's mum: And what did you say?*
- Ben's mum: I said 'Of course, but only a little because it's very sweet!'*
- Narrator: Listen and answer.*
- 1 *Who's talking?*
 - 2 *Who are they talking about?*
 - 3 *What did Amy want?*
 - 4 *What did Ben say? Why?*
 - 5 *What did both children want?*

Answers: 1 *the two mums/Ben and Omar's mum/Rania and Amy's mum* 2 *Ben and Amy* 3 *she wanted ice-cream* 4 *she should only eat a little ice-cream because it is very sweet* 5 *ice-cream*

ACTIVITY 2 Read. Then listen and circle the correct words.10 mins 

- 1 Say **Read aloud**. Get the children to read the sentences aloud. Get them to look at the pictures.
- 2 Say **Listen**. Play the recording so children can listen for meaning.
- 3 Say **Listen and circle the correct words**. Play the recording pausing so children can circle the words they hear.
- 4 Get children to check their answers with a partner by taking it in turns to read aloud a sentence each.
- 5 Elicit answers and write them on the board. Children check and correct their own work.

Audio 38

- 1 Ben showed Amy a food pyramid.
- 2 Amy wanted to eat ice-cream.
- 3 Ben said 'You should only eat a little ice-cream.'
- 4 Mr Ali told the class 'You should eat rice and meat.'
- 5 Rania asked her dad 'Why shouldn't I eat fried food?'
- 6 The children went on a picnic.

Answers: 1 showed 2 wanted 3 said 4 told 5 asked 6 went**ACTIVITY 3 Listen and repeat.** 10 mins 

- 1 Say **Listen**. Get children to listen for meaning.
- 2 Say **Listen and repeat**. Play the recording again and get the children to chant along.

Audio 39

Ice-cream, chocolate cake, fries.
Ice-cream, chocolate cake, fries.
Should I eat them? Should he eat them? Should they eat them?
Yes, I should. Yes, he should. Yes, they should.
Only eat a little. Only eat them sometimes. Don't eat lots!
Carrot soup, vegetables, fruit.
Carrot soup, vegetables, fruit.
Should I eat them? Should she eat them? Should we eat them?
Yes, I should. Yes, she should. Yes, we should.
Eat lots of them. Eat them always. Eat them often!

ACTIVITY 4 Work in pairs. Ask and answer questions. 5 mins

- 1 Invite a pair to come to the front of the class and model the activity.
- 2 Say **Work in pairs. Ask and answer questions**. Get children to take it in turns to ask and answer questions using the question cues.

REVIEW 5 mins

- 1 Play the *Memory game*. Say *We're going to play the memory game with the unit vocabulary*. Invite 12 children to come to the front of the class. Give them each a flashcard. Point to each flashcard picture and get the rest of the class to call out its name.
- 2 Turn one child to face the wall and get the class to start at one end of the row and call out the name of the flashcard and to remember what the child facing the wall was holding.
- 3 Repeat with two different children facing the wall. Repeat with three and keep going to see how many flashcards in a sequence the class can remember.

Period 7 – focus on writing PB page 46

ACTIVITY 1 Read and write. 10 mins

- 1 Get the class to read the questions aloud.
- 2 Model what you want the class to do with an example. Ask, *What's Anna's favourite food?* Elicit: *chocolate*. Ask *What food does Anna not like?* Elicit: *salad*.
- 3 Invite two children to the front of the class. Get them to take it in turns to ask and answer questions using the questions on the table. Get them to write their partner's name and answers.
- 4 Monitor while class does their survey. Support any children who need help. Make sure that children are NOT passing their books to their partners to fill in the answers!

! NOTE: if you feel that the children need practice in asking and answering questions, drill the whole class.

ACTIVITY 2 Think and write the correct sentences. 10 mins

- 1 Warmer game: Say **Read**. Get children to read the words below the pictures.
- 2 Model what you want the children to do with an example. Write on the board:

<i>should</i>	<i>should not</i>
What should you eat?	What should you not eat?

! NOTE: there are many possible answers so get the children to be inventive!

- 3 Say **Write the correct words**. Monitor and support the children who are struggling. They could work in pairs.
- 4 Elicit the answers and write them on the board. Get children to check and correct their work.

Answers: 1 *You should not eat lots of fried food. Fried food makes you fat and it is not healthy.* 2 *You should eat lots of salad because vegetables are healthy.*

! NOTE: get the children to notice the use of a capital letter at the start of a sentence and a full stop at the end. Remind them that this is giving good advice and the word *because* gives a reason why.

ACTIVITY 3 Think and write sentences about your friends' food and drink. 10 mins

- 1 Model what you want the children to do with an example. Say *Look at Anna's favourite food. Is that healthy? What advice should we give her?*
- 2 Get the whole class to agree, eg. *You should eat a little chocolate. You should eat lots of salad.*

ACTIVITY 4 Write the words. Practise your handwriting.

10 mins

- 1 Say *Write the words on the line* in their copybooks for homework.
- 2 Tell the children they are going to practise their spelling in Period 8.
- 3 Ask the children to write the word and a sentence using the language being practised, eg. *burger I should not eat lots of burgers.*

EXTENSION: getting the children to make up sentences using the words conceptualises the vocabulary and makes it easier to recall especially as they have the choice of what sentences to write.

! NOTE: if the children have a homework book they should write the homework in it.

! NOTE: remind the children to bring in their photos, pictures or drawing of healthy and unhealthy food to Period 8 as they are going to make a poster.

Period 8 – focus on integrated skills and project work PB page 47

ACTIVITY 1 Read and complete the sentences. Check your spelling. 10 mins

- 1 Warmer game: display the unit vocabulary word cards. Say *I spy something beginning with the sound /s/ (soup)*. Repeat with other words. Take the word cards down.
- 2 Say **Read**. Get children to read the incomplete sentences for meaning.
- 3 Say **Complete the sentences**. Get the children to read the incomplete sentences and fill the gaps with unit vocabulary.
- 4 Say **Work in pairs and read sentences aloud**. Get children to take it in turns to read the sentences aloud to each other.
- 5 Say **Check your spelling**. Get children in pairs to check each other's spelling. Get children to make their own corrections.
- 6 Elicit answers and write them on the board. Get children to check their work again and make corrections.

Answers: 1 burgers, should 2 fried, top 3 a little, sweet
4 fizzy drinks, prefer 5 soup, because 6 food pyramid, good advice 7 bottom

ACTIVITY 2 Work in groups of three or four. Make a poster showing food that is healthy and not healthy. 30 mins

- 1 Tell the children they are going to make a poster with the pictures they have chosen. Show them the poster you have made before with photos and descriptions. Tell the children they will need to use their best handwriting as the posters will be displayed in the classroom.
- 2 Get children to agree on vocabulary they can use to describe the materials.
- 3 Distribute glue and coloured card to glue pictures on.

EXTENSION: two groups can present their posters together.

The olive trees of Palestine

Period 1 – focus on listening PB page 48

Aims to ask and give permission; make invitations; offer and accept help

Key language *dish, harvest, hundred (years old), love, may, million, north, oil, soap, thousand, useful, wise*

Review *grandpa, grandfather, grandmother, kitchen, visit, talk, eat, make, use*

Language structures modal verbs: *May I help you? They are very old but you can harvest olives from them.*

Punctuation exclamation mark *Yes, I'd love to!*

Materials Pupil's Book, CD, Poster. Flashcards from Unit 7, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 5 mins

- 1 Show Unit 7 poster. Ask *What can you see?* Elicit as much as possible in English (characters and items). Praise the children's efforts.
- 2 Show the key language flashcards. Point to flashcard of *harvest*. Say *This is harvest. What do you think you can harvest?* (accept any reasonable answer which includes olives, fruit, vegetables).
- 3 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 5 mins

- 1 Say **Look and listen**. Play recording. The children point to the correct flashcard when they hear each name.
- 2 Say **Listen**. Play recording. Point to each item.
- 3 • Say **Listen and repeat**. (Use signs)
 - Point to the words one by one. Encourage the children to say the name.
- 4 Repeat 3.

Audio 40

dish harvest hundred (years old) love may million north oil soap thousand useful wise

LANGUAGE DEVELOPMENT 5 mins

Before the lesson:

Prepare word cards: *May / I / help / you / ? / They / are / very / old / but / you / can / harvest / olives / from / them / . /*

Word cards for flashcards: *dish / hundred years old / love / million / north / oil / soap / thousand / useful / wise /*

- 1 Distribute and say *May I help you?* to five children and get them to stand in line to make a question. Get class to confirm and read it aloud. Transfer to the left side of the board.
- 2 Ask, *How can you help someone?* Elicit: *open the door, hold their bag, make food, tidy up.*
- 3 Display the word cards on the right side of the board and invite the children to match the flashcards to them.
- 4 Draw a gradient on the board showing:

<i>million</i>		
<i>thousand</i>		
<i>hundred</i>		
<i>ten</i>		10

Depending on the children's knowledge of numbers, help them to notice how a zero is added, eg. hundred = 100, thousand = 1,000, million = 1,000,000. Invite the children to complete the gradient.

- 5 Get children to identify each flashcard. Concept check by asking the following questions:
 - What do you say when you take olives from the tree?* (harvest)
 - What can you do with olives?* (make oil, a dish/name of dish, soap)
 - What's more than a hundred?* (a thousand, a million)

ACTIVITY 2 Listen and answer the questions. 10 mins

- 1 Ask children to talk about the pictures. Say *What can you see? Who can you see? What are they doing?*
- 2 Say **Read**. Ask children to read the sentences aloud.
- 3 Say **Listen**. Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and answer the questions**. Play recording again and ask the following questions:
 - What are 150 years old?* (the olive trees)
 - What can you make from olives?* (soap, oil, medicines, anything else reasonable)
 - When did Palestinians start to grow olive trees* (5,000 years ago)
 - How does Omar's grandfather get the oil from the olives?* (he presses them)

Audio 41

Omar: *Grandpa, how old are these trees?*

Grandfather: *Oh, let me think. My grandfather planted some of these trees, they are more than 150 years old.*

Narrator: *Omar and Rania are visiting their grandfather's olive farm. Some olive trees are very old but you can harvest olives from them.*

Rania: *I love your olives! May I try one? What do you do with them?*

Grandmother: Oh of course, go ahead. We eat them and we make olive oil! We use olive oil in some medicines and we make soap, too. Would you like to help me make soap?

Rania: Yes, I'd love to!

Narrator: Rania and her grandmother are in the kitchen. They are talking about olives. Olives are very useful.

Grandmother: Rania, there is olive oil in the fatoush. We use olive oil in many dishes.

Grandfather: Palestinians were growing olives here more than 5,000 years ago!

Narrator: There are millions of olive trees in Palestine. Lots of them are in the north of Palestine.

Omar: Grandfather, what's this place? What do you do here?

Grandfather: In this place we collect the olives after we harvest them. Then we press the olives and get olive oil.

Omar: May I help you?

Grandfather: Yes, sure.

Narrator: Omar and his grandfather are in a big place. In this place Omar's grandfather gets olive oil. He is wise because he knows that olives are very healthy.

ACTIVITY 3 Listen and say. 5 mins

- 1 Say **Listen and read aloud**. Play the recording again. Pause so that children can read and repeat the text.
- 2 Get children to focus on the stress and intonation.

Repeat audio activity 2

ACTIVITY 4 Listen and answer the questions. 5 mins

- 1 Say **Listen**. Play the recording for understanding.
- 2 Say **Listen and answer the questions**. Play the recording and pause so children can answer the questions.

Audio 42

- 1 Who did Omar and Rania visit?
- 2 What grows on the farm?
- 3 Who planted some of the olive trees?
- 4 How many olive trees are there in Palestine?
- 5 What is the first thing you need to do to make olive oil?

Answers: 1 grandparents/grandmother/grandfather 2 olives
3 Omar's great grandfather/his grandfather's grandfather
4 millions 5 harvest them/pick them/take them off the olive trees

REVIEW 5 mins

- 1 Get children to identify the English expressions and practise them.

Period 2 – focus on reading PB page 49

LANGUAGE PRESENTATION 5 mins As for Period 1.

LANGUAGE DEVELOPMENT 5 mins As for Period 1.

ACTIVITY 1 Listen and circle the words you hear. Then match them with the pictures. 5 mins

- 1 Say **Listen and circle the words you hear**. Play the recording pausing when you hear a key word so that children can find it in the text and circle it. They check they have circled all the key vocabulary words.
- 2 Say **Match the words with the pictures**. Get children to check their own work and make corrections.

Answers: 1 a 2 e 3 c 4 d 5 b 6 f 7 g 8 j 9 k 10 h 11 l 12 i

Repeat audio period 1 activity 1

ACTIVITY 2 Listen and repeat the passage on page 48.

5 mins 

- 1 Get children to look at the pictures in Period 1. Say **Listen and repeat the passage**. Play recording from Period 1 Activity 2, pause after each narration or dialogue and get children to read and repeat.

Repeat audio period 1 activity 2

ACTIVITY 3 Work in groups of four or five. Read the passage on page 48 aloud. 5 mins

- 1 Get children to work in groups of four or five. They take it in turns to read narration or dialogue in Period 1 Activity 2.
- 2 Say **Work in groups of four or five. Read the passage aloud**. Monitor groups.

ACTIVITY 4 Read. Then work in pairs and circle the correct words. 10 mins

- 1 Say **Read** and get children to read silently.
- 2 Say **Read and circle the correct words**. Ask children to read and circle the correct words.
- 3 Get children to check their answers with a partner.
- 4 Children check their own work and correct.

Answers: 1 May 2 soap 3 5,000 4 north 5 harvest 6 dishes

REVIEW 5 mins

- 1 Display flashcards and word cards. Play **Teacher says**.

Period 3 – focus on comprehension PB page 50

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and ask children to match the word and flashcards.
 - 2 Ask *What does 'oil' mean?* Accept any reasonable answer that means it is something used to cook with, or put on food. Ask for an example so you know the children have conceptualised the idea, eg. it could be olive oil but also other types of oil, eg. nuts, corn etc.
 - 3 Repeat with *may*. Accept any reasonable answer that conceptualises the idea of asking permission in a polite way.
 - 4 Ask *What word starts with the sound /l/?* Elicit *love*. Repeat with /n/ (north), /o/ (oil), /w/ (wise), /h/ (harvest), /s/ (soap), /u/ (useful), /m/ (million).
- NOTE:** don't be restricted to the unit vocabulary, encourage the children to use any words they know with these sounds.
- 5 Ask children *What new words have you not said?* (thousand).

LANGUAGE DEVELOPMENT 7 mins

- 1 Get the children to focus on initial letter blends, start with /st/ and elicit the words they know.
- 2 Repeat with /th/ and start/add to a class poster with these common sounds.

/st/	/th/
harvest	thousand
best	thing
first	thin
August	north
story	
stadium	
worst	
last	
stairs	
understand	

ACTIVITY 1 Listen. Say Hurray or Boo. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and say *Hurray* if they are correct and *Boo* if they are wrong.
- 2 Model what you want the children to do with an example, play the first sentence in the recording: *Rania's grandmother uses olive oil to make soap*. Elicit: *Hurray*. Encourage the children to tell you why answers are wrong and what is the correct answer.

NOTE: we are encouraging children to think for themselves. This learning how to learn strategy needs to be taught explicitly.

Audio 43

- 1 *Rania's grandmother uses olive oil to make soap.*
- 2 *Omar's grandfather presses dates to make olive oil.*
- 3 *Some of the olive trees on the farm are millions of years old.*
- 4 *Omar's grandfather is very wise.*
- 5 *Some olive trees are one hundred and fifty years old.*
- 6 *Olive oil is not very useful.*

Answers: 1 hurray 1, 4, 5; boo 2, 3, 6

ACTIVITY 2 Read. Then tick the correct sentences. 5 mins

- 1 Ask the children to refer to Period 1 Activity 2.
- 2 Say **Read. Then tick the correct sentences**. Ask the children to read the sentences silently and tick the correct sentences.
- 3 Write 1, 2, 3, 4, 5, 6 on the board. Elicit answers by asking questions to encourage the children to think about meaning and not focus on words in isolation, eg. *What trees are grown in Palestine?*
What's Rania talking about with her grandmother?
How long have Palestinians been in Palestine?
What is made from olive oil?
Where do you find olives?

Answers: tick, 1, 3, 4, 6

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives.

ACTIVITY 3 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and answer them with the unit vocabulary.
- 2 Get children to check their answers with a partner.
- 3 Elicit the answers and the rest of the class agrees or disagrees. Children correct their own work.

Answers: 1 May 2 love 3 million 4 north 5 wise 6 dishes

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives and use their background knowledge.

ACTIVITY 4 Read page 48 and write answers to the questions. 5 mins

- 1 Say **Read. Then write answers to the questions**. Get children to read the questions silently, look at the pictures on page 48.

- 2 Elicit answers, children put their hands up to answer. Rest of class agrees or disagrees. Children correct their own work.

Answers: 1 olive trees 2 in the north 3 soap, some medicines
4 press the olives (accept any reasonable answer) 5 5,000 years ago 6 millions

REVIEW 5 mins

- 1 Play *Shark Attack*. Draw _____ (dishes) and encourage children to call out the sounds of letters.
- 2 The child who guesses correctly can draw the lines and be the teacher.

Period 4 – focus on speaking PB page 51

LANGUAGE PRESENTATION 5 mins

As for Period 3.

LANGUAGE DEVELOPMENT 5 mins

As for Period 3.

ACTIVITY 1 Look and complete the sentences with the correct words. 10 mins

- 1 Say **Look and complete the sentences with the correct words**. Get children to read the incomplete sentences and complete.
- 2 Give a model as an example. Write on the board:
Amy was hungry, she said '_____ I try one?' She _____ olives.
Encourage the children to guess the answer. Point to the speech marks and question mark to give them a clue that they need a question.
- 3 Elicit answers and invite a child to write them on the board. Children check and do their own corrections.

Answers: 1 May, loves 2 hundred, millions 3 harvest, oil
4 thousand, north

ACTIVITY 2 Work in pairs. Read the sentences in activity 1 aloud. 5 mins

- 1 Say **Read**. Ask children to read the sentences silently.
- 2 Say **Work in pairs. Read the sentences in activity 1 aloud**. Ask children to read the text aloud.

ACTIVITY 3 Read and circle the correct words. 10 mins

- 1 Say **Read and circle the correct words**. Get the children to read the sentences aloud. They can also look at the pictures on page 48.

- 2 Say **Circle the correct words**. Ask the following concept checking question:
Who visited the farm? (Rania and Omar)

! NOTE: remind the children of singular = *was*, plural = *were*

Answers: 1 were 2 was 3 were 4 was

ACTIVITY 4 Read aloud. Then answer the questions. 5 mins

- 1 Say **Work in pairs. Read the questions aloud**. Get children to work in pairs and take it in turns to read out the questions and think of answers.
Where do olive trees grow in Palestine? Olive trees grow in many places/everywhere/in the north of Palestine and there are millions.

REVIEW 5 mins

- 1 Ask children to collect photos or pictures of anything to do with olives and Palestine or they can make drawings of them. Bring to the class by Period 8.

! NOTE: it would be useful if you could bring in some photos and/or pictures of olives or anything to do with production of olive oil in Palestine so that the children can conceptualise what you want them to do.

Period 5 – focus on writing PB page 52

ACTIVITY 1 Read and think. Complete the sentences with correct words. 10 mins

- 1 Warmer game: Play *Charades*. Put the class in two teams. Each team takes it in turn to send a person to the front. That person looks at a flashcard or word card and mimes a unit word. His/Her team has ten seconds to name it. A correct guess wins a point, if they get it wrong the other team can guess.
- 2 Say **Look at pages 48 and 51. What can you see?** The children look at the pictures of the olive farm.
- 3 Say **Read**. Get children to read the incomplete sentences. Model one example so children know what to do, eg. get the class to read out the first sentence together and think of the present tense of the verb.
Some olive trees ___ (be) more than 150 years old but you can harvest olives from them.
Point to the words *olive trees* which should be the trigger for a fact. Elicit *are*. Praise the child.
- 4 Get children to look back at the pictures on page 51. Say **Complete the sentences**.
- 5 Get children to check their sentences with a partner.
- 6 Elicit answers and write them on the board. Help children notice the endings.

Answers: 1 are 2 are 3 make 4 presses

ACTIVITY 2 Think and write the correct questions. 10 mins

- 1 Model what you want the children to do with an example. Write on the board:
_____ *I drink some water, please? Yes, of course.* Elicit:
May

 NOTE: remind the children of the polite way to ask for permission.

- 2 Say **Think and write the correct questions**.

Answers: 1–5 *May*

ACTIVITY 3 Work in pairs. Ask and answer questions about making invitations, offering help and asking for permission. 10 mins

- 1 Model what you want the children to do with an example.
- 2 Show the class the door and get them to ask a question. Write it on the board:
May I open the door, please?

Answers: *Yes, of course./ Oh yes, please./Yes, sure./Yes, you may.*

REVIEW 10 mins

- 1 Play *I spy*. *I spy something expensive beginning with /m/, eg. million.*
- 2 Whichever child guesses can be the teacher.

Period 6 – focus on integrated skills PB page 53

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Warmer game: Say *What is it? You eat it. You cook with it. It tastes good. What is it?* (oil/olive oil)
It's different types of food. What is it? (dishes)
It has 6 zeros. What is it? (a million)
- 2 Say **Look at the picture.**
- 3 Say **Listen.** Play the recording so the children can understand.
- 4 Say **Listen and answer the questions.** Play the recording pausing so the children can answer the questions.

Audio 44

Grandmother: *What a lovely day! I love it when the children visit us. Rania and I spoke about all the useful things you can make with olive oil.*

Grandfather: *And Omar and I spoke about olive trees in Palestine. I said 'Olive trees grew in Palestine more than 5,000 years ago!' I showed Omar the very old olive tree, I think it's 150 years old.*

Grandmother: *He would find that very interesting! Rania wanted to help me make olive oil soap.*

Grandfather: *That's a difficult job! Omar asked 'How many olive trees are there in Palestine?' I said 'There are millions of olive trees in Palestine.' We pressed some olives and here is the olive oil we made together.*

Grandmother: *Thank you, I can make some more delicious dishes from this!*

Narrator: *Listen and answer.*

- 1 Who's talking?
- 2 What does the grandmother love?
- 3 What did Omar and his grandfather talk about?
- 4 What did Rania help her grandmother make?
- 5 What did Omar help his grandfather make?

Answers: 1 Omar/Rania's grandfather and grandmother/ grandparents 2 when Rania/Omar(children) visit 3 olive trees in Palestine 4 olive oil soap 5 olive oil

ACTIVITY 2 Read. Then listen and circle the correct words.

10 mins 

- 1 Say **Read.** Get children to read silently and look at the pictures.
- 2 Say **Read aloud.** Get the children to read the sentences aloud. Get them to look at the pictures.
- 3 Say **Listen.** Play the recording so children can listen for meaning.

- 4 Say **Listen and circle the correct words.** Play the recordings pausing so children can circle the words they hear.
- 5 Get children to check their answers with a partner by taking it in turns to read aloud a sentence each.
- 6 Elicit answers and write them on the board. Children check and correct their own work.

Audio 45

- 1 *Grandmother asked Rania 'Would you like to help me make soap?' She said, 'Yes, I'd love to.'*
- 2 *Omar said to his grandfather, 'May I help you?' He said, 'Yes, please.'*
- 3 *Rania loves olives, she said 'May I try one?'*
- 4 *You harvest olives, then press them to get olive oil.*
- 5 *There are millions of olive trees in Palestine.*

Answers: 1 love 2 May 3 try 4 harvest 5 are

ACTIVITY 3 Listen and complete. Then repeat. 10 mins

- 1 Say **Read.** Get children to read silently and look at the picture.
- 2 Say **Listen.** Play the recording and get children to listen for meaning.
- 3 Say **Listen and repeat.** Play the recording again and get the children to read along.

Audio 46

*A long, long, long time ago
Five thousand years ago
Palestinians lived in this country
Our country called Palestine.
They grew and harvested olive trees
Because they knew how useful the oil was.
What wise people they were!
And now we have millions of olive trees growing in the north of Palestine.*

Answers: thousand, harvested, useful, oil, wise, millions, north

ACTIVITY 4 Work in pairs. Ask and answer questions. 5 mins

- 1 Invite a pair to come to the front of the class and model the activity using the picture in activity 1.
- 2 Say **Work in pairs. Ask and answer questions.** Get children to look at the picture in activity 1 and take it in turns to ask and answer questions using the question cues.

REVIEW 5 mins

- 1 Play *What's missing?* game. Display unit word cards or flashcards. Elicit the names one by one.

Period 7 – focus on writing PB page 54

ACTIVITY 1 Read the clues and complete the crossword.

10 mins

- 1 Warmer game: display all the flashcards from Units 3 and 4. Play *The memory game*. Put the class into teams and give the children 20 seconds to memorise them, then take down flashcards. The teams have to remember all the cards (by writing down the names on a piece of paper which you look at and check). The winner is the team with the most correct. Repeat with different sets of cards.
- 2 Say **Read**. Get children to read the clues. Get the children to look at the poster which explains how to do a crossword puzzle if necessary.
- 3 Model what you want the children to do with an example. Remind the children that across is → and down is ↓.
- 4 Say **Read aloud**. Get the class to read the first clue aloud. Elicit the answer. Show the children how to complete the crossword.
- 5 Monitor and support the children who are struggling. They could work in pairs.
- 6 Elicit the answers and write them on the board. Get children to check and correct their work.

Answers: Across: 1 oil 4 useful 6 harvest 8 soap
Down: 2 love 3 hundred 5 may 7 thousand

ACTIVITY 2 Think and write the correct sentences. 10 mins

- 1 Say **Read** and get the class to read the first sentences out loud. Write them on the board, eg.
how interesting may i help you grandpa
- 2 Say **Write correct sentences**. Get the children to correct the sentences and check their answers with a partner. Elicit the answers and invite different children to come and write them on the board.

! NOTE: get the children to notice the use of commas, exclamation marks and question marks.

- 3 If any further errors are made wait until all the sentences are written up and then get children to notice if any further corrections can be made.

Answers: 1 A: *How interesting! May I help you, grandpa?*
B: *Yes, please.* 2 A: *This tree is more than 150 years old.* B: *Wow! That's old.*

ACTIVITY 3 Think and write sentences offering help and asking for permission. 10 mins

- 1 Say **Think and write sentences offering help and asking for permission**. Model what you want the children to do with an example. Write some examples on the board.
May I ... help you?
open the window?
- 2 Get children to check each other's work for punctuation. This is a first draft. Encourage children to add more sentences. If they need help with spelling, write the words on the board for them.
- 3 Take in materials the children have brought in and keep in a safe place until Period 8.

ACTIVITY 4 Write the words. Practise your handwriting.

5 mins

- 1 Say **Read**. Get the children to read the unit vocabulary.
- 2 Say **Write the words. Practise your handwriting**. Tell the children this is for homework and they should write in their copybook in their best handwriting.
- 3 Tell the children they are going to practise their spelling in Period 8 so they should learn how to spell the words well.

! NOTE: if the children have a homework book they should write the homework in it.

REVIEW 5 mins

- 1 Play *Chinese whispers*. Use unit vocabulary.

Period 8 – focus on integrated skills and project work PB page 55

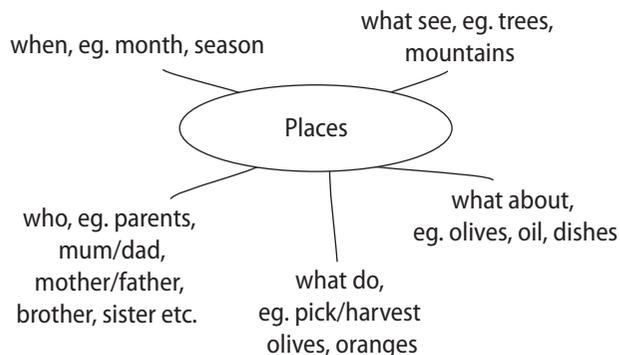
ACTIVITY 1 Read and complete the sentences. Check your spelling. 10 mins

- 1 Warmer game: write anagrams on the board and get the children to guess the correct word, eg. *shsdie* (dishes) *lio* (oil) *wsie* (wise)
- 2 Say **Read**. Get children to read the incomplete sentences for meaning.
- 3 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and fill the gaps with unit vocabulary.
- 4 Say **Work in pairs and read the sentences aloud**. Get children to take it in turns to read the sentences aloud to each other.
- 5 Say **Check your spelling**. Get children in pairs to check each other's spelling. Get children to make their own corrections.
- 6 Elicit answers and write them on the board. Get children to check their work again and make corrections.

Answers: 1 love, oil 2 thousand, millions 3 north, hundred
4 harvest, press, useful 5 soap, dishes 6 May, wise

ACTIVITY 2 Work in groups of three or four. Make a brochure about olives. 30 mins

- 1 Tell the children they are going to make a brochure about olives. Show them a model of a brochure you have made before with photos and descriptions. Tell the children they will need to use their best handwriting as the poster will be displayed in the classroom.
Write the following on the board as a check list of what they need to include:
Title – name of brochure
Names of children in the group
Pencil lines to write clearly and carefully
- 2 Brainstorm on the board using a mind map showing the children what else they can write about their pictures.



- 3 Get children to write some sentences about their pictures.
- 4 Get children to work in pairs and proofread each other's sentences. Monitor and help the children notice further edits they need to make.
- 5 Give out the paper, glue, scissors and the materials the children have brought in. Show the children how to make the brochure. They need to agree who does the writing, who does the glueing, who decides where the pictures/photos go.
- 6 Monitor as the children glue in their photos/drawings and write their sentences in their best handwriting. If you run out of time, the children can take their brochure home to finish and bring back the next period.
- 7 Display the completed brochures.

EXTENSION: children can work in a group of four presenting their brochures to each other. Two groups can work together presenting their brochures to each other.

NOTE: a washing line across the classroom or a window is a perfect place to display the brochures. Use washing pegs to attach the brochures to the washing line.

Signs around us

Period 1 – focus on listening PB page 56

Aims to ask people to do things; to talk about obligation and prohibition; give strong advice

Key language *boil, (be) careful, fire, garlic, grass, hungry, must, pepper, (get) ready, salt, sign, smell, stone*

Review *not healthy, lots of, add, help, make, walk, pick, tell, delicious*

Language structures present simple: modal *must* and *must not*, eg. *You must wash your hands. That sign says you mustn't pick the flowers.*; rules, eg. *Don't walk there!*

Punctuation apostrophe, eg. *mustn't, don't, it's, Rania's*

Materials Pupil's Book, CD, Poster, Flashcards Unit 8, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 5 mins

- 1 Show Unit 8 Poster. Ask *What can you see?* Elicit as much as possible in English (characters and items). Praise the children's efforts.
- 2 Show the key language flashcards. Point to flashcards of *salt, pepper, garlic*. Say *This is salt, this is pepper and this is garlic. What do you do with them?* Accept anything reasonable that means you add them to food.
- 3 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 5 mins

- 1 Say **Look and listen**. Play recording. The children point to the correct flashcard when they hear each name.
- 2 Say **Listen**. Play recording. Point to each item.
- 3 Say **Listen and repeat**. (Use signs). Point to items one by one. Encourage the children to say their name.
- 4 Repeat 3.

Audio 47

boil (be) careful fire garlic grass hungry must pepper (get) ready salt sign smell stone

LANGUAGE DEVELOPMENT 5 mins

Before the lesson:

Prepare word cards: *You / must / wash / your / hands / . / That / sign / says / you / mustn't / pick / the / flowers / . /*
 Word cards for flashcards: *boil / be careful / fire / garlic / grass / hungry / pepper / get ready / salt / smell / stone /*

- 1 Distribute and say *That sign says you mustn't pick the flowers.* to nine children and get them to stand in line to make a sentence. Get class to confirm and read it aloud. Transfer to the left side of the board. Say *Think. What other signs do you know that say you mustn't do things?* Encourage the children to give you ideas and write them on the board under the word *mustn't*.
- 2 Distribute rest of word cards to six children. Repeat with *You must wash your hands*. Get the child holding the word card to identify themselves. Point to words for *must* on the board and elicit what the children consider to be things you must do. Display sentence on the right side of the board. Write ideas on the board. Get class to confirm and agree/disagree.
- 3 Display all the flashcards. Get children to identify each flashcard and match it to a word card.

ACTIVITY 2 Listen and answer the questions. 10 mins

- 1 Ask children to talk about the pictures. Say *What can you see? Who can you see? What are they doing?*
- 2 Say **Read**. Ask children to read the sentences aloud.
- 3 Say **Listen**. Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and answer the questions**. Play recording again and ask the following questions:
Where are Rania and Amy's families going? (to the park)
What are they going to do? (have a picnic)
What's Ben doing in the kitchen? (adding salt in the potatoes)
What mustn't you do in the park? (ride a bike, pick flowers, walk on the grass, make fire)
What dish does Rania's mum make? (a chicken dish)

Audio 48

- Ben: Could I help, please?*
Ben's mum: Yes, of course. Ben, be careful! You mustn't add lots of salt and pepper. It's not healthy!
Ben: Sorry, mum!
Narrator: Ben's mum is making a potato dish for the picnic. Ben is helping his mum in the kitchen.
Omar: Ben, don't walk there!
Ben: Oops, sorry! And look at that sign. I think it says you mustn't make a fire here.
Narrator: Ben and Omar are at the park. These signs say you must not walk on the grass and you must not make fires.
Rania's mum: Rania, that sign says you mustn't pick the flowers.
Rania: OK, mum. Hey Amy, that sign says you mustn't ride your bike there.
Rania's mum: Rania, stop playing with stones. You must wash your hands.
Narrator: Rania, Amy and their mums are in the park. They are getting the picnic ready.

- Rania's mum: *Oh, I like these potatoes.*
 Amy's mum: *You boil the potatoes and add in some onions and garlic.*
 Amy's mum: *Mmmm, this smells good. I'm hungry. How do you make it?*
 Rania's mum: *It's easy! You fry the chicken in a little olive oil. You must be careful, it gets very hot.*
 Narrator: *The mothers are talking about the things they should do to make nice picnic food.*

ACTIVITY 3 Listen and say. 5 mins

- 1 Say **Listen and read aloud**. Play the recording again. Pause so that children can read and repeat the text.
- 2 Get children to focus on the stress and intonation of the dialogues.

Repeat audio activity 2

ACTIVITY 4 Listen and answer the questions. 5 mins

- 1 Say **Listen**. Play the recording and get children to listen for meaning.
- 2 Say **Listen and answer the questions**. Play the recording, pausing so that the children can answer the questions.

Audio 49

- 1 *What is Ben's mum making for the picnic?*
- 2 *Ben's mum was not happy with him, what does she say?*
- 3 *Rania's mum is not happy with her at the park, what does she say?*
- 4 *What's Amy doing at the park that she mustn't do?*
- 5 *What's Ben doing at the park? What mustn't he do?*

Answers: 1 *a potato dish* 2 *You mustn't add lots of salt and pepper.* 3 *You mustn't pick the flowers.* 4 *ride her bike.* 5 *He mustn't walk on the grass.*

REVIEW 5 mins

- 1 Get children to identify the English expressions and practise them.

Period 2 – focus on reading PB page 57

LANGUAGE PRESENTATION 5 mins As for Period 1.

LANGUAGE DEVELOPMENT 5 mins As for Period 1.

ACTIVITY 1 Listen and circle the words you hear. Then match them with the pictures. 5 mins

- 1 Tell the children riddles to get them to guess the activity, eg. *It's very hot. You can hurt yourself with it. You can cook on it. What is it?* (a fire)

It looks like a small onion. You cook with it. It makes food taste good. What is it? (garlic)
You add these to food. Food tastes better but don't put too much! What are they? (salt and pepper)

- 2 Say **Listen and circle the words you hear**. Play the recording, pausing when you hear a key word so that children can find it and circle.
- 3 Say **Match the sentences with the pictures**. Elicit answers. Children check and correct.

Answers: 1 e 2 f 3 g 4 d 5 a 6 b 7 c 8 m 9 k 10 l 11 h 12 j 13 i

Repeat audio period 1 activity 1

ACTIVITY 2 Listen and repeat the passage on page 56.

5 mins 

- 1 Get children to look at the pictures in Period 1. Say **Listen and repeat the passage**. Play recording from Period 1 Activity 2, pause after each narration or dialogue and get children to read and repeat.

Repeat audio period 1 activity 2

ACTIVITY 3 Work in groups of four or five. Read the passage on page 56 aloud. 5 mins

- 1 Get children to work in groups of four or five. They take it in turns to read narration or dialogue in pictures 1, 2, 3 and 4 on page 56.
- 2 Say **Work in groups of four or five. Read the passage aloud**. Monitor groups. If necessary model what you want the children to do with a group at the front of the classroom before getting the children to work in their own groups.

ACTIVITY 4 Read. Then work in pairs and circle the correct words. 10 mins

- 1 Say **Read** and get children to read silently. Model what you want the children to do with an example. Ask *What dish is Ben's mum making?* (a potato dish). Encourage the children to read for meaning.
- 2 Say **Read and circle the correct words**. Ask children to read and circle the correct word. Make sure that the children are focusing on the meaning.
- 3 Get children to check their answers with a partner.
- 4 Write 1, 2, 3, 4, 5, 6 on the board. Elicit the answers, inviting a child to come to the board and write the answer next to the number. Children check their own work and make corrections.

Answers: 1 *potato* 2 *garlic* 3 *boil* 4 *salt and pepper* 5 *fire* 6 *Be careful*

REVIEW 5 mins

- 1 Display flashcards and word cards. Play *What's missing?* Get children to close their eyes. Take away two flashcards.

Period 3 – focus on comprehension PB page 58

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and ask children to match the word and flashcards.
- 2 Ask *What does 'get ready' mean?* Accept any reasonable answer that means it is an action to prepare to do something.
- 3 Repeat with *When do you need to be careful?* Accept any reasonable answer that includes when you are doing something dangerous, eg. cooking, making a fire.
- 4 Ask *What words start with the sound /g/?* Elicit *garlic, grass, get ready*. Repeat with /b/ (boil, be careful), /f/ (fire), /h/ (hungry), /s/ (sign, smell, stone, salt), /m/ (must), /p/ (pepper).

! NOTE: don't be restricted to the unit vocabulary, encourage the children to use any words they know with these sounds.
 Chunking words to learn them together is a good way to collocate, eg. Get ready (to eat, to go to school, to start a test), Be careful (of fire, something hot, something dangerous).

LANGUAGE DEVELOPMENT 7 mins

- 1 Get children to notice common word blends, eg. *gr, dr, br, fr*, and make/add to class poster for them to refer to.

/br/	/dr/	/gr/
b read	d rop	g rass
b rother	d ress	g reen
b ring	d rink	g randfather
b reak	d raw	g randmother
b rown		g randparents
		g row

ACTIVITY 1 Listen. Thumbs up, thumbs down. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and put their thumbs up if they are correct and thumbs down if they are wrong.
- 2 Model what you want the children to do with an example, play the first sentence in the recording *Rania's mum made a potato dish*. Elicit *thumbs down*. Encourage the children to tell you why it is wrong. For the incorrect answers get the children to focus on what is the correct answer.

! NOTE: we are encouraging the children to think for themselves. This learning how to learn strategy needs to be taught explicitly.

Audio 50

- 1 *Rania's mum made a potato dish.*
- 2 *Amy picked flowers.*
- 3 *Rania's mum liked the potato dish.*
- 4 *A sign said 'You mustn't walk on the grass.'*
- 5 *Ben added pepper to the potatoes.*
- 6 *Rania played with stones.*

Answers: thumbs up 3, 4, 5, 6; thumbs down 1, 2

ACTIVITY 2 Read. Then tick ✓ the correct sentences. 5 mins

- 1 Say **Read. Then tick the correct sentences**. Ask the children to read the sentences silently and put a tick next to each correct sentence. Give a model as an example, *The families went to the farm*. Elicit no tick. Write on the board 1.
- 2 Write 1, 2, 3, 4, 5, 6 on the board. Elicit answers by asking questions to encourage the children to think about meaning and not focus on words in isolation, eg. *What mustn't you do at the park?* (walk on the grass, pick flowers, ride your bike, make fires)
Why do you think you mustn't do these things? (walk on grass/ grass dies; pick flowers/they are for everyone to look at; ride your bike/dangerous, might hurt someone; make fires/dangerous)
Why must you wash your hands before you eat? (your hands are dirty, especially if you have been playing with stones)

Answers: tick 2, 4

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives.

ACTIVITY 3 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and answer them with the unit vocabulary.
- 2 Get children to check their answers with a partner.
- 3 Elicit the answers and the rest of the class agrees or disagrees. Children correct their own work.

Answers: 1 *mustn't* 2 *stones* 3 *grass* 4 *must* 5 *be careful* 6 *smells*

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives and use their background knowledge.

ACTIVITY 4 Read page 56 and write answers to the questions. 5 mins

- 1 Say **Read. Then write answers to the questions.** Get children to read the questions silently, look at the pictures on page 56.
- 2 Elicit answers, children put their hands up to answer. Rest of class agrees or disagrees. Children correct their own work.

Answers: 1 add lots of salt 2 be careful/You mustn't add lots of salt 3 boil the potatoes, add in onion and garlic 4 Ben 5 stones and flowers 6 The chicken dish

REVIEW 5 mins

- 1 Play *Chinese whispers*. Model what you want the children to do with an example.

Period 4 – focus on speaking PB page 59

LANGUAGE PRESENTATION 5 mins

As for Period 3.

LANGUAGE DEVELOPMENT 5 mins

As for Period 3.

ACTIVITY 1 Look and complete the sentences with the correct words. 5 mins

- 1 Say **Look and read the sentences.** Get children to read the sentences.
- 2 Say **Read aloud.** Ask children to read the text aloud.
- 3 Say **Complete the sentences with the correct words.** Model with an example.
- 4 Get the children to check their work and make corrections.

Answers: 1 sign 2 grass 3 fire 4 boil, garlic 5 Get ready, must

ACTIVITY 2 Work in pairs. Read the sentences in activity 1 aloud. 5 mins

- 1 Say **Read.** Ask children to read the completed sentences silently.
- 2 Say **Read aloud.** Ask children to read the text aloud.

ACTIVITY 3 Read and circle the correct words. 10 mins

- 1 Say **Look at page 56.** Get the children to read and look at the pictures.
- 2 Say **Read.** Children read the sentences.

- 3 Say **Circle the correct words.** Ask the following questions and encourage the class to answer them:
What did the children do at the park? (ate a picnic, walked on the grass, rode their bikes, picked flowers)

! NOTE: get the children to notice the past tense *-ed* and the irregular verbs: *to be, ride*.

Answers: 1 helped 2 added 3 played 4 walked 5 picked 6 rode

ACTIVITY 4 Read aloud. Then answer the questions. 5 mins

- 1 Say **Work in pairs. Read the sentences aloud.** Get children to work in pairs and take it in turns to read out the questions and answer them.

REVIEW 5 mins

- 1 Play *Bingo* with unit vocabulary.
- 2 Ask children to collect photos and pictures from magazines or newspapers of signs they have seen, or they can make drawings of them. Bring to the class by Period 7.

! NOTE: it would be useful if you could bring in some photos and/or pictures of signs you have seen so that the children can conceptualise what you want them to do.

Period 5 – focus on writing PB page 60

ACTIVITY 1 Read and think. Complete the sentences with correct words. 10 mins

- Warmer game: play *Shark Attack*. Draw _____ (get ready) on the board. Get children to call out sounds of letters. Continue with other words from unit vocabulary list.
- Say **Look at page 59. What do they think?**
- Say **Think**. Get children to read the incomplete sentences. Model one example so children know what to do, eg. Get the class to read out the first sentence together and choose a past tense.
Last weekend Ben and Omar's families _____ (go) to the park.
Encourage the children to focus on the meaning. Ask *Are they there now? Are they going tomorrow? When are they at the park?* Get the children to focus on the past tense.
- Say **Complete the sentences**.
- Get children to check their sentences with a partner.
- Elicit answers and write them on the board.

Answers: 1 went 2 helped 3 made 4 rode 5 played 6 said

ACTIVITY 2 Think and write the correct questions. 10 mins

- Say **Think**.
- Model what you want the children to do with an example. Write on the board:
help / wash / dishes
Encourage the children to understand the meaning.
- Say **Read the words aloud**. Encourage the class to identify the missing words as they read aloud. Invite a pupil to write them on the board. Get the class to agree or disagree.
Say What could you do? Could you help me put the books on the shelf, please?
- Say **Think and write the correct questions**. Get the children to read, think and complete the questions. Get them to check their answers with a partner.
- Elicit answers and write them on the board.

Answers: 1 *Could you help me wash the dishes, please?* 2 *Could you help me press the olives, please?* 3 *Could you help me make soap, please?*

ACTIVITY 3 Work in pairs. Ask and answer questions about what you must or mustn't do. 10 mins

- Say **Think**. Get the children to focus on the things you MUST DO and MUSTN'T DO.
- Model, focusing on the example given

Kitchen	MUST	MUSTN'T
	Be careful	touch hot things

REVIEW 10 mins

- Play *Sequences*. Model with an example. Invite three children to the front of the class.
- Child 1 thinks of a verb, eg. *boil*. Child 2 has to think of what you MUST DO and child 3 has to think what you MUSTN'T DO.
- Divide the class into three groups. Group 1 agrees on a place or verb and calls it out. Group 2 has to think of MUST DO. Group 3 has to think of MUSTN'T DO.
- Divide the class into groups of three. The children play the game in their small groups.

Period 6 – focus on integrated skills PB page 61

ACTIVITY 1 Listen and answer the questions. 10 mins

- Warmer game: Say *Work in groups of three*. Get each child to number themselves 1, 2, 3. Say *Teacher says number 1 you say a place*. Number 1 mimes bathroom, number 2 says *I must be careful!*, number 3 says *I mustn't put my hand in the hot water*.
- Say **Look**. Get the children to look at the picture to get the meaning.
- Say **Listen**. Play the recording. Get children to look at the picture and listen for meaning.
- Say **Listen and answer the questions**. Play the recording again and get the children to call out the answers. Get the class to agree or disagree with the answers.

Audio 51

Ben's mum: Ben helped me make the potato dish this morning.

Omar's mum: That was good! Why are you laughing?

Ben's mum: Well ... he wanted to add lots of salt and pepper. I said, 'Be careful! You mustn't put lots of salt and pepper. It's not healthy. He asked to help, I love him helping me.'

Omar's mum: What a good idea! I will ask Omar to help me too. I made the chicken dish this morning. The smell was good, the children wanted to eat it for breakfast! I said to the children, 'Get ready for the picnic.'

Ben's mum: Mm, the smell is very good. It makes me feel hungry again! Oh look the children are playing on the grass.

Omar's mum: Children be careful! You mustn't walk on that grass. Come here, this grass is OK.

Children: OK we're coming!

Narrator: Listen and answer.

- 1 *Who's talking?*
- 2 *Why does Ben's mum laugh?*
- 3 *What did Ben's mum say to Ben?*
- 4 *What does Omar's mum think is a good idea?*
- 5 *What smells good?*
- 6 *What does Omar's mum tell the children?*

Answers: 1 the mums/mothers/Ben and Omar's mums/mothers
 2 Ben helped her and wanted to add lots of salt to the potatoes
 3 Be careful, you mustn't put lots of salt 4 Omar helping her
 5 the chicken 6 Be careful you mustn't walk on the grass.

ACTIVITY 2 Read. Then listen and circle the correct words.

10 mins 

- 1 Say **Read aloud**. Get the children to read the sentences aloud.
- 2 Say **Listen and circle the correct words**. Model with an example, write on the board, play the recording, pausing so the children can hear the sentences:
The sign says, 'You mustn't walk/walks on the grass.'

NOTE: help the children to notice the use of the trigger word YOU – remind them it is ONLY third person who takes the -s in a verb!

- 3 Play the recording so they listen for meaning.
- 4 Play the recording again, pausing so the children can circle the correct words.
- 5 Get children to check their answers with a partner by taking it in turns to read aloud a sentence each.
- 6 Elicit answers and write them on the board. Children check and correct their own work.

Audio 52

- 1 *The sign says, 'You mustn't walk on the grass.'*
- 2 *The sign says, 'You mustn't pick flowers.'*
- 3 *The sign says, 'Be careful, boiling water.'*
- 4 *The sign says, 'You mustn't make a fire.'*
- 5 *The sign says, 'You must wash your hands.'*

Answers: 1 walk 2 pick 3 boiling 4 make 5 wash

ACTIVITY 3 Listen and repeat. 10 mins

- 1 Say **Read the words**. Get children to read silently.
- 2 Say **Listen**. Play the recording and get children to listen for meaning. They can do actions if they want to.

NOTE: some children need to link a word to an action in order to remember and recall it. Encourage them to do this if this is helpful to them.

- 3 Say **Listen and repeat**. Play the recording again and get the children to repeat.

Audio 53

Boil, olive oil, olive oil.

Boil, olive oil, olive oil.

Be careful! Be careful! You mustn't touch it! You mustn't touch it!

Grass, water glass, milk glass.

Grass, water glass, milk glass.

Be careful! Be careful! You mustn't walk fast! You mustn't walk fast!

ACTIVITY 4 Work in pairs. Ask and answer questions. 5 mins

- 1 Say **Work in pairs. Ask and answer questions**. Get children to take it in turns to ask the questions and answer. They can think of any place/verb they want.

REVIEW 5 mins

- 1 Play *The Chain game*. Say *We're going to play the chain game in a circle*. Invite six children to the front of the class and get them to stand in a circle. Get the first child to call out a place and take a step forward, eg. garden. The first child who can think of what you **MUST DO** calls out and takes a step forward, the next child calls out a **MUSTN'T DO** and takes a step forward. It is now up to the three left to call out a place/verb, eg. touch and repeat. The last person to call out starts the game again.

Period 7 – focus on writing PB page 62

ACTIVITY 1 Think and write sentences about the signs you see. Use *must* or *mustn't*. 10 mins

- 1 Warmer game: display all the flashcards from Units 7 and 8. Play *The memory game*. Put the class into teams and give the children 20 seconds to memorise them, then take down the flashcards. The teams have to remember all the cards (by writing down the names on a piece of paper which you look at and check). The winner is the team with the most correct. Repeat with different sets of cards.
- 2 Say **Think**. Get children to look at the pictures. Model with an example:
You mustn't run. (wet floor)
- 3 Say **Write sentences about the signs you see**. Monitor and support the children who are struggling. They could work in pairs.
- 4 Elicit the answers and write them on the board. Get children to check and correct their work.

Answers: 1 *You mustn't run./You must walk.* 2 *You mustn't talk./You must be quiet.* 3 *You mustn't swim./You mustn't go in the sea.* 4 *You must do your best./You must be good.*

ACTIVITY 2 Think and write the correct sentences. 10 mins

- 1 Say **Write correct sentences**.
- 2 Model what you want the class to do with an example.
be quiet im doing my homework
- 3 Get children to focus on capital letter and full stop/exclamation mark. Also get them to focus on apostrophe *I'm*. Ask *what letter is missing? I am*.
- 4 Monitor and support the children who need help. They could work in pairs.
- 5 Elicit feedback, write 1, 2, 3, 4 on the board and write the answers.
- 6 Get the children to check and correct their own work.

Answers: 1 *Be quiet! I'm doing my homework.* 2 *You mustn't play the piano when Ben's doing his homework.* 3 *Oh no, be careful! Omar, look at that sign.* 4 *It says, 'We mustn't skate here.'*

ACTIVITY 3 Think and write sentences about what you must and mustn't do. 10 mins

- 1 Say **Look at your pictures and write what you must and mustn't do** and get the class to take out the photos/pictures or drawings. Write sentences on the board under headings, eg.
MUST *MUSTN'T*
- 2 Monitor and support the children who need extra help.

ACTIVITY 4 Write the words. Practise your handwriting. 5 mins

5 mins

- 1 Say **Read**. Get the children to read the unit vocabulary.
- 2 Say **Write the words. Practise your handwriting**. Tell the children this is for homework and they should write in their copybook in their best handwriting.
- 3 Tell the children they are going to practise their spelling in Period 8 so they should learn how to spell the words well.

NOTE: if the children have a homework book they should write the homework in it.

REVIEW 5 mins

- 1 Play *What's missing?* Use unit word cards.

Period 8 – focus on integrated skills and project work PB page 63

ACTIVITY 1 Read and complete the sentences. Check your spelling. 10 mins

- 1 Warmer game: write anagrams on the board and get the children to guess the correct word, eg.
oents (stone)
ssrga (grass)
- 2 Say **Read**. Get children to read the incomplete sentences for meaning.
- 3 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and fill the gaps with unit vocabulary.
- 4 Say **Work in pairs and read sentences aloud**. Get children to take it in turns to read the sentences aloud to each other.
- 5 Say **Check your spelling**. Get children in pairs to check each other's spelling. Get children to make their own corrections.
- 6 Elicit answers and write them on the board. Get children to check their work again and make corrections.

Answers: 1 must, fire 2 boil 3 be careful, ready 4 hungry, smells 5 salt, pepper, garlic 6 grass, sign

ACTIVITY 2 Work in groups of three or four. Make a poster of signs you have seen in Palestine. Draw a new sign for our classroom. 30 mins

- 1 Tell the children they are going to make a poster for the classroom. Show them a model of a poster you have made before the class with photos and descriptions. Tell the children they will need to use their best handwriting as the poster will be displayed in the classroom.
Write the following on the board as a check list of what they need to include:
Title – name of poster
Names of children in the group
Pencil lines to write clearly and carefully
- 2 Brainstorm on the board using a mind map showing the children what else they can write about their pictures.

what MUST do,
eg. be quiet

Signs

what MUSTN'T do,
eg. run

- 3 Get children to look at the sentences they drafted in Period 7 Activity 3. Get them to add some more sentences.
- 4 Get children to work in pairs and proofread each other's sentences. Monitor and help the children notice further edits they need to make.

- 5 Give out the paper, glue, scissors and the materials the children have brought in. Show the children how to make the poster. They need to agree who does the writing, who does the glueing, who decides where the pictures/photos go.
- 6 Monitor as the children glue in their photos/drawing and write their sentences in their best handwriting. If you run out of time, the children can take their poster home to finish and bring back the next period.
- 7 Display the completed poster.

EXTENSION: children can work in a group of four presenting their signs to each other using their poster. Two groups can work together presenting their poster to each other.

NOTE: a washing line across the classroom or a window is a perfect place to display the poster. Use washing pegs to attach the posters to the washing line.

Revision

Period 1 PB page 64

ACTIVITY 1 Listen and read. 10 mins 

- 1 Warmer: play *must and mustn't game*. Get children to work in a line of three children. Child 1 gives a place/verb, child 2 says what you must do and child 3 what you mustn't do.
- 2 Display the poster showing the story. Ask *What's this?* Point at the old man, town and the people. Say *What do you think is going to happen?*
- 3 Listen to what the children say and ask *Why?* Encourage the children to think of their answer, eg. *the man is going away*.
- 4 Say **Listen and read**. Play the recording so the children can listen and read following the text. They are listening for meaning.
- 5 Say **Answer the questions**. Read the questions:
How did the man feel when he arrived in the town? (tired and hungry)
What did he ask for? (some food)
What did the people say? (there was no food because it was dry and there were no plants)
What did the man say? (he would make some soup)
What did the man use to make the soup? (water and a big white stone)
What did the people do? (they helped him make the soup by giving him their food)

Audio 54

- Wise grandfather: *I'm tired and hungry. Could I have some food, please?*
- Old grandmother: *We're sorry, it's very dry here. No plants will grow. We have no food.*
- Narrator: *Once upon a time a wise grandfather arrived in a small town.*
- Wise grandfather: *Mmm, I know, I will make some soup. Could I have some water, please? I will make you some soup.*
- Narrator: *The wise grandfather thought and thought.*
- Wise grandfather: *Be careful! You mustn't get near the fire!*
- Narrator: *The wise grandfather took a big white stone out of his bag. He washed it and put it into the water. He put the water on the fire to boil.*
- Wise grandfather: *Mmm, stone soup is good with some onions.*
- Old grandmother: *Oh, I have some onions. I think you should have them. Good soup must have onions! Here you are!*

- Old grandfather: *I have some tomatoes.*
- Young grandfather: *May I help you? I have some garlic, too.*
- Narrator: *The wise grandfather looked at the boiling water.*
- Wise grandfather: *This soup looks good now. It will be better with some carrots and potatoes. We mustn't put in lots of salt and pepper.*
- Old grandmother: *I think you should have this chicken.*
- Narrator: *People went home and gave him all the things the wise grandfather wanted.*
- People: *We love your soup! You are a wise grandfather!*
- Wise grandfather: *It's YOUR soup because you all helped me. You must work together. Goodbye!*
- Narrator: *When everyone finished, the wise grandfather took the stone out of the soup, washed it and put it back in his bag. Then he went away.*

ACTIVITY 2 Listen and answer the questions. 5 mins 

- 1 Say **Listen**. Play the recording so the children are listening for meaning. Encourage the children to look at the pictures and the text. You might want to ask a few more focusing questions:
What can you see?
Where are they?
What are they doing?
- 2 Say **Listen and answer the questions**. Play the recording, pausing after each question so the children can find the answers in the text and answer.

Audio 55

- 1 *How did the wise grandfather feel?*
- 2 *What did the people do to help him?*
- 3 *What did the wise grandfather do?*
- 4 *What did the people have?*
- 5 *What did all the people have in the end?*
- 6 *Why do you think the wise grandfather made the soup?*

Answers: 1 *tired and hungry* 2 *Nothing; they also had no food, there were no plants* 3 *made some soup/made them help each other* 4 *gave him what they had/shared a few vegetables, carrots, potatoes, onions, a chicken* 5 *good soup* 6 *to show them that together they could help each other but alone they could not, they had to share*

ACTIVITY 3 Listen and read aloud. 5 mins 

- 1 Say **Listen and read activity 1 again aloud**. Play the recording again and pause after each sentence so the children can repeat.

Repeat audio activity 1**ACTIVITY 4 Work in groups of four. Read each part aloud.**

10 mins

- 1 Model what you want the children to do by inviting four children to the front of the class. Each child takes a part, eg. narrator, wise grandfather, old woman and man. Children need to listen to the narrator and do the actions, eg. *Walking like an old man, holding stomach because they are hungry, putting hand to head thinking, taking out stone, putting things in a pot and stirring.*
- 2 Get the children in groups of four. Say **Work in groups of four. Read each part aloud.**
- 3 They use the expressions: *Be careful! May I help you?*

REVIEW 10 mins

- 1 Display Units 6–8 flashcards. Play *I spy*. Get different children to take the part of the teacher.

Period 2 PB page 65**ACTIVITY 1 Listen. Say Hurray or Boo. 10 mins** 

- 1 Warmer: Play *Teacher says*, eg. *Teacher says clap your hands* and get children to clap their hands. Remember if you don't say *Teacher says* then the children don't do the action, if they do then they sit down. Make this competitive! Repeat with:
Teacher says you are hungry.
Show me the top of your head.
Teacher says show me the bottom of your school bag.
Show me washing your hands.
- 2 Model what you want the children to do. Say **Listen. Say Hurray or Boo**. Play recording and pause after 1.
1 The wise grandfather was not hungry or tired.
Get children to say *Hurray* if they think this is true or say *Boo* if they think this sentence is false.
- 3 Children say *Boo*. Ask *Why?* Encourage the children to say that the grandfather had walked a long way.
- 4 Say **Listen. Say Hurray or Boo**. Play recording, pausing between sentences for children to listen and respond.

Audio 56

- 1 *The wise grandfather was not hungry or tired.*
- 2 *The people said 'We have no food.'*
- 3 *The wise grandfather had a big black stone.*

- 4 *The wise grandfather made some soup.*
- 5 *The people did not help the wise grandfather make the soup.*
- 6 *All the people ate the soup.*

Answers: *Hurray* 2, 4, 6; *boo* 1, 3, 5**ACTIVITY 2 Read and match. 10 mins**

- 1 Get the children to read the sentences and look at the pictures. Model what you want the children to do by doing the first one together with the class.
Match picture 1 + c Could I have some food, please?
- 2 Say **Read and match**. Get children to check their answers with a partner.
- 3 Elicit answers and invite children to write the answers on the board. Children check and correct their answers.

Answers: *1 c 2 d 3 a 4 b***ACTIVITY 3 Look at the pictures and write the sentences.**

10 mins

- 1 Get the children to look at the pictures. Model what you want the children to do with an example.
1 Could I have some ...
- 2 Say **Complete the sentences**. Get children to check their work with a partner.
- 3 Elicit answers. Write them on the board. Get children to check their own work and make corrections.

Answers: *Accept any reasonable answers based on the story but also let the children be creative.***ACTIVITY 4 Look and complete the sentences. 10 mins**

- 1 Get the children to look at the pictures and the whole class tells the story together.
- 2 Put the children in pairs and the children tell each other together with their partners.

Answers: *Accept any reasonable answers based on the story but also let the children be creative.*

EXTENSION: this is a famous Aesop moral tale. The moral is that you should share what you have when everyone is having a bad time. The grandfather tricked the people into thinking he was going to make soup when he had no food at all, he used a stone but the people then offered to share something. In the end by sharing they all got some delicious soup.

Period 3 PB page 66

ACTIVITY 1 Look and complete the sentences with the correct words. 10 mins

- 1 Display posters from Units 6–7. Ask *What can you see?* Model what you want the children to do with an example. Elicit some vocabulary, eg. *food pyramid, healthy, a little, lots, olives, harvest, hundred of years old, millions of olive trees.* Encourage the children to look back in their coursebooks to find vocabulary.
- 2 Say **Look and write.** Model what you want the children to do with an example, write on the board:
The _____ shows us the food you _____ eat.
(*food pyramid/should*)
- 3 Display word cards and get individual children to select word cards which might fit in the gaps.
- 4 Children edit their own work.

Answers or any reasonable answer that is appropriate:
1 *food pyramid, should, bottom, top, a little* 2 *Fried, prefer, because* 3 *Millions, hundred*

NOTE: if the children use words that they have not learnt in the classroom PRAISE THEM! They all have very different experiences and you should acknowledge any extra English that they bring to the class. Allow them to share what they know with others.

ACTIVITY 2 Work in pairs. Read the sentences aloud.

10 mins

- 1 Model what you want the children to do by inviting two children to stand up. Get them to take it in turns to read their sentences from Activity 1 to each other. Help the children to notice that not all the sentences are exactly the same.
- 2 Say **Work in pairs. Read the sentences aloud.** Get the children in pairs checking and reading to each other.

ACTIVITY 3 Read and circle the correct words. 10 mins

- 1 Model what you want the children to do with an example. Get the class to read sentence 1 aloud together.
You should only drink/drinks a little fizzy drink because it is very sweet. You should eats/eat lots of fruit and vegetables.
- 2 Say *What's the correct word?* Elicit *drink/eat.* Say *Why is drink/eat the correct word?* Get children to think why, encourage them to THINK of the answer, DON'T TELL THEM THE ANSWER. Help them to notice that the answer is linked to the word YOU.
- 3 Say **Read and circle the correct words.** Get children to check their work with a partner.

- 4 Elicit feedback. Write the answers on the board and get children to check their work and make corrections.

Answers: 1 *drink, eat* 2 *buy, take* 3 *makes, May* 4 *presses, May*

EXTENSION: you might like to remind children of the third person -s, eg. grandmother/she; grandfather/he.

ACTIVITY 4 Read aloud. 10 mins

- 1 Say **Read quietly** (this will help the children to focus on meaning).
- 2 Say **Read aloud.**
- 3 Ask children to turn to page 64 and look at the pictures.
- 4 Say **Answer these questions.** Ask the following concept checking questions:
Why did the man ask for some food? (he was tired and hungry)
Why did the man put a stone in the boiling water? (accept any reason that means it made the people think about what you need to put into soup – they all knew that soup doesn't taste good with a stone)
What did the people do then? (they gave the man what they had and together they made the delicious soup)
Why is this man wise? (accept any reasonable answer that means he made the people think and work together with their problem of not having food)

EXTENSION: get the children to remember the moral of the story. That it is about sharing what you have so that you all have a better life.

Period 4 PB page 67

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Ask the children to look at the picture. Say *What are they doing?*
- 2 Say **Listen.** Get children to listen for the first time for understanding.
- 3 Say **Listen and answer the questions.** Play the recording, pausing so the children can answer.

Audio 57

- Narrator:** *The two families are at the beach for the day. Amy and Rania are walking in the sea. Rania's mother is watching them.*
- Rania's mum:** *Amy and Rania, could you stay near us please? You shouldn't get wet.*
- Amy and Rania:** *May we swim?*
- Rania's mum:** *Sorry, no. Look at that sign, it says 'You mustn't swim here!'*
- Amy and Rania:** *Oh noooooo! What can we do?*
- Amy's mum:** *Go and get ready for lunch!*
- Narrator:** *Ben and Omar are flying their kites. Ben's kite is in an olive tree. Omar's dad can see Ben's kite in the tree.*
- Omar's dad:** *Oh no, Ben and Omar are flying their kites near the trees.*
- Ben's dad:** *Ben, be careful! That sign says 'You mustn't fly your kite there!'*
- Ben:** *Sorry. Please help us get my kite. Then may we help you?*
- Ben's dad:** *We will get your kite after lunch. But we should eat now. We'd love you to help us!*
- Omar's dad:** *Come on boys, you must wash your hands with soap before you eat. Your hands are dirty.*
- Narrator:** *Listen and answer.*

- 1 *Who's in the water?*
- 2 *What does Rania's mum say?*
- 3 *What do Amy and Rania do?*
- 4 *What are Ben and Omar doing?*
- 5 *What happens to Ben's kite?*
- 6 *What does Ben's dad say?*
- 7 *What does Omar's dad say?*

Answers: 1 *Amy and Rania* 2 *Rania's mum says 'You mustn't swim here.'* 3 *They get ready for lunch.* 4 *They are flying their kites.* 5 *It goes into an olive tree.* 6 *You mustn't fly your kites here.* 7 *You must wash your hands with soap./Your hands are dirty.*

ACTIVITY 2 Read and complete the sentences. 5 mins

- 1 Get the children to look at picture 1. Say *What can you see?* Elicit *boiling water.*
- 2 Say **Read**. Get the children to read the incomplete sentences quietly.
- 3 Say **Read aloud**. Get the children to read the incomplete sentences aloud.
- 4 Model what you want the children to do with an example. Write on the board:
Amy, please _____.
Elicit *be careful*
- 5 Encourage the children to look back at previous units to check spelling and complete the sentences.

- 6 Say **Read and complete the sentences.**
- 7 Get children to check their answers with a partner.
- 8 Elicit answers and invite children to select a word card or write an answer on the board.

Answers: 1 *be careful, boiling, mustn't* 2 *harvested, thousand, north, useful* 3 *sign, grass*

ACTIVITY 3 Work in pairs. Ask and answer the questions. 10 mins

10 mins

- 1 Model what you want the children to do by inviting two children to the front of the classroom.
- 2 Get child 1 to read the question *What were Amy and Rania doing?*
- 3 Get child 2 to respond: *They were walking in the sea.*
- 4 Get child 2 to read the question *What were Ben and Omar doing?*
- 5 Get child 1 to respond: *They were flying their kites.*
- 6 Say **Work in pairs. Ask and answer questions about the picture in activity 1.**

NOTE: if you feel that the class needs to be more supported with this activity get the whole class to drill the questions. Elicit some answers, write them on the board. Then drill 50/50 questions and answers. Then divide the class into pairs. Do not let them fail! Go back to whole class, 50/50 drilling if you are at all worried!

ACTIVITY 4 Work in pairs. Choose a task from Units 6–8. Then talk about it to another pair. 10 mins

- 1 Take out all the children's unit task work from Units 6–8. Get them to work in pairs and select which of the unit tasks they would like to work with again. They will need to work with the same children.
- 2 Get the children to take it in turns to present their work to another group.
- 3 Each person in the group has to say something about the material they made.
- 4 Say **Work in pairs. Choose a task from Units 6–8. Then talk about it to another pair.**

ACTIVITY 5 Whole class. Choose a song or rhyme from Units 6–8. 5 mins

- 1 Get the children to agree on a song or rhyme from Units 6–8.
- 2 Chant or read the song or rhyme.

A visit to the Dead Sea

Period 1 – focus on listening PB page 4

Aims to talk about events in the present that took place in the past

Key language *anywhere, below sea level, desert, ever, gazelle, jerboa, man, mud, oasis, palm tree, rock, salty, skin, spring*

Review *float, salty, fish, plants, sea, grow, because, body, animal, medicine*

Language structures *Have you ever put Dead Sea mud on your body? No, I haven't. Yes, I have.*

Materials Pupil's Book, CD, Poster, Flashcards Unit 10, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 5 mins

- 1 Show Unit 10 poster. Ask *What can you see?* Elicit as much as possible in English (characters and items). Praise the children's efforts.
- 2 Show the key language flashcards. Point to flashcard of jerboa. Say *This is a jerboa. It is a desert animal.* Repeat with other flashcards.
- 3 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 5 mins

- 1 Say **Look and listen.** Play recording. The children point to the correct flashcard when they hear each name.
- 2 Say **Listen.** Play recording. Point to each character and item.
- 3 • Say **Listen and repeat.** (Use signs)
 - Point to items one by one. Encourage the children to say the name.
- 4 Repeat 3.

Audio 1

anywhere below sea level desert ever gazelle jerboa man mud oasis palm tree rock salty skin spring

LANGUAGE DEVELOPMENT 5 mins

Before the lesson:

Prepare word cards: *Have / you / ever / put / Dead Sea / mud / on / your / body / ? / No / , / I / haven't / . / Yes / , / I / have / . /*
 Word cards for flashcards: *anywhere / below sea level / desert / ever / gazelle / jerboa / man / oasis / palm tree / rock / salty / skin / spring*

- 1 Distribute and say *Have you ever put Dead Sea mud on your body?* to ten children and get them to stand in line to make a question. Get class to confirm and read it aloud. Transfer to the left side of the board.
- 2 Distribute rest of word cards to 19 children. Say *No, I haven't. Yes, I have.* and get them to stand in line to make two sentences. Get class to confirm and read it aloud. Transfer to the right side of the board. Get class to focus on the use of capital letters and full stops.
- 3 Ask different children to match the flashcards to the word cards.

ACTIVITY 2 Listen and answer the questions. 10 mins

- 1 Ask children to talk about the pictures. Say *What can you see? Who can you see? What are they doing?*
- 2 Say **Read.** Ask children to read the sentences aloud.
- 3 Say **Listen.** Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and answer the questions.** Play recording again and ask the following questions:
Where can you float in the sea and read the newspaper? (in the Dead Sea)
What lives in the Dead Sea? (nothing)
Why do no fish or plants live in the Dead Sea? (it's too salty)
Why do people put mud on their bodies at the Dead Sea? (it has medicine in it)
What desert animal do you know? (accept anything reasonable including gazelle and jerboa)

Audio 2

Amy: *Have you ever been to the Dead Sea?*

Rania: *Yes, we went there two years ago. Have you ever floated in the sea?*

Amy: *No, I haven't.*

Narrator: *Amy and Rania are looking at the internet. They have found the Dead Sea. Rania visited the Dead Sea two years ago. The man in the picture is floating and reading a newspaper!*

Rania: *Do you know that the Dead Sea is very salty? There are no fish or plants in this sea!*

Amy: *Some plants can grow between the rocks.*

Ben: *Really?*

Narrator: *Amy, Rania and Ben are looking at pictures of the Dead Sea. The water is very salty. Palm trees grow in an oasis because water comes from a spring.*

Rania: *Have you ever put Dead Sea mud on your body?*

Amy: *No, I haven't! Why would I do that? Yuck!*

Rania: *Ahhh, because it's a medicine and makes your skin feel great!*

Narrator: Amy and Rania are looking at photos of people with black mud on their bodies. The mud is a medicine for your skin.

Omar: The Dead Sea is below sea level. Have you ever been anywhere below sea level?

Amy: No, I haven't.

Ben: Have you ever seen a desert animal?

Rania: Yes, I have. I've seen a jerboa and a gazelle.

Narrator: Rania, Omar, Ben and Amy are talking about the Dead Sea. It is 400 metres below sea level. There are many desert animals near the Dead Sea.

ACTIVITY 3 Listen and say. 5 mins

- 1 Say **Listen and say aloud**. Play the recording again. Pause so that children can read and repeat the text.
- 2 Get children to focus on the stress and intonation.
- 3 Get children to notice the use of everyday English box and get them to repeat the language using appropriate stress and intonation.

Repeat audio activity 2

ACTIVITY 4 Listen and answer the questions. 5 mins

- 1 Say **Listen and answer the questions**. Play the recording. Pause so that children can listen and answer.

Audio 3

- 1 Where did Rania go two years ago?
- 2 What can you see in an oasis?
- 3 Where do people put Dead Sea mud?
- 4 Where is the Dead Sea?
- 5 What animals can you see near the Dead Sea?

Answers: 1 the Dead Sea 2 A spring, palm trees 3 on their skin 4 below sea level/400 metres below sea level/in Palestine/Jordan 5 jerboa, gazelle, snake, lizard and anything else reasonable

REVIEW 5 mins

- 1 Play *What's missing?*

Period 2 – focus on reading PB page 5

LANGUAGE PRESENTATION 8 mins As for Period 1.

LANGUAGE DEVELOPMENT 7 mins As for Period 1.

ACTIVITY 1 Listen and circle the words you hear. Then match them with the pictures. 5 mins

- 1 Say **Read and circle the words you hear**. Get children to read the text from Periods 1 and 2 and find the words in the word box in Period 1. Circle the words.

- 2 Say **Listen and circle the words you hear. Then match them with the pictures**. Play the recording, pausing when you hear a key word so that children can find it in the text and circle again. They check they have circled all the key vocabulary words and matched them to the pictures.

Repeat audio period 1 activity 1

Answers: 1 b 2 e 3 d 4 a 5 c 6 i 7 f 8 j 9 g 10 h 11 m 12 n 13 k 14 l

ACTIVITY 2 Listen and repeat the passage on page 4.

5 mins 

- 1 Get children to look at the pictures in Period 1. Say **Listen and repeat the passage**. Play recording from Period 1 Activity 2, pause after each narration or dialogue and get children to read and repeat.

Repeat audio period 1 activity 2

ACTIVITY 3 Work in groups of four or five. Read the passage on page 4 aloud. 5 mins

- 1 Get children to work in groups of four or five. They take it in turns to read narration or dialogue in Period 1 Activity 2.
- 2 Say **Work in groups of four or five. Read the passage aloud**. Monitor groups. If necessary model what you want the children to do with a group at the front of the classroom before getting the children to work in their own groups.

ACTIVITY 4 Read. Then work in pairs and circle the correct words. 10 mins

- 1 Say **Read** and get children to read silently. Encourage the children to read for meaning.
- 2 Say **Work in pairs and circle the correct words**. Ask children to read and circle the correct word.
- 3 Get children to check their answers with a partner.
- 4 Elicit the answers, inviting a child to come to the board and write the answer. Children check their own work and make corrections.

Answers: 1 anywhere 2 mud 3 salty 4 below 5 float 6 An oasis

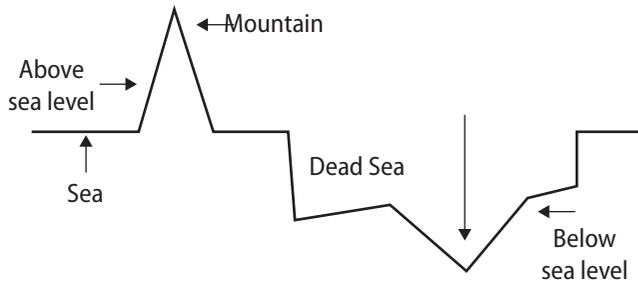
REVIEW 5 mins

- 1 Draw a timeline on the board and write *past, present, now*.
- 2 Get children to identify the verbs in the dialogues using *Have you ever ...?* and write them under the arrow between past and present: *been, floated, put, seen*.
- 3 Get children to work in a small group and take it in turns to say a present tense verb and then throw a paper ball to someone else in the circle who has to say the past perfect tense eg. *go – Have you ever been?*

Period 3 – focus on comprehension PB page 6

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and ask children to match the words and flashcards.
- 2 Ask *What does 'below sea level' mean?* Accept any reasonable answer that means a place which is on land below the level of the sea. It might be a good idea to show this with a diagram on the board so the children conceptualise this.



- 3 Ask *What word starts with the sound /o/?* Elicit *oasis*. Repeat with /m/ (mud), /sp/ (spring = get children to notice that it is the same spelling as the season), /j/ (jerboa), /g/ (gazelle), /h/ (hedgehog), /d/ (desert).

LANGUAGE DEVELOPMENT 7 mins

- 1 Clap number of syllables and children guess the words, eg. spring, rock (1 syllable); hedgehog, palm tree, desert, gazelle (2 syllables); oasis, jerboa (3 syllables).

NOTE: you might like to show the children a little trick to see where the syllables are:

jer	bo	a	ga	zelle	rock
1	2	3	1	2	1

See if they can work out a pattern – highlight/use a different colour for the vowels (a, e, i, o, u) in a word.

ACTIVITY 1 Listen. Clap or stamp. 5 mins

- 1 Say **Listen, clap or stamp.** Play the recording. Pause after each sentence. Children stamp if the sentence is wrong and correct it and or clap if the sentence is right.

Audio 4

- 1 Rania went to the Dead Sea three years ago.
- 2 You can float in the Dead Sea because it is very salty.
- 3 There are beautiful fish in the Dead Sea.
- 4 Water comes from a spring in an oasis.
- 5 Jerboas and gazelles are desert animals.

Answers: clap: 2, 4, 5; stamp: 1, 3

ACTIVITY 2 Read. Then tick ✓ the correct sentences. 5 mins

- 1 Say **Read. Tick the correct sentences.** Ask the children to read the sentences silently and put a tick next to each correct sentence. Give a model as an example.

Answers: tick 1, 4, 5

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make children think for themselves and see things from different perspectives.

ACTIVITY 3 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences.** Get the children to read the incomplete sentences and answer them with the unit vocabulary.
- 2 Get children to check their answers with a partner.
- 3 Elicit the answers and the rest of the class agrees or disagrees. Children correct their own work.

Answers: Accept any reasonable answers which include: 1 palm trees 2 man 3 jerboas and gazelles 4 rocks 5 anywhere

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives and use their background knowledge.

ACTIVITY 4 Read page 4. Then write answers to the questions. 5 mins

- 1 Say **Read and write answers to the questions.** Get children to read the questions silently. They look at the pictures on page 4 activity 2.
- 2 Elicit answers, children put their hands up to answer. Rest of class agrees or disagrees. Children correct their own work.

Answers: 1 yes 2 it's very salty 3 nothing 4 palm trees, some plants 5 a spring 6 it has medicine in it

REVIEW 5 mins

- 1 Play *I spy*. Display flashcards. Say *I spy something with the sound /p/* (palm trees), /r/ (rock), /j/ (jerboa).

Period 4 – focus on speaking PB page 7

LANGUAGE PRESENTATION 5 mins

As for Period 3.

LANGUAGE DEVELOPMENT 5 mins

As for Period 3.

ACTIVITY 1 Look and complete the sentences with the correct words. 5 mins

- 1 Say **Look and complete the sentences**. Get the children to read the words in the word box and look at the pictures.
- 2 Children write about the pictures.
- 3 Get children to check their answers in pairs. Get two pairs to make a group to check each other's writing.
- 4 Elicit answers and children check their own work by asking the following questions:
What are jerboas and gazelles? (desert animals)
Where is the Dead Sea? (below sea level)
What makes the plants grow in a desert? (a spring) *What's a desert plant?* (a palm tree)
What do people put on their skin at the Dead Sea? (mud)
Where can plants grow in a desert? (between rocks, in an oasis)

Answers: 1 desert 2 below sea level 3 spring, palm trees
4 mud, skin 5 rocks

ACTIVITY 2 Work in pairs. Read the sentences in activity 1 aloud. 5 mins

- 1 Say **Work in pairs. Read the sentences aloud**. Get children to work in pairs and take it in turns to read out their sentences.

ACTIVITY 3 Read and circle the correct words. 10 mins

- 1 Say **Read and circle the correct words**. Get children to read the sentences.
- 2 Get children to circle the correct word. Give a model as an example.
- 3 Elicit answers and invite a child to write them on the board. Children check and do their own corrections.

Answers: 1 floated 2 seen 3 tried 4 drunk 5 been 6 climbed

ACTIVITY 4 Read aloud. Then answer the questions. 5 mins

- 1 Say **Read aloud**.
- 2 Say **Answer the questions**.

NOTE: you might like to do this as a 50/50 drill if you feel the children still need more practice.

REVIEW 5 mins

- 1 Play **Shark Attack**. Draw ___ (mud) on the board, get children to call out letters, add them to the lines if correct and start to draw shark if not.
- 2 Ask children to collect photos, pictures of unusual places or creatures they are interested in or make drawings of them. They can bring pictures in magazines or newspapers or something special to them. Bring to the class by Period 7.

NOTE: it would be useful if you could bring in some photos, pictures, drawings of places or creatures so that the children can conceptualise what you want them to do.

Period 5 – focus on writing PB page 8

ACTIVITY 1 Think. Complete the questions with correct words. 10 mins

- 1 Warmer game: Play the *What's missing?* game. Display unit word cards. Go through them one by one getting children to call out name. Take one away and say *What's missing?*
- 2 Say **Complete the questions with the correct words.** Get children to read the gapped questions and complete them according to the pictures. Model one example so children know what to do.
- 3 Say **Read aloud.** Class reads the questions aloud.
- 4 Get children to check their questions with a partner.
- 5 Elicit answers and write them on the board. Help children notice the endings for past tense verbs (it is very useful for the children to link the past tense to the present tense to link the meanings).

Answers: 1 *Have they ever floated in the Dead Sea?* 2 *Have they ever won a running race?* 3 *Have they ever ridden a camel?* 4 *Have they ever harvested olives?*

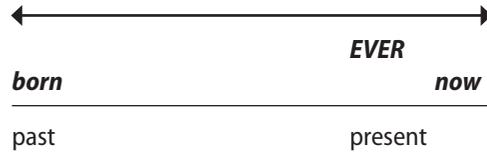
ACTIVITY 2 Think and write the correct questions and answers. 10 mins

- 1 Say **Read.** Get the children to look at the table. Say *What has Huda ever done?* Get children to read the sentences. Model what you want the children to do with an example, eg. *Has Huda ever fallen off a bike? Yes, she has.*
- 2 Say **Think and complete the correct questions and answers.**
- 3 Elicit correct sentences. Write them on the board. Get children to check their work and make corrections. Focus on use of capital letters, question marks and full stops. Also make sure the children notice the use of the comma.
- 4 Help children to notice the use of capital letters at the beginning of a question or answer and a full stop or question mark at the end.

Answers: 1 *Has Huda/she ever fallen off a bike? Yes, she has.* 2 *Has Rashid ever climbed a palm tree? No, he hasn't.* 3 *Has he/ Maher ever chased sheep? Yes, he has.* 4 *Has he/Othman ever pushed someone? No, he hasn't.* 5 *Has she/Rula ever bought flowers for her mum? Yes, she has.*

ACTIVITY 3 Work in pairs. Ask and answer questions about things you have done. 10 mins

- 1 Write a timeline on the board:



NOTE: Help the children to notice that all the words ending in *-ed* are the same in past tense and present perfect and only irregular words change, eg. *has/have swum, has/have eaten, has/have spoken*, etc.

PRESENT PERFECT

PAST

PRESENT

- 2 Say *What HAVE YOU ever DONE?* Get children to take risks, they may not have heard the past tense of some of these verbs before but they might start to formulate ideas about how to make a past tense. Write their ideas between the past and present column.
- 3 Say **Work in pairs. Ask and answer questions about things you have done.** Get children to ask questions using the verbs, eg. *fallen, argued, chased, pushed, bought.*
- 4 Monitor and if the children need more support do some whole class drilling with ideas from the board.

REVIEW 10 mins

- 1 Play *Bingo*. Use unit vocabulary.

Period 6 – focus on integrated skills PB page 9

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Warmer game: write anagrams on the board, eg. *dmu*, *gnspr*, *ssioa*, *mna* and get children to guess what words they make. *Answers: mud, spring, oasis, man.*
- 2 Say **Look**. Get the children to look at the pictures to get the meaning.
- 3 Say **Listen**. Play the recording. Get children to look at the pictures and listen for meaning.
- 4 Say **Listen and answer the questions**. Play the recording again and get the children to call out the answers. Get the class to agree or disagree with the answers.

Audio 5

Amy: *Rania, have you ever been to the Dead Sea?*
 Rania: *Yes, I have, Amy. My dad floated in the water and was reading a book.*
 Amy: *There are no fish or plants in the sea. It's too salty.*
 Rania: *I didn't know that. But people put mud on their skin.*
 Amy: *Really? Have you ever been to an oasis?*
 Rania: *Yes I have. I saw a spring with lots of water. There were some desert animals. They were drinking water.*

Narrator: *Listen and answer.*

- 1 *Who's talking?*
- 2 *What did Rania's dad do in the Dead Sea?*
- 3 *Why are there no fish or plants there?*
- 4 *What do people do there?*
- 5 *What were the desert animals doing?*

Answers: 1 Amy and Rania 2 floated in the water and read a book 3 the water is too salty 4 float/put mud on their skin 5 drinking from the spring

ACTIVITY 2 Read. Then listen and circle the correct words.

10 mins 

- 1 Say **Read**. Get the children to read the sentences aloud.
- 2 Say **Listen**. Play the recording so children can listen for meaning.
- 3 Say **Listen and circle the correct words**. Play the recording, pausing so children can circle the words they hear.
- 4 Get children to check their answers with a partner by taking it in turns to read aloud a sentence each.
- 5 Elicit answers and write them on the board. Children check and correct their own work.

Audio 6

- 1 *Rania has been to the Dead Sea.*
- 2 *She has seen people floating in the sea.*
- 3 *Ben has read a blog about the Dead Sea.*
- 4 *Amy and Ben have watched desert animals at an oasis.*
- 5 *They have watched some desert animals drinking water.*

Answers: 1 Dead Sea 2 floating 3 read 4 animals 5 watched, drinking water

ACTIVITY 3 Listen and repeat. 10 mins

- 1 Say **Read the song**. Get children to read the song for meaning. Get children to think of some actions, eg. blow bubbles from their mouths (soap), knife and fork (egg), fall down (hop up and down holding knee), bang a finger (say *ouch* and hold up finger), look a bit guilty (shaking head).
- 2 Say **Listen**. Play the recording and get children to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and pause so children can repeat the song and do actions.

NOTE: remember the actions and words help our memories!

Audio 7

Have you ever eaten soap?
Yuck no, I haven't!
Have you ever fried an egg?
Of course I have!
Have you ever fallen down?
Yes, I have. Lots of times.
Have you ever banged your finger?
Ouch! No, I haven't.
Have you ever, ever, ever done anything bad?
No, of course we haven't!

ACTIVITY 4 Work in pairs. Ask and answer questions. 5 mins

- 1 Invite a pair to come to the front of the class and model the activity using the pictures in activity 1.
- 2 Say **Work in pairs. Ask and answer questions**. Get children to look at the pictures in activity 1 and take it in turns to ask and answer questions using the question cues.

REVIEW 5 mins

- 1 Play *Memory game*. Display unit word cards. Get children to read each card. Take all the word cards away. Get children to tell you the word cards.

Period 7 – focus on writing PB page 10

ACTIVITY 1 Write correct sentences. 10 mins

- 1 Warmer game: Play *I spy*. Display the unit vocabulary word cards. Say *I spy something with sound /b/ (below (sea level)), /s/ (salty, spring, skin, sea (level)), /m/ (man, mud).*
- 2 Say **Read**. Get children to read the sentences. Make the children laugh by running the words into each other.

NOTE: children could work in pairs to see where they have to take a breath and this is usually where a full stop, question mark or comma goes.

- 3 Model what you want the children to do with an example. Write the words on the board:
have you ever been to an oasis yes i have ive seen palm trees and a spring
- 4 Ask the children to help you correct, eg.
Have you ever been to an oasis? Yes, I have. I've seen palm trees and a spring.

NOTE: focus on the use of the apostrophe. Get the children to tell you what word has not been written in full ie. *have = I've = I have.*

- 5 Say **Complete the sentences**.
- 6 Elicit some answers and write on the board. Get children to check and correct their work.

Answers: *2 Have you ever floated in the sea? Yes, I have. I've floated and painted a picture.*

ACTIVITY 2a Think. Read and ask questions about your friends. 5 mins

- 1 Say **Think. Read and ask questions**. Tell the children this is a questionnaire.
- 2 Model what you want the children to do by asking the following questions:
Who has ever eaten five ice-creams? Elicit Ben.
- 3 Get the whole class to drill the two questions. Get them to think of the answers, write the answers on the board ie. *Yes, I have. No, I haven't.*
- 4 Get children to stand up and ask two classmates the two questions each. They write their classmates' names, tick or cross.

NOTE: make sure the children are not passing their coursebooks to each other to fill in names!

ACTIVITY 2b Think and write sentences about your friends. 10 mins

- 1 Get children to notice how to write about their classmates. Model what you want the children to do with an example, eg.
Ben has eaten five ice-creams. Huda has not eaten five ice-creams.
You might want to highlight how the word *have* changes to *has*.
- 2 Get the children to write and check a partner's work. Children correct their own work.

ACTIVITY 3 Think and write sentences about your pictures of interesting animals or places. 10 mins

- 1 Ask children to take out the photos/drawings of their holidays or special item.
- 2 Say **Think and write some sentences about interesting animals or places**. Encourage the children to look back at the unit and elicit some sentence starters and write them on the board. Make sure the children understand the meaning of the word *interesting*, eg.
*This is _____ (place). It is in _____ (country).
I think it is interesting because _____.
This is a _____ (animal). It lives in _____ (place).
I think it is interesting because _____.*
Get children to check each other's work for punctuation. This is a first draft. Encourage children to add more sentences about their place or animal, eg. name of place where the animal lives or place itself, why it is interesting, what you can do there.
- 3 Take in materials the children have brought in and keep in a safe place until Period 8.

ACTIVITY 4 Write the words. Practise your handwriting. 5 mins

- 1 Say **Read**. Get the children to read the unit vocabulary.
- 2 Say **Write the words. Practise your handwriting**. Tell the children this is for homework and they should write in their copybook in their best handwriting.
- 3 Tell the children they are going to practise their spelling in Period 8 so they should learn how to spell the words well.

NOTE: if the children have a homework book they should write the homework in it.

Period 8 – focus on integrated skills and project work PB page 11

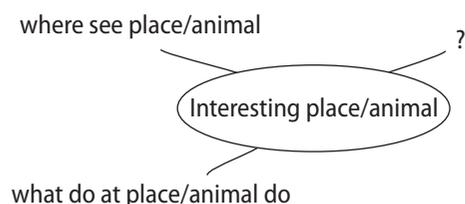
ACTIVITY 1 Read and complete the sentences. Check your spelling. 10 mins

- 1 Warmer game: Play the *Bingo* game. Draw a grid of three rows and three columns. Say *What words have we learnt in this unit?* Encourage the children to call out the words. Display the word cards on the board. Get the children to draw a grid and complete it with the nine words in any order. Remind the children that they need to call out *Bingo* when they get three words in a row, either horizontal, vertical or diagonal.
- 2 Put the word cards together and invite children one by one to pick them from the pile, display the word cards on the board. Repeat until a child calls out *Bingo*.
- 3 Say **Read**. Get children to read the incomplete sentences for meaning.
- 4 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and fill the gaps with unit vocabulary.
- 5 Say **Work in pairs and read sentences aloud**. Get children to take it in turns to read the sentences aloud to each other.
- 6 Say **Check your spelling**. Get children in pairs to check each other's spelling. Get children to make their own corrections.
- 7 Elicit answers and write them on the board. Get children to check their work again and make corrections.

Answers: 1 below sea level, salty 2 mud, skin, man 3 ever, oasis, anywhere 4 palm trees, spring 5 rocks 6 desert

ACTIVITY 2 Work in groups of three or four. Make a brochure of interesting places or animals. 30 mins

- 1 Tell the children they are going to make a brochure. Show them a model of the brochure you have made before the class with photos and descriptions. Tell the children they will need to use their best handwriting as the brochures will be displayed in the classroom.
- 2 Brainstorm on the board using a mind map showing the children what else they can write about their places or animals.



- 3 Get children to look at the sentences they drafted in Period 7 Activity 3. Get children to add some more sentences.
- 4 Get children to work in pairs and proofread each other's sentences.
- 5 Give out the paper, glue and the materials the children have brought in. Show the children how to make a brochure.
- 6 Monitor as the children glue in their photos/drawings and write their sentences in their best handwriting. If you run out of time, the children can take their brochures home to finish and bring back the next period.
- 7 Display the completed brochures.

EXTENSION: children can work in a group of four presenting their brochures to each other. Two groups can work together presenting their animals/places to each other.

NOTE: a washing line across the classroom or a window is a perfect place to display the brochures. Use washing pegs to attach the brochures to the washing line.

Exciting things to do

Period 1 – focus on listening PB page 12

Aims to practise present perfect using affirmative and negative questions and answers; to identify exciting activities

Key language *bat, cave, coral, flippers, goggles, hedgehog, never, sail, star, sunrise, sunset, wild cat*

Review *sailed, used, swum, seen, ridden, been, got up; Have you ever ...?*

Language structures present perfect, eg. *Have you ever used goggles and flippers? No, I've never used goggles and flippers.*

Materials Pupil's Book, CD, Poster, Flashcards Unit 11, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 5 mins

- 1 Show Unit 11 poster. Ask *What can you see?* Elicit as much as possible in English (characters and items). Praise the children's efforts.
- 2 Show the key language flashcards. Point to flashcard of a bat. Say *This is a bat. What is a bat?* (a wild animal, a kind of flying animal, flies at night, accept any reasonable answer). Repeat with rest of flashcards.
- 3 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 5 mins

- 1 Say **Look and listen**. Play recording. The children point to the correct flashcard when they hear each name.
- 2 Say **Listen**. Play recording. Point to each character and item.
- 3 • Say **Listen and repeat**. (Use signs)
 - Point to characters one by one. Encourage the children to say their names.
 - Point to items one by one. Encourage the children to say the names.
- 4 Repeat 3.

Audio 8

bat cave coral flippers goggles hedgehog never sail star sunrise sunset wild cat

LANGUAGE DEVELOPMENT 5 mins

Before the lesson:

Prepare word cards: *Have / you / ever / used / goggles / and / flippers / ? / No / , / I've / never / used / goggles / and / flippers / . /*

Word cards for flashcards: *bat / cave / coral / hedgehog / never / sail / star / sunrise / sunset / wild cat*

- 1 Distribute word cards and say *Have you ever used goggles and flippers?* to eight children and get them to stand in line to make a question. Get class to confirm and read it aloud. Transfer to the left side of the board.
- 2 Distribute rest of answer word cards to nine children. Say *Look at the words, they make an answer, you work out the answer* and get them to stand in line. Get class to confirm and read it aloud. Transfer to the right side of the board. Get class to focus on the use of verbs.
- 3 Ask different children to match the flashcards to the words.
- 4 Get class to notice use of the present perfect throughout.

ACTIVITY 2 Listen and answer the questions. 10 mins

- 1 Ask children to talk about the pictures. Say *What can you see? Who can you see? What are they doing?*
- 2 Say **Read**. Ask children to read the sentences aloud.
- 3 Say **Listen**. Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and answer the questions**. Play recording again and ask the following questions:
 - What can you use to swim faster?* (flippers)
 - What can you use to see under the water?* (goggles)
 - When can you see bats?* (at night)
 - What animals can you ride?* (camels, horses)
 - When can you see the stars?* (at night)

Audio 9

Omar: *Have you ever sailed in a boat?*

Ben: *Yes, I have. I sailed in a boat at summer camp last year. Have you ever used goggles and flippers?*

Omar: *No, I've never used goggles and flippers. But I've swum under the water and I've seen coral!*

Narrator: *Omar and Ben are talking about things they have done.*

Mr Ali: *Has anyone seen desert animals?*

Omar: *Yes, I have. I saw wild cats and a hedgehog while camping!*

Hassan: *No, but I've seen a beautiful sunset.*

Bilal: *I've seen bats flying out of a cave at night.*

- Narrator:** Mr Ali is talking to his class about desert animals in Palestine.
- Rania:** Have you ever ridden a camel?
- Amy:** Yes, of course! In Jericho. I love riding camels. Have you ever ridden a horse?
- Rania:** Yes, I love horse riding. It's great fun!
- Narrator:** Rania and Amy are talking about things they have done.
- Ben's dad:** Have you ever camped?
- Omar's dad:** Yes, of course, when I was young! We camped at the Dead Sea. Have you ever slept under the stars?
- Ben's dad:** Yes! Have you ever got up at sunrise?
- Omar's dad:** Yes, I have. At the Dead Sea, it's cool at sunrise.
- Narrator:** Omar and Ben's dads are talking about what they did when they were young.

ACTIVITY 3 Listen and say. 5 mins

- 1 Say **Listen and read aloud**. Play the recording again. Pause so that children can read and repeat the text.
 - 2 Get children to focus on the stress and intonation.
- Repeat audio activity 2**

ACTIVITY 4 Listen and answer the questions. 5 mins

- 1 Say **Listen and answer the questions**. Play the recording. Pause so that children can listen and answer the questions in their own words.

Audio 10

- 1 What can you sail in?
- 2 What can you see under the water? Fish, plants and ...?
- 3 What desert animals do you know? Jerboa, gazelle and ...?
- 4 What animals can you ride?
- 5 How does it feel at sunrise?

Answers: 1 a boat 2 coral 3 hedgehog, wild cats, bats
4 camels, horses and anything else reasonable 5 cool

REVIEW 5 mins

- 1 Get children to identify the English expressions and practise them.

Period 2 – focus on reading PB page 13

LANGUAGE PRESENTATION 5 mins As for Period 1.

LANGUAGE DEVELOPMENT 5 mins As for Period 1.

ACTIVITY 1 Listen and circle the words you hear. Then match them with the pictures. 5 mins

- 1 Tell the children riddles to get them to guess the activity, eg. *It looks nice. You can't pick it up. It might bite you. What is it?* (wild animal, wild cat, hedgehog) Invite a child to match the word and flashcard.
- 2 Say **Listen and circle the words you hear**. Play the recording, pausing when you hear a key word so that children can find it in the text and circle. They check they have circled all the key vocabulary words.
- 3 Say **Match the words to the pictures**. Elicit answers. Children check and correct.

Repeat audio period 1 activity 1

Answers: 1c 2a 3d 4b 5f 6e 7h 8g 9k 10l 11i 12j

ACTIVITY 2 Listen and repeat the passage on page 12.

5 mins 

- 1 Get children to look at the pictures in Period 1. Say **Listen and repeat the passage**. Play recording from Period 1 Activity 2, pause after each narration or dialogue and get children to read and repeat.
- Repeat audio period 1 activity 2.**

ACTIVITY 3 Work in groups of four or five. Read the passage on page 12 aloud. 5 mins

- 1 Get children to work in groups of four or five. They take it in turns to read narration or dialogue in Period 1 Activity 2.
- 2 Say **Work in groups of four or five. Read the passage on page 12 aloud**. Monitor groups. If necessary model what you want the children to do with a group at the front of the classroom before getting the children to work in groups.

ACTIVITY 4 Read. Then work in pairs and circle the correct words. 10 mins

- 1 Say **Read** and get children to read silently. Model what you want the children to do with an example. Ask *What are desert animals?* (jerboa, gazelle, hedgehog, wild cats) Encourage the children to read for meaning.
- 2 Say **Read and circle the correct words**. Ask children to read and circle the correct words.
- 3 Get children to check their answers with a partner.
- 4 Write 1, 2, 3, 4, 5, 6 on the board. Elicit the answers inviting a child to come to the board and write the answer next to the number. Children check their own work and make corrections.

Answers: 1 never 2 stars 3 wild cats 4 flippers 5 goggles
6 cave

REVIEW 5 mins

- 1 Play *What's missing?* with word cards or flashcards.

Period 3 – focus on comprehension PB page 14

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and ask children to match the word and flashcards.
- 2 Ask *What does 'sunrise' mean?* Accept any reasonable answer that means when the sun comes up.
- 3 Repeat with *What does 'sunset' mean?* Accept any reasonable answer that means the sun goes down.
- 4 Ask *What word starts with the sound /h/?* Elicit *hedgehog*. Repeat with /w/ (wild cat), /s/ (sunrise/sunset, stars, sail), /fl/ (flippers), /c/ (cave), /n/ (never).

NOTE: don't be restricted to the unit vocabulary, encourage the children to use any words they know with these sounds.

LANGUAGE DEVELOPMENT 7 mins

- 1 Clap number of syllables and children guess the words, eg. 1 clap = bat, cave, sail, stars; 2 claps = sunrise, sunset, wild cat, hedgehog, never, flippers, coral, goggles.
- 2 Focus on common word starter /fl/ and word family /at/. Start a poster or add to a poster.

/fl/	/at/
fly	bat
flower	cat
flu	fat
flippers	sat
	hat

ACTIVITY 1 Listen. Thumbs up, thumbs down. 5 mins

- 1 Say **Listen**. Children listen to the sentences and identify what is wrong.
- 2 Say **Listen, thumbs up, thumbs down**. Play the recording. Pause after each sentence. Children put thumbs up if the sentence is correct. They put their thumbs down if the sentence is wrong and correct it.

Audio 11

- 1 *The sun goes down at sunrise.*
- 2 *You can see coral in the sea.*
- 3 *You can sail in a car.*
- 4 *Amy has never ridden a camel.*
- 5 *Omar and Ben's dads camped when they were young.*
- 6 *It's cool at sunrise.*

Answers: thumbs up 2, 5, 6; thumbs down 1, 3, 4

ACTIVITY 2 Read. Then tick ✓ the correct sentences. 5 mins

- 1 Say **Read. Tick the correct sentences**. Ask the children to read the sentences silently and put a tick next to each sentence. Give a model as an example, eg. *Ben has sailed in a boat at summer camp*. Elicit: *correct*. Write on the board 1 ✓
- 2 Write 1, 2, 3, 4, 5, 6 on the board. Elicit answers by asking questions to encourage the children to think about meaning and not focus on words in isolation.

Answers: tick: 1, 2, 4

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives.

ACTIVITY 3 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and answer them with the unit vocabulary.
- 2 Get children to check their answers with a partner.
- 3 Elicit the answers and the rest of the class agrees or disagrees. Children correct their own work.

Answers: Accept any reasonable answers which include: 1 bats
2 cave 3 flippers 4 never 5 stars 6 hedgehog/wild cat

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives and use their background knowledge.

ACTIVITY 4 Read page 12. Then write answers to the questions. 5 mins

- 1 Say **Read and write answers to the questions**. Get children to read the questions silently, looking at the pictures on page 12 activity 2.
- 2 Elicit answers, children put their hands up to answer. Rest of class agrees or disagrees. Children correct their own work.

Answers: 1 sail 2 corals 3 sunrise 4 sunset 5 riding camels and horses 6 hedgehog/wild cat

REVIEW 5 mins

- 1 Play the *Memory game*.

Period 4 – focus on speaking PB page 15

LANGUAGE PRESENTATION 5 mins

As for Period 3.

LANGUAGE DEVELOPMENT 5 mins

As for Period 3.

ACTIVITY 1 Look and complete the sentences with the correct words. 5 mins

- 1 Say **Look and complete the sentences with the correct words**. Get the children to read the words in the word box and look at the pictures.
- 2 Children write about the pictures.
- 3 Get children to check their answers in pairs. Get two pairs to make a group to check each other's writing.
- 4 Elicit answers and children check their own work.

Answers: 1 bats, cave 2 goggles, coral 3 sailed, sunset
4 sunrise, flippers 5 wild cat, hedgehog (or hedgehog, wild cat)

ACTIVITY 2 Work in pairs. Read the sentences in activity 1 aloud. 5 mins

- 1 Say **Work in pairs. Read the sentences aloud**. Get children to work in pairs and take it in turns to read out their sentences.

ACTIVITY 3 Read and circle the correct words. 10 mins

- 1 Say **Read and circle the correct words**. Get children to read the sentences.
- 2 Get children to find the first answer. Give a model as an example.
- 3 Elicit answers and invite a child to write them on the board. Children check and do their own corrections.

Answers: 1 sailed 2 used 3 seen 4 watched 5 ridden
6 camped

ACTIVITY 4 Read aloud. Then answer the questions. 5 mins

- 1 Say **Read aloud**. Get the children to read out the questions.
- 2 Say **Answer the questions**. Model what you want the children to do with an answer, eg. *What has Ben done in a boat? He has sailed.*

REVIEW 5 mins

- 1 Ask children to collect photos, pictures in magazines or newspapers of exciting activities they have never done but want to do. Bring to the class by Period 7.

NOTE: it would be useful if you could bring in some photos and/or pictures of exciting activities you have never done but would like to do so that the children can conceptualise what you want them to do.

Period 5 – focus on writing PB page 16

ACTIVITY 1 Read and think. Complete the sentences with correct words. 10 mins

- 1 Warmer game: play *Shark Attack*. Draw _____ (wild cat) on the board. Get children to call out sounds of letters (focus on the sound not the name). Continue with other words from unit vocabulary list.
- 2 Say **Think. Complete the sentences with correct words.** Model what you want the children to do with an example, get the children to read aloud, eg.
Ben has _____ (sail) in a boat.
- 3 Get children to check their answers with a partner. Elicit the answers and write them on the board. Children check and correct their work.

Answers: 1 sailed 2 swum 3 seen 4 watched

ACTIVITY 2 Think and write the correct questions and answers. 10 mins

- 1 Say *ever*. Ask the children *When does the word 'ever' mean?* Elicit a meaning that means for the whole of their lives. Say *Have you ever swum?* Elicit: *Yes, I have. No, I haven't.*
- 2 Say *never*. Elicit the meaning that it is something they have never done in the whole of their lives. Model one example so children know what to do, eg. get the class to read out the question and help you to reorder the words and correct the punctuation. Get the class to think of an answer together:
has in sailed ben a boat ever
Has Ben ever sailed in a boat?
Elicit: *Yes, he has.*
- 3 Get children to look back at the pictures on page 12 Period 1 Activity 2. Say **Write the correct questions and answers.**
- 4 Get children to check their sentences with a partner.
- 5 Elicit answers and write them on the board. Help children notice the questions all have the word *ever* in them. If the answer is yes/positive then it is simple, if the answer is no/negative then you use the word *never*.

NOTE: if children ask if you can say *No, I haven't./No, he/she hasn't*. Tell them this is acceptable.

Answers: 1 *Has Omar ever used goggles and flippers? No, he has never used goggles and flippers.* 2 *Has Ben ever seen wild cats and a hedgehog? (a hedgehog and wild cats). No, he has never seen wild cats and a hedgehog.* 3 *Has Hassan ever watched a sunset? Yes, he has.*

ACTIVITY 3 Work in pairs. Ask and answer questions about four things you have never done. 10 mins

- 1 Draw two columns on the board and write headings *DONE* (left) and *NEVER DONE* (right).
- 2 Say *What have you ever done?* Elicit anything reasonable and write down whatever tense the children give you. Point to the *DONE* column. Write the suggestions under this column.
swim, ride a bike, ride a horse, go to school
- 3 Say *What have you NEVER done?* Elicit anything reasonable using present perfect form of the verb, eg. Point to right side of the board, to column *NEVER DONE*. Write suggestions under this column.
climbed a mountain, seen the sea
- 4 Say **Work in pairs. Ask and answer questions about four things you have never done.**
- 5 Monitor and if the children need more support do some whole class drilling with ideas from the board.

REVIEW 10 mins

- 1 Play *Bingo* with unit vocabulary.

Period 6 – focus on integrated skills PB page 17

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Warmer game: Say *What have you ever done? Have you ever swum with flippers?* Mime swimming. Elicit: *Yes, I have. No, I've never swum with flippers.*
- 2 Repeat with other unit vocabulary.
- 3 Say **Look.** Get the children to look at the picture to get the meaning.
- 4 Say **Listen.** Play the recording. Get children to look at the picture and listen for meaning.
- 5 Say **Listen and answer the questions.** Play the recording again and get the children to call out the answers. Get the class to agree or disagree with the answers.

Audio 12

- Ben's mum: *We've never camped in Palestine. Have you ever slept under the stars?*
- Omar's mum: *No, I've never slept under the stars. But I would like to! Have you ever been to the Dead Sea? You can camp there.*
- Ben's mum: *What a good idea, Fatimah! Ben sailed last year. Have you ever sailed on the Dead Sea?*
- Omar's mum: *No Mary, we've never sailed on the Dead Sea. You can't sail on the Dead Sea, it's too salty!*
- Ben's mum: *Oh really? Have you ever swum in the Dead Sea?*
- Omar's mum: *I've never swum in the Dead Sea but I have floated!*
- Ben's mum: *Really Fatimah! How funny! Have you ever put Dead Sea mud on your skin?*
- Omar's mum: *Oh yuck, no Mary!*
- Ben's mum: *Have you ever seen desert animals?*
- Omar's mum: *Oh yes, there are lots. I've seen jerboa, gazelle and wild cats. My favourite desert animal is the hedgehog. I've never seen it in the daytime. It comes out at night after sunset.*
- Ben's mum: *We've never seen desert animals at night. I love hedgehogs too.*
- Narrator: *Listen and answer.*

- 1 Who's talking?
- 2 Who has never camped in Palestine?
- 3 Who has never slept under the stars?
- 4 Who has camped at the Dead Sea?
- 5 Why can't you sail or swim in the Dead Sea?
- 6 What desert animals can you see at night?

Answers: 1 the mums 2 Ben's mum 3 Omar's mum
4 Omar's mum 5 it's too salty 6 hedgehogs, wild cat

ACTIVITY 2 Read. Then listen and circle the correct words.

10 mins 

- 1 Say **Read aloud**. Get the children to read the sentences aloud. Get them to look at the pictures.
- 2 Say **Listen**. Play the recording so children can listen for meaning.
- 3 Say **Listen and circle the correct words**. Play the recording, pausing so children can circle the words they hear.
- 4 Get children to check their answers with a partner by taking it in turns to read aloud a sentence each.
- 5 Elicit answers and write them on the board. Children check and correct their own work.

Audio 13

- 1 Ben has sailed in a boat.
- 2 Omar has never used goggles and flippers.
- 3 Omar has seen coral under the water.
- 4 Bilal has watched bats flying out of a cave.
- 5 Rania has ridden a horse.
- 6 Omar's dad has camped at the Dead Sea.

Answers: 1 boat 2 used 3 coral 4 bats 5 horse 6 Dead Sea

ACTIVITY 3 Listen and complete. Listen and repeat.

10 mins 

- 1 Say **Read the words of the song**. Get children to read. Ask *What actions can we do with the song?*
- 2 Get children to read the words and do the actions.
- 3 Say **Listen**. Play the recording and get children to listen for meaning. They can do the actions with one finger making a finger in the palm of their hand, and then using fingers to show meaning of numbers, first = 1, second = 2 etc.
- 4 Say **Listen and repeat**. Play the recording again and get the children to sing along and do the actions. They can play this in pairs.

Audio 14

- Have you ever sailed in a boat?
Have you ever ridden a goat?
Have you ever worn a coat?
No, I've never sailed in a boat.
No, I've never ridden a goat.
No, I've never worn a coat.
AND
No, I've never seen a cat.
No, I've never watched a bat.
BUT I have worn a hat.*

ACTIVITY 4 Work in pairs. Ask and answer questions. 5 mins

- 1 Invite a pair to come to the front of the class and model the activity using the picture in activity 1.
- 2 Say **Work in pairs. Ask and answer questions**. Get children to look at the picture in activity 1 and take it in turns to ask and answer questions using the question cues.

REVIEW 5 mins

- 1 Play *Teacher says*. Say *Teacher says you're swimming with goggles on*. Children have to pretend they are swimming with goggles, they use their hands like goggles.
- 2 Repeat with flippers (feet heavy), sail (pretend to be in a boat), touch a hedgehog (mime very sharp spines), walk in mud, sleep.

Period 8 – focus on integrated skills and project work PB page 19

ACTIVITY 1 Read and complete the sentences. Check your spelling. 10 mins

- 1 Warmer game: Play the *Shark Attack* game. Draw lines: _ _ _ _ _ (sunrise). Encourage the children to call out the sounds of the letters. Repeat with other unit words.
- 2 Say **Read**. Get children to read the incomplete sentences for meaning.
- 3 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and fill the gaps with unit vocabulary.
- 4 Say **Work in pairs and read sentences aloud**. Get children to take it in turns to read the sentences aloud to each other.
- 5 Say **Check your spelling**. Get children in pairs to check each other's spelling. Get children to make their own corrections.
- 6 Elicit answers and write them on the board. Get children to check their work again and make corrections.

Answers: 1 flippers, goggles (goggles, flippers) 2 never sailed 3 bat, cave 4 coral, sunrise 5 sunset, stars 6 hedgehog, wild cat

ACTIVITY 2 Work in groups of three or four. Make a zigzag book of things you have not seen or done but you'd like to do. 30 mins

- 1 Tell the children they are going to write about the things they would like to see or do. Show them a model of a zigzag book you have made before the class with photos and descriptions. Tell the children they will need to use their best handwriting as the posters will be displayed in the classroom.

Write the following on the board as a checklist of what they need to include:

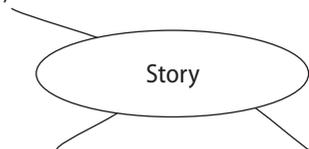
Title – name of poster

Names of children in the group

Pencil lines to write clearly and carefully

- 2 Brainstorm on the board using a mind map showing the children what else they can write about.

where, eg. place, country,
town, valley, mountain



who, eg. mother/father,
brother, sister, etc.

what doing, eg. jumped,
looked, took photos, swum

- 3 Get children to look at the sentences they drafted in Period 7 Activity 3. Get children to add some more sentences.
- 4 Get children to work in pairs and proofread each other's sentences. Monitor and help the children notice further edits they need to make.
- 5 Give out the paper, glue, scissors and the materials the children have brought in. Show the children how to make the zigzag book. They need to agree who does the writing, who does the glueing, who decides where the pictures/photos go.
- 6 Monitor as the children glue in their photos/drawing and write their sentences in their best handwriting. If you run out of time, the children can take their book home to finish and bring back the next period.
- 7 Display the completed zigzag books.

EXTENSION: children can work in pairs reading their story to each other using their book. Two pairs can work together presenting their books to each other.

NOTE: a washing line across the classroom or a window is a perfect place to display the books. Use pegs to attach the books to the washing line.

At the clinic

Period 1 – focus on listening PB page 20

Aims to practise talking about illness using the present perfect and *since*

Key language *backache, bug, cold, cough, earache, fever, flu, sick, since, sneeze, sore throat, stomachache, thirsty, until*

Review *how long, for a week, yesterday, today, don't look very well, slept, tired, visited, not feeling well, doctor, clinic*

Language structures present perfect and *since*: *How long have the children been sick? Omar has been sick since last night. Omar has been sick for one day.*

Materials Pupil's Book, CD, Poster, Flashcards Unit 12, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 5 mins

- 1 Show Unit 12 poster. Ask *What can you see?* Elicit as much as possible in English (characters and items). Praise the children's efforts.
- 2 Show the key language flashcards. Point to flashcard of sneeze. Say *This is sneeze.* (you could mime) *What other illnesses do you know? (my + part of body hurts).* Repeat with flashcard of illnesses (backache, cold, cough, earache, fever, flu, sick, sore throat, stomachache, thirsty).
- 3 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 5 mins

- 1 Say **Look and listen.** Play recording. The children point to the correct flashcard when they hear each name.
- 2 Say **Listen.** Play recording. Point to each item.
- 3 • Say **Listen and repeat.** (Use signs)
 - Point to items one by one. Encourage the children to say their names, and use their bodies to conceptualise, eg. backache (put their hands on their backs), earache (hold their ear), fever (put their hand on their forehead and show they are hot), stomachache (hold their tummy), sneeze (pretend to sneeze).
- 4 Repeat 3.

Audio 15

backache bug cold cough earache fever flu sick since sneeze sore throat stomachache thirsty until

LANGUAGE DEVELOPMENT 5 mins

Before the lesson:

Prepare word cards: *How / long / have / the / children / been / sick / ? / Omar / has / been / sick / since / last / night / for / one / day / . /*

Word cards for flashcards: *backache / bug / cold / cough / earache / fever / flu / sick / sneeze / sore throat / stomachache / thirsty / until*

- 1 Distribute and say *How long have the children been sick?* to eight children and get them to stand in line to make a question. Get class to confirm and read it aloud. Transfer to the left side of the board.
- 2 Distribute *Omar has been sick since last night.* word cards to eight children. Get children to stand in line to make an answer. Get class to confirm and read it aloud. Repeat with other word cards and flashcards (and get rest of class to point to child with the word card when you ask the question).
- 3 Transfer the individual cards to the right side of the board.

ACTIVITY 2 Listen and answer the questions. 10 mins

- 1 Ask children to talk about the pictures. Say *What can you see? Who can you see? What are they doing?*
- 2 Say **Read.** Ask children to read the sentences aloud.
- 3 Say **Listen.** Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and answer the questions.** Play recording again and ask the following questions:
 - Why did Ben and Amy go to the doctor's? (they were sick)*
 - Why did Omar and Rania go to the doctor's? (they were sick)*
 - What's wrong with Bilal? (he had a stomachache)*
 - What did the doctor say to all the children? (go home and take some medicine)*
 - How many children were in Mr Ali's class? (five)*

Audio 16

- Doctor:** *Good morning! How long have the children been sick?*
- Ben's mum:** *Since yesterday. I think they both have colds. Ben was sneezing and Amy was coughing all day yesterday.*
- Ben:** *I've been tired for a week. And I've a backache too.*
- Narrator:** *Ben's mum took the children to the doctor's. The children had colds. They should go home and stay in bed until they feel better.*
- Doctor:** *Good morning! How long have they been sick?*

Omar's mum: They have been sick since last night. Omar hasn't slept well and he has a fever. Rania has a sore throat.

Omar: I have an earache and a toothache too.

Rania: I'm so hot and thirsty.

Narrator: Omar's mum, Rania and Omar were also at the doctor's. Omar had flu and Rania had a sore throat. The doctor gave them some medicine.

Doctor: Good afternoon! Oh dear! You don't look very well. How long have you been sick?

Hassan's mum: Hassan has had a stomachache all night.

Narrator: Many children visited the clinic that morning with a stomachache. There was a stomach bug going around.

Mr Ali: Good morning class!

Children: Good morning Mr Ali.

Mr Ali: You can see that not many pupils are at school today. There's a flu bug going around.

Narrator: Mr Ali only had five children in his class the next morning. All the other children were at home. They were not feeling well.

ACTIVITY 3 Listen and say. 5 mins

- 1 Say **Listen and read aloud**. Play the recording again. Pause so that children can read and repeat the text.
- 2 Get children to focus on the stress and intonation.
- 3 Get children to notice the use of Everyday English box and get them to repeat the language.

Repeat audio activity 2

ACTIVITY 4 Listen and answer the questions. 5 mins

- 1 Say **Listen and say**. Play the recording. Pause so that the children can listen and say the answer.

Audio 17

- 1 How long have Ben and Amy been sick?
- 2 What problem does Rania have?
- 3 Why do you think the doctor told the children to go home and stay in bed?
- 4 Why did many children visit the clinic that morning?
- 5 What does Mr Ali say is 'going around'?

Answers: 1 since yesterday / for one day 2 to get better 3 sore throat 4 There was a stomach bug going around. 5 a flu bug

REVIEW 5 mins

- 1 Get children to identify the Everyday English phrase in the dialogue: *There's a bug going around!* and practise it.
- 2 Play *Charades* with illnesses.

Period 2 – focus on reading PB page 21

LANGUAGE PRESENTATION 5 mins As for Period 1.

LANGUAGE DEVELOPMENT 5 mins As for Period 1.

ACTIVITY 1 Listen and circle the words you hear. Then match them with the pictures. 5 mins

- 1 Display the word cards on the left side of the board, and the flash cards on the right.
- 2 Say riddle: *You are hot. You are cold. You feel sick. Your back hurts. Your stomach hurts. What's wrong?* (you have flu/you are sick)
- 3 Say **Listen and circle**. Ask children to look at the pictures in their coursebooks, listen and circle the words.
- 4 Say **Match the words with the pictures**. Get children to check their answers with a partner.

Repeat audio period 1 activity 1

Answers: 1 d 2 c 3 a 4 e 5 b 6 j 7 f 8 h 9 g 10 i 11 n 12 m 13 k 14 l

ACTIVITY 2 Listen and repeat the passage on page 20. 5 mins

- 1 Get children to look at the pictures in Period 1. Say **Listen and repeat the passage on page 20**. Play audio, pause after each narration or dialogue and get children to read and repeat.

Repeat audio period 1 activity 2

ACTIVITY 3 Work in groups of four or five. Read the passage on page 20 aloud. 5 mins

- 1 Get children to work in groups of four or five. They take it in turns to read narration or dialogue in Period 1 Activity 2.
- 2 Say **Work in groups of four or five. Read the passage on page 20 aloud**. Monitor groups.

ACTIVITY 4 Read. Then work in pairs and circle the correct words. 10 mins

- 1 Say **Work in pairs. Read and circle the correct words**. Get children to check their answers with a partner.
- 2 Children check their own work and make corrections.

Answers: 1 since 2 sneezing 3 coughing 4 fever 5 an earache 6 a stomach

REVIEW 5 mins

- 1 Put the class into groups or teams. Play *Missing letters*.

**Period 3 – focus on comprehension PB
page 22**

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and ask children to match the word and flashcards.
- 2 Ask *What does 'until' mean?* Accept any reasonable answer that means it can be a time, eg. stay at home until you feel better. Encourage the children to use their imagination, eg. Stay inside the classroom until it stops raining. Stay outside until the bell rings.
- 3 Repeat with *What does 'since' mean?* Accept any reasonable answer that means time. The difference between *until* and *since* is that *until* is an action that is happening in the present and will continue into the future and *since* is an action which started in the past and is continuing until the present. Encourage the children to conceptualise using *since*, ask *Since what time have we had this lesson?* Elicit: the time the lesson started. Ask *Since what time have you walked?* Elicit: since we were babies.
- 4 Ask *What words start with the sound /s/?* Elicit sick, stomachache, sneeze, since, sore throat. Repeat with /c/ (cold, cough), /e/ (earache), /f/ (fever, flu), /b/ (backache, bug), /th/ (thirsty), /u/ (until).

LANGUAGE DEVELOPMENT 7 mins

- 1 Clap the number of syllables and children guess the words, eg. 3 claps = sto-mach-ache (note the first and second *ch* sounds are /k/). Get the children to say the words and clap the syllables.
- 2 Get the children to focus on sounds in words, *thr* and *thi*. Make a poster and keep adding to it so the children can access it easily.

/thr/	/thi/
throat	thirsty
throw	thing
three	anything
bathroom	thirty
	thirteen
	third

ACTIVITY 1 Listen. Clap or stamp. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and identify what is wrong.
- 2 Say **Listen. Clap or stamp**. Play the recording. Pause after each sentence. Children clap if the sentence is correct. They stamp if the sentence is wrong and correct it.

Audio 18

- 1 Ben has been tired for a week.
- 2 Omar has been sick since last night.
- 3 Ben, Amy, Omar and Rania all visited the doctor.
- 4 Hassan has a backache.
- 5 Mr Ali says 'There's a flu bug going around.'
- 6 There were six children in Mr Ali's class.

Answers: clap: 1, 2, 3, 5; stamp: 4, 6

ACTIVITY 2 Read. Then tick ✓ the correct sentences. 5 mins

- 1 Say **Read** and get the children to read silently for meaning.
- 2 Say **Read. Then tick the correct sentences**. Ask the children to read the sentences silently and tick the correct sentences. Give a model as an example, write the first sentence on the board, eg. *Ben and Amy have colds and should stay in bed until they feel better.* Elicit: tick
- 3 Write 1, 2, 3, 4, 5, 6 on the board. Elicit answers and invite children to write them on the board. Get children to check and correct their own answers.

Answers: tick: 1, 4, 6

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives.

ACTIVITY 3 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and answer them with the unit vocabulary.
- 2 Get children to check their answers with a partner.
- 3 Elicit the answers and the rest of the class agrees or disagrees. Children correct their own work.

Answers: 1 colds 2 backache 3 since 4 thirsty 5 bug 6 until

ACTIVITY 4 Read page 20. Then write answers to the questions. 5 mins

- 1 Say **Read page 20 and write answers to the questions**. Get children to read the questions silently, looking at the pictures on page 20 activity 2.
- 2 Elicit answers, children put their hands up to answer. Rest of class agrees or disagrees. Children correct their own work.

Answers: 1 since yesterday 2 she keeps coughing 3 it's sore/she has a sore throat 4 stomach bug, flu bug 5 the children are at home 6 they are not feeling well

REVIEW 5 mins

- 1 Play *I spy* using word cards and flashcards.

Period 4 – focus on speaking PB page 23

LANGUAGE PRESENTATION 5 mins

As for Period 3.

LANGUAGE DEVELOPMENT 5 mins

As for Period 3.

ACTIVITY 1 Look and complete the sentences with the correct words. 5 mins

- 1 Say **Look and write**. Get the children to read the words in the word box and look at the pictures.
- 2 Children write about the pictures.
- 3 Get children to check their answers in pairs. Get two pairs to make a group to check each other's writing.
- 4 Elicit answers and children check their own work.

Answers: 1 sneezing, coughing 2 sore throat, thirsty
3 fever, earache 4 stomachache, bug 5 since

ACTIVITY 2 Work in pairs. Read the sentences in activity 1 aloud. 5 mins

- 1 Say **Work in pairs. Read the sentences in activity 1 aloud**. Get children to work in pairs and take it in turns to read out their sentences.

ACTIVITY 3 Read and circle the correct words. 10 mins

- 1 Get children to look back at the pictures in Period 1 Activity 2. Get the class to read out the information together.
- 2 Say **Read and circle the correct words**. Get children to read the sentences. Model what you want the children to do with an example, write on the board: *Ben and Amy both have/has colds*. Elicit: *have*.
- 3 Get children to circle the correct word.
- 4 Elicit answers and invite a child to write them on the board. Children check and do their own corrections.

NOTE: help the children notice the use of *have* and *has* –
singular 1st person and plural = *have* and 3rd person = *has*

Answers: 1 have 2 has 3 has 4 have 5 has 6 has

ACTIVITY 4 Read aloud. Then answer the questions. 5 mins

- 1 Say **Read**. Ask children to read the questions in Activity 4 silently.
- 2 Say **Read aloud**. Ask children to read the questions in Activity 4 aloud.
- 3 Say **Answer the questions**.

- 4 Ask the following concept checking questions:
Where have Amy and Ben been? (They've been to the doctor's/clinic.)
How long has Ben been tired? (He's been tired for a week.)

REVIEW 5 mins

- 1 Ask children to think about different reasons they visit the doctors. They make a list of illnesses. They will be working on this in Period 8. They are going to make a questionnaire to do a survey.

NOTE: it would be useful if you could think of some illnesses or reasons to go to the doctor's so that the children can conceptualise what you want them to do, eg. sick parents, children, pregnancy, vaccinations, etc.

Period 5 – focus on writing PB page 24

ACTIVITY 1 Read and think. Complete the sentences with correct words. 10 mins

- 1 Warmer game: play *Teacher says*. Say *Teacher says you have a stomachache*. Repeat with other illnesses.
- 2 Say *yesterday*. Ask the children *When does the word 'yesterday' mean?* Elicit a meaning that means the day before today. Say *What did you do yesterday?* Elicit *stood, talked, taught, sat, walked* and anything reasonable. Write the ideas under PAST. Write the question: *What have you done since yesterday?* on the board (left hand side). Elicit: *I have stood, talked, sat, walked*. Write the ideas in the middle between PAST and PRESENT.
- 3 Say **Read**. Get children to read the sentence gaps. Get the class to read out the first sentence together. *Ben and Amy _____ (go) to see the doctor this morning*. Elicit: *have been*.
- 4 Get children to look back at the pictures on page 20 Period 1 Activity 2. Say **Complete the sentences with correct words**.
- 5 Get children to check their sentences with a partner.

Answers: 1 *have gone/been* 2 *has felt tired* 3 *has coughed*
4 *has not slept*

ACTIVITY 2 Think and write the correct answers. 10 mins

- 1 Say *What have you done since yesterday?* Encourage children to focus on what they did yesterday, elicit anything reasonable, eg. *have eaten, have slept, have spoken, have written, have read*, etc. Write on the board: *I have eaten*. (stress the word *have*).
- 2 Say **Read the words aloud**. Encourage the class to make a sentence using the pictures, eg. *How long have you had flu?* Ask an individual child the question, get them to reply. Help the children to notice the use of *since*. This is from a particular point in time in the past to the present, eg. *I've not been well since yesterday*. Help the children to notice the use of *for*. This identifies the specific amount of time that has gone by, eg. *I've been sick for two days. I've slept for eight hours*.
- 3 Say **Think and write the correct answers**. Get the children to read, think and complete the sentences. Get them to check their answers with a partner.
- 4 Elicit answers and write them on the board. Help children to notice the use of the present perfect and how the structure remains the same.

NOTE: help the pupils to notice the use of the capital letters, that each sentence starts with a pronoun, ie. *I/We*, the verb ending, ie. *has/have* + past participle and the use of the full stop.

Answers: 1 *He has been tired since 5 o'clock.* 2 *They have been at the park for two hours.* 3 *She has been at this school since 2009.*

ACTIVITY 3 Work in pairs. Ask and answer questions. 10 mins

- 1 Say **Work in pairs. Ask and answer questions**.
- 2 Monitor and if the children need more support do some whole class drilling with ideas from the board.

REVIEW 10 MINS

- 1 Play *Bingo*. Use vocabulary from unit.

Period 6 – focus on integrated skills PB page 25

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Warmer game: Play *Shark Attack*. Write _____ (sneeze) on the board. Get children to call out letters until someone guesses the word.
- 2 Say **Listen**. Play the recording, pausing after each dialogue.
- 3 Say **Listen and answer the questions**. Play the recording again and get the children to call out the answers. Get the class to agree or disagree with the answers.

Audio 19

Amy's mum: *What a night! Amy has coughed all night.*
Amy's dad: *And I have heard Ben sneezing since 5 o'clock this morning.*

Mum: *I think we should go to the doctor. I will call you later.*

Mum: *Hi, there.*
Dad: *Hi, so what's wrong with the children?*
Mum: *Well you know the children have not been well since yesterday. The doctor has seen them and says they both have colds.*

Dad: *Oh no. Ben says he has had a backache too. He has been tired for a week.*

- Mum:** Fatimah was at the doctor's. Omar and Rania have been sick too. Omar has had a fever and Rania a sore throat.
- Dad:** Oh dear! There's a bug going around. Be careful!
- Mum:** You too! Hassan was also at the doctor's, he has had a stomachache. The doctor says there has been a stomach bug too.
- Dad:** Oh no! A flu bug and stomach bug! Everyone will get sick with something! I have felt a bit tired too.
- Mum:** Oh no, not you too! Go back to work!
- Narrator:** Listen and answer.

- 1 Who's talking?
- 2 Who coughed all night?
- 3 What has dad heard since 5 o'clock?
- 4 Where has mum taken the children?
- 5 Who has mum seen?

Answers: 1 Ben and Amy's mum and dad 2 Amy 3 Ben sneezing
4 to the doctors 5 Fatimah with Omar and Rania

ACTIVITY 2 Read. Then listen and circle the correct words.

10 mins 

- 1 Say **Read aloud**. Get the children to read the sentences aloud.
- 2 Say **Listen**. Play the recording so the children can listen for meaning.
- 3 Say **Listen and circle the correct words**. Play the recording, pausing so children can circle the words they hear. Model the first as an example, eg. *The doctor said, 'How long have/has the children been sick?'*
Elicit: *have*.
- 4 Get children to check their answers with a partner by taking it in turns to read aloud a sentence each.
- 5 Elicit answers and write them on the board. Children check and correct their own work.

Audio 20

- 1 The doctor said, 'How long have the children been sick?'
- 2 Ben said, 'I've been tired for a week.'
- 3 The doctor said to Ben and Amy, 'You should go home and stay in bed until you feel better.'
- 4 Omar's mum said, 'Omar's been sick since last night.'
- 5 The doctor said, 'They need to take some medicine.'
- 6 The doctor said to Hassan's mum, 'There's a stomach bug going around.'

Answers: 1 have 2 a week 3 until 4 since 5 medicine
6 a stomach

ACTIVITY 3 Listen and repeat. 10 mins

- 1 Say **Read the words of the song**. Get children to read.
- 2 Say **Listen**. Play the recording and get children to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and get the children to sing along.

Audio 21

*I've got an earache, I've got an earache,
And the music is too loud.
I've got a stomachache, I've got a stomachache,
And I need to go lie down.
I've got a sore throat, I've got a fever,
And I need to stay in bed.
I've got a backache, I've got a backache,
And a pain inside my head.*

ACTIVITY 4 Work in pairs. Ask and answer questions. 5 mins

- 1 Invite a pair to come to the front of the class and model the activity using the speech bubbles.
- 2 Say **Work in pairs. Ask and answer questions**. Get children to take it in turns to ask and answer questions using the question cues.

REVIEW 5 mins

- 1 Play *Chinese whispers*. Divide the class into four groups. They line up in a row from back to front in front of the board. Remind the children of the rules.
- 2 The children in the back row go to the teacher who whispers a phrase to them. They go back to their row and whisper to the next child, who in turn whispers down the line until the child at the front writes what they hear on the board.
- 3 Make sure that everyone in the row gets a turn, so you will need to be fast.

Period 7 – focus on writing PB page 26

ACTIVITY 1 Read and write. Then use words from the word snake to write about what is wrong with the children.

10 mins

- 1 Warmer game: play *What's missing?* Display unit vocabulary flashcards randomly on the board BUT do not display the flashcard for earache and stomachache.
- 2 Ask children to look at the flashcards and say *What's missing?* Elicit *earache, stomachache*. Help the children to make generalisations using the postfix *-ache*, eg. *headache, eyeache, toothache, neckache, shoulderache, legache, footache*.
- 3 Say **Read and circle**. Get children to read the words in the word snake and circle the words they know.
- 4 Elicit the answers and write them on the board. Get children to check and correct their work.
- 5 Get the class to look at the word snake again. Ask the children to look at the pictures. They can use words from the word snake or any other words they know.
- 6 They should write a sentence about Amy, Omar and Rania and use the words.
- 7 Elicit feedback and write sentences. Class agrees or disagrees.

Answers: wordsnake: fever, flu, stomachache, backache, sick, sore throat, earache

Possible answers but accept any reasonable answer: 2 Amy has a cough. She has had a cold/been sick. 3 Rania has a sore throat. She has had flu/been sick. 4 Omar has a fever. He has had an earache/toothache.

ACTIVITY 2 Write correct sentences. 10 mins

- 1 Get children to read the dialogues aloud. Write a sentence on the board,
good morning how long have you been sick
- 2 Get class to help to correct the sentence. Help the class to focus on the use of the exclamation mark, apostrophe, capital letter and full stop/question mark.
- 3 Get pupils to correct the sentences and check them with a partner. Elicit answers and invite different pupils to write them on the board.

Answers: 1 *Good morning! How long have you been sick?*
2 *You're very hot! The doctor has just checked the thermometer.*
3 *Oh dear! You don't look very well!*

ACTIVITY 3 Work in groups of four. Think and write sentences about your list of illnesses. 10 mins

- 1 Help the children brainstorm some ideas about what they would like to put into a questionnaire about illnesses, eg.
What illness? How long did you have it for?
Who did you see to help you? What hurt?

ACTIVITY 4 Write the words. Practise your handwriting.

5 mins

- 1 Say **Read**. Get the children to read the unit vocabulary.
- 2 Say **Write the words. Practise your handwriting**. Tell the children this is for homework and they should write in their copybook in their best handwriting.
- 3 Tell the children they are going to practise their spelling in Period 8 so they should learn how to spell the words well.

NOTE: if the children have a homework book they should write the homework in it.

REVIEW 5 mins

- 1 Play *Simon says*, eg. *Simon says you have earache*. Repeat with other sicknesses. Don't forget to sometimes not say the words *Simon says*.

Period 8 – focus on integrated skills and project work PB page 27

ACTIVITY 1 Read and complete the sentences. Check your spelling. 10 mins

- 1 Warmer game: Get the children in groups of six. Play *Teacher says*. Say *Teacher says you have an earache*. Repeat with other illnesses.
- 2 Say **Read**. Get children to read the incomplete sentences for meaning.
- 3 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and fill the gaps with unit vocabulary.
- 4 Say **Work in pairs and read sentences aloud**. Get children to take it in turns to read the sentences aloud to each other.
- 5 Say **Check your spelling**. Get children in pairs to check each other's spelling. Get partners to put a line under any word they think is incorrect. Get children to make their own corrections.
- 6 Elicit answers and write them on the board. Get children to check their work again and make corrections.

Answers: 1 sneezed, fever 2 sore throat, coughed 3 colds, until 4 backache, stomachache 5 bug 6 thirsty, since

ACTIVITY 2 Work in groups of three or four. Make a questionnaire to do a survey. 30 mins

- 1 Tell the children they are going to make a questionnaire about illnesses people have had.
- 2 Get children to get into groups of three or four and look at the questions they drafted in Period 7 Activity 3. Get children to add some more questions.
- 3 Get children to work in pairs and check each other's questions. Monitor and help the children notice further edits they need to make. They can do the survey with their classmates.
- 4 With a show of hands elicit the answers to the survey with the common illnesses. Write the numbers on the board. Show the children how to show these results on a graph or bar chart.

EXTENSION: children can do the survey with their classmates. They can put the results together in their group and then make a bar chart with the results to show the most common illnesses.

Where does rain come from?

Period 1 – focus on listening PB page 28

Aims to practise present simple tense (regular and irregular)

Key language *above, air, become, change, cloud, correct, (water) cycle, into, rain, rise, sun, vapour*

Review *sea, rivers, sky, water, ask, show, think, boil, hold, touch, fall, talk, understand, start*

Language structures *How do you think it rains? The sun is very hot.*

Materials Pupil's Book, CD, Poster, Flashcards Unit 13, a water/animal life cycle (frog or butterfly are good ones) from the internet, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 5 mins

- 1 Show Unit 13 poster. Ask *What can you see?* Elicit as much as possible in English (characters and items). Praise the children's efforts.
- 2 Show the water/animal life cycle that you have brought in. Say *What's this?* Encourage children to call out a story, how rain is made, life of a frog (children may have this background knowledge).
- 3 Show the key language flashcards. Point to flashcard of water cycle. Say *This is a water cycle. What does it tell you?* (how clouds are made, how water goes up into the sky, how water comes down from the sky). Repeat with other flashcards.

NOTE: make sure the children understand that you cannot make new water!

- 4 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 5 mins

- 1 Say **Look and listen**. Play recording. The children point to the correct flashcard when they hear each name.
- 2 • Say **Listen and repeat**. (Use signs)
 - Point to the flashcards one by one. Encourage the children to say their names.
- 3 Repeat 2.

Audio 22

above air become change cloud correct water cycle into rain rise sun vapour

LANGUAGE DEVELOPMENT 5 mins

Before the lesson:

Prepare word cards: *How / do / you / think / it / rains / ? / The / sun / is / very / hot / . / The / water / in / the / sea / becomes / warm / and / some / of / it / changes / into / vapour / . / The / vapour / cools / and / makes / clouds / . / And / the / clouds / get / full / of / water / and / then / it / rains / ! /*

Word cards for flashcards: *above / air / correct / rises / water cycle*

- 1 Distribute wordcards and say *How do you think it rains?* to seven children and get them to stand in line to make a question. Get class to confirm and read it aloud. Transfer to the left side of the board.
- 2 Distribute rest of word cards sentence by sentence, eg. *The sun is very hot.* to six children. Get class to confirm and read it aloud. Transfer to the right side of the board. Repeat with other sentences.
- 3 Get children to match flashcards to word cards.

ACTIVITY 2 Listen and answer the questions. 10 mins

- 1 Ask children to talk about the pictures. Say *What can you see? Who can you see? What are they doing?*
- 2 Say **Read**. Ask children to read the sentences aloud.
- 3 Say **Listen**. Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and answer the questions**. Play recording again and ask the following questions:
 - Where does rain come from?* (clouds, sky, rivers, sea and anything else acceptable)
 - What happens when water gets very hot?* (it changes into vapour)
 - How does the air feel when it has hot vapour in it?* (it feels hot and sticky and anything else reasonable)
 - What happens when hot vapour cools?* (it becomes water again)
 - What does Mr Ali say to the class?* (Fantastic! What clever children you are!)

Audio 23

Mr Ali: Where do you think rain comes from?

Fatimah: From the clouds.

Rania: From the sky.

Omar: From the sea or rivers.

Narrator: Mr Ali asks the class about rain. He shows a picture of the water cycle. The children think rain comes from many places and they are correct.

Ben: Water changes into vapour and the air becomes wet!

Rania: And the vapour is going up into the air. I know hot air rises.

Mr Ali: Well done Rania! That's excellent. Does anyone want to add anything?

Narrator: Mr Ali shows the class how water changes into vapour. He boils water, it changes into vapour and rises into the air.

Mr Ali: Now what do you think is happening?

Omar: The vapour is hot but it cools when it rises.

Rania: The spoon is colder than the air. The vapour changes again and becomes water. Then it falls down.

Mr Ali: Fantastic! What clever children you are!

Narrator: Mr Ali holds a spoon above the hot vapour. The vapour touches the spoon and changes into water. It falls.

Mr Ali: OK class, how do you think it rains?

Ben: The sun is very hot. The water in the sea becomes warm and some of it changes into vapour.

Omar: The vapour cools and makes clouds.

Rania: And the clouds get full of water and then it rains!

Narrator: The class understand how the water in the sea and rivers makes clouds. When the clouds have lots of water it rains. And then the cycle starts again!

ACTIVITY 3 Listen and say. 5 mins

- 1 Say **Listen and read aloud**. Play the recording again. Pause so that children can read and repeat the text.

Repeat audio activity 2

ACTIVITY 4 Listen and answer the questions. 5 mins

- 1 Say **Listen and answer the questions**. Play the recording. Pause so that children can listen to the questions and answer.

Audio 24

- 1 What happens to hot air?
- 2 What happens to the hot air when it rises?
- 3 What are clouds?
- 4 Why does it rain?
- 5 What's the water cycle?

Answers: 1 it rises/goes up/goes up into the sky 2 it gets cool/it cools/it gets colder 3 cool vapour/water 4 the clouds are heavy with cool water vapour 5 when water gets hot, rises, changes into clouds, clouds get heavy with water and fall down in rain

REVIEW 5 mins

- 1 Get children to notice the use of Everyday English box and get them to repeat the language.

Period 2 – focus on reading PB page 29

LANGUAGE PRESENTATION 8 mins As for Period 1.

LANGUAGE DEVELOPMENT 7 mins As for Period 1.

ACTIVITY 1 Listen and circle the words you hear. Then match them with the pictures. 5 mins

- 1 Say **Listen and circle the words you hear**. Play the recording, pausing when you hear a key word so that children can find it in the text and circle again. They check they have circled all the key vocabulary words.
- 2 Say **Then match them with the pictures**. Get children to check their work with a partner.
- 3 Get children to call out their answers. Write them on the board. Children check and correct their own work.

NOTE: help the pupils understand that the words, *becomes*, *changes* and *into* all have similar meanings in this context.

Answers: 1c 2d 3b 4a 5h 6g 7f 8e 9l 10k 11j 12i

Repeat audio period 1 activity 1

ACTIVITY 2 Listen and repeat the passage on page 28.

5 mins 

- 1 Get children to look at the pictures in Period 1. Say **Listen and repeat the passage**. Play audio, pause after each narration or dialogue and get children to read and repeat.

Repeat audio period 1 activity 2

ACTIVITY 3 Work in groups of four or five. Read the passage on page 28 aloud. 5 mins

- 1 Get children to work in groups of four or five. They take it in turns to read narration or dialogue in Period 1 Activity 2.
- 2 Say **Work in groups of four or five. Read the passage aloud**. Monitor groups.

ACTIVITY 4 Read. Then work in pairs and circle the correct words. 5 mins

- 1 Say **Read** and get children to read silently. Encourage the children to read for meaning.
- 2 Say **Read and circle the correct words**. Ask children to read and circle the correct words.
- 3 Get children to check their answers with a partner.
- 4 Children check their own work and make corrections.

Answers: 1 above 2 air 3 clouds 4 vapour 5 hot air 6 clouds

REVIEW 5 mins

- 1 Play *What's missing?*

Period 3 – focus on comprehension PB page 30

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and ask children to match the word and flashcards.
- 2 Ask *What does 'vapour' mean?* Accept any reasonable answer that means it is water which has changed into wet air.
- 3 Repeat with *What happens to hot air?* Accept any reasonable answer that includes it rises.
- 4 Ask *What word starts with the sound /ch/?* Elicit *changes*. Repeat with /b/ (becomes), /w/ (water cycle), /r/ (rain), /cl/ (cloud), /a/ (above).

! NOTE: don't be restricted to the unit vocabulary, encourage the children to use any words they know with these sounds.

LANGUAGE DEVELOPMENT 7 mins

- 1 Clap number of syllables and children guess the words, eg. 1 clap = air, cloud, change, rain, rise, sun ; 2 claps = va-pour, a-bove, be-come, co-rrect, in-to, ; 4 claps = wa-ter cy-cle.
- 2 Get the children to focus on the words with initial sounds /c/ and those with the /ch/ sound in them. Make a poster or add to an existing poster.

/c/	/ch/
cloud	change
cloudy	cheese
clothes	chocolate
clean	church
	lunch

ACTIVITY 1 Listen. Say Boo. Say Hurray. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and say *Hurray* if they are correct and *Boo* if they are wrong.
- 2 Model what you want the children to do with an example, play the first sentence in the recording. Elicit *Hurray*.

! NOTE: we are encouraging the children to think for themselves. This learning how to learn strategy needs to be taught explicitly.

Audio 25

- 1 *The water cycle starts when the water gets hot.*
- 2 *Hot water changes into snow.*
- 3 *Hot air rises.*
- 4 *Mr Ali says the children are all correct.*
- 5 *The clouds are below us.*
- 6 *The sun makes the water change into vapour.*

Answers: *hurray 1, 3, 4, 6; boo 2, 5*

ACTIVITY 2 Read. Then tick ✓ the correct sentences. 5 mins

- 1 Say **Read. Then tick the correct sentences**. Ask the children to read the sentences silently and put a tick next to each correct sentence. Give a model as an example, eg. *What happens to water vapour?* Elicit *Water vapour changes into clouds*.

! NOTE: make the children read for meaning so that it makes sense. Otherwise they are looking at the words as abstract ideas.

- 2 Write 1, 2, 3, 4, 5, 6 on the board. Elicit answers by asking questions to encourage the children to think about meaning and not focus on words in isolation, eg. *What happens when the clouds have too much water?* (it rains)
How does water vapour feel? (wet)
Where can you see the sun and clouds? (high above us in the sky)
What does the water cycle tell you about? (how we get rain)
Where does rain come from? (water from the sea and rivers)

Answers: *tick: 1, 2, 4*

ACTIVITY 3 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and answer them with the unit vocabulary.
- 2 Get children to check their answers with a partner.
- 3 Elicit the answers and the rest of the class agrees or disagrees. Children correct their own work.

Answers: *1 sun 2 vapour 3 rises 4 air 5 changes 6 rains*

ACTIVITY 4 Read page 28. Then write answers to the questions. 5 mins

- 1 Say **Read page 28 and write answers to the questions**. Get children to read the questions silently, looking at the pictures on page 28 activity 2.
- 2 Elicit answers, children put their hands up to answer. Rest of class agrees or disagrees. Children correct their own work.

Answers: *1 the sun 2 it becomes vapour/changes into vapour 3 because the sun makes it hot 4 it cools 5 when the clouds have too much water 6 you are correct*

REVIEW 5 mins

- 1 Play *Chinese whispers*. Model what you want the children to do with an example.

- 2 Put the class into groups of 10–12 children. They line up in front of the blackboard. The children at the back of the line go to the teacher at the back of the classroom. The teacher whispers a word, eg. *vapour*. The children go back to their line and whisper to the next child in the line, and so on. The child at the front writes what they hear on the board.
- 3 Encourage the children to listen carefully.

Period 4 – focus on speaking PB page 31

LANGUAGE PRESENTATION 5 mins

As for Period 3.

LANGUAGE DEVELOPMENT 5 mins

As for Period 3.

ACTIVITY 1 Look and complete the sentences with the correct words. 5 mins

- 1 Say **Look and complete the sentences**. Get the children to read the words in the word box and look at the pictures.
- 2 Children write about the pictures.
- 3 Get children to check their answers in pairs. Get two pairs to make a group to check each other's writing.
- 4 Elicit answers and children check their own work.

Answers: 1 *water cycle, rain* 2 *sun, changes* 3 *air, clouds*
4 *rises, becomes* 5 *above, into*

ACTIVITY 2 Work in pairs. Read the sentences in activity 1 aloud. 5 mins

- 1 Say **Work in pairs. Read the sentences aloud**. Get children to work in pairs and take it in turns to read out their sentences.

ACTIVITY 3 Read and circle the correct words. 10 mins

- 1 Say **Read and circle the correct words**. Get children to read the questions and answers.
- 2 Get children to circle the correct word. Give a model as an example.
- 3 Elicit answers and invite a child to write them on the board. Children check and do their own corrections.

Answers: 1 *tells* 2 *makes* 3 *changes* 4 *rises* 5 *becomes* 6 *rains*

NOTE: help the children notice the use of third person singular, the subject takes the form of *it* in these sentences. Help the children notice the *-s* ending.

ACTIVITY 4 Read aloud. Then answer the questions. 5 mins

- 1 Say **Read**. Ask children to read the text in Period 1 Activity 2 silently.
- 2 Say **Read aloud**. Ask children to read the text aloud.
- 3 Say **Answer the questions**.
- 4 Ask the following concept checking questions:
Where does the rain come from? It comes from the sea, rivers, clouds (accept any reasonable answer which means there is a cycle so it is not just one thing).
Why does the air rise? The air rises because the sun makes it hot.

REVIEW 5 mins

- 1 Ask children to collect photos, pictures in magazines or newspapers showing different types of weather, eg. cloudy skies, blue skies, storms, different seasons, or they can make drawings of them. They are going to make a cartoon strip. Bring to the class by Period 7.

NOTE: it would be useful if you could bring in some photos and/or pictures of weather so that the children can conceptualise what you want them to do. If you have a cartoon strip even better!

Period 5 – focus on writing PB page 32

ACTIVITY 1 Read and think. Complete the sentences with correct words. 10 mins

- 1 Warmer game: play *Shark Attack*. Draw _ _ _ _ (rain) on the board. Get children to call out sounds of letters. Continue with other words from unit vocabulary list.
- 2 Say *everyday*. Ask the children *When does the word 'everyday' mean?* Elicit a meaning that infers this is something that always happens. Say *What do you do every day?* Elicit *stand, talk, teach, sit, walk* and anything reasonable. Write the question: *What do you do every day?* on the board (left hand side). Help the children understand that these statements are for true facts or information on routines.
- 3 Say **Read**. Get children to read the sentences. Model one example so children know what to do, eg. Get the class to read out the first sentence together and choose the verb. *Rain _____ (come) from the clouds.*
Get children to look back at the pictures on page 28 Period 1 Activity 2. Say **Complete the sentences with the correct words**.
- 4 Get children to check their sentences with a partner.
- 5 Elicit answers and write them on the board. Help children notice the endings.

Answers: 1 comes 2 changes 3 rises 4 cools, becomes

ACTIVITY 2 Think and write the correct questions and answers. 10 mins

- 1 Say *How does rain happen?* Elicit anything reasonable.
- 2 Write on the board:
how water become hot? sun make the water hot
- 3 Get the children to help you complete the question and answer. Write them on the board.

Answers: 1 *How does the water become hot? The sun makes the water hot.* 2 *What does hot water change into? Hot water changes into vapour and rises above.* 3 *How does vapour change into clouds? Vapour rises in the sky and cools.* 4 *Why does it rain? The clouds get heavy and rain falls.*

ACTIVITY 3 Work in pairs. Ask and answer questions about the water cycle. 10 mins

- 1 Invite a pair to come to the front of the class and model the activity using the pictures.
- 2 Say **Work in pairs. Ask and answer questions**. Get children to look at the pictures in activity 2 and take it in turns to ask and answer questions using the question cues.

REVIEW 10 mins

- 1 Play *Bingo*. Get children to draw a grid with nine boxes. Model what you want the children to do with an example on the board. Write in nine items of unit vocabulary.
- 2 You can either quickly write down these words onto scraps of paper and then invite individual children to pick a paper and call out the words. Or randomly choose the words from the board (ticking them so that the children and you can keep track of which ones have been used).
- 3 The winner is the first child who gets a horizontal, vertical or diagonal line of three and calls out *Bingo*. Check their words against the scraps of paper read out or the ticks on the board.

Period 6 – focus on integrated skills PB page 33

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Warmer game: *Charades*. Say *What's happening?* Mime rain falling. Elicit: *It's raining.*
- 2 Repeat with *sun* (pretend to be hot), *vapour* (use your fingers to show something rising), *cloud* (use your hands to show something getting bigger), *rain* (use your fingers falling).
- 3 Say **Look**. Get the children to look at the picture to get the meaning.
- 4 Say **Listen**. Play the recording. Get children to look at the picture and listen for meaning.
- 5 Say **Listen and answer the questions**. Play the recording again and get the children to call out the answers. Get the class to agree or disagree with the answers.

Audio 26

- Omar's mum: *What did you do at school today?*
 Omar: *We talked about the water cycle.*
 Rania: *Did you know that rain comes from the sea?*
 Omar: *Not just the sea, it also comes from rivers and lots of places.*
 Omar's mum: *So how does it rise above?*
 Rania: *Well, first it needs the sun. The sun makes the water hot.*
 Omar: *And then the water changes into vapour.*
 Rania: *And the vapour goes up and up because hot air rises. I said that!*
 Omar: *And when the air goes up it meets cooler air and it becomes a cloud.*
 Rania: *And the cloud gets more and more water vapour.*
 Omar: *And then WHOOOOOOOSH the cloud is too heavy.*
 Rania: *And it rains.*
 Omar: *And then it all starts again ...*
 Omar's mum: *That's wonderful! You have learnt lots of new things.*
 Narrator: *Listen and answer.*

- 1 Who's talking?
- 2 Where does Rania think rain comes from?
- 3 What starts the water cycle?
- 4 How does the water get into the clouds?
- 5 Why does the rain fall?

Answers: 1 Omar, Rania and their mum 2 the sea 3 the sun heating the water 4 it changes into vapour 5 there is too much water in the clouds

ACTIVITY 2 Read. Then listen and circle the correct words.

10 mins 

- 1 Say **Read aloud**. Get the children to read the sentences aloud.
- 2 Say **Listen**. Play the recording so children can listen for meaning.
- 3 Say **Listen and circle the correct words**. Play the recording, pausing so children can circle the words they hear.
- 4 Get children to check their answers with a partner by taking it in turns to read aloud a sentence each.
- 5 Elicit answers and write them on the board. Children check and correct their own work.

Audio 27

- 1 Rania and Omar learn about the water cycle.
- 2 Rania says that rain comes from the sea.
- 3 Omar thinks that water changes into vapour.
- 4 Omar tells his mum that hot air rises and makes clouds.
- 5 Rania adds that clouds get more and more water.

Answers: 1 water 2 sea 3 vapour 4 rises, clouds 5 water

ACTIVITY 3 Listen and complete. Listen and repeat.

10 mins 

- 1 Say **Read the words of the poem**. Get children to read.
- 2 Get children to read the words aloud.
- 3 Say **Listen**. Play the recording and get children to listen for meaning. They can do actions if they want to.
- 4 Say **Listen and complete**. Play the recording again and get the children to say the poem and fill in the gaps.

Audio 28

Where does the rain come from?
 What does it become?
 Well it all starts with the sun
 And then it's done?
 Not really, the sun makes the water hot
 Does it need a lot?
 No, but the water changes into vapour and rises up
 Can I put it in a cup?
 Well no ... it goes up and makes a cloud, which gets bigger and heavier ... and then
 WHOOOOOSH it falls on the shops ...
 And the sea and rivers ... so they are rain
 And then it starts again!

Answers: underlined words are the answers

ACTIVITY 4 Work in pairs. Ask and answer questions. 5 mins

- 1 Invite a pair to come to the front of the class and model the activity using the picture in activity 3.
- 2 Say **Work in pairs. Ask and answer questions**. Get children to look at the picture in activity 3 and take it in turns to ask and answer questions using the question cues.

REVIEW 5 mins

- 1 Play *I spy* game. Say *I spy something with the sound /v/*. Elicit: *vapour*.
- 2 Repeat with other unit words.

Period 7 – focus on writing PB page 34

ACTIVITY 1 Read the clues and complete the crossword.

10 mins

- 1 Warmer game: display all the flashcards from Units 12 and 13. Play *The memory game*. Put the class into teams and give the children 20 seconds to memorise them, then take down flashcards. The teams have to remember all the cards (by writing down the names on a piece of paper which you look at and check). The winner is the team with the most correct. Repeat with different sets of cards.
- 2 Say **Read**. Get children to read the clues. Get the children to look at the poster which explains how to do a crossword puzzle if necessary.
- 3 Model what you want the children to do with an example. Read a clue in the crossword puzzle. Get the children to notice that they need to work out the meaning of the sentence to think of the word.
- 4 Say **Write the correct words**. Monitor and support the children who are struggling. They could work in pairs.
- 5 Elicit the answers and write them on the board. Get children to check and correct their work.

Answers: Across 3 air 5 rise 6 correct 8 cycle 9 above 10 sun
Down 1 vapour 2 rain 4 become 7 clouds

ACTIVITY 2 Write correct sentences. Put the words in the correct order. 10 mins

- 1 Say **Read** and get the class to read the words aloud. Write them on the board, eg.
makes First the sun get water hot the
Ask the class to help you correct the sentences. Tell the children that the words are out of order. Help them focus on the use of capital letters and full stops. Help them to focus on the word order.
- 2 Say **Write correct sentences**. Get the children to correct the sentences and check their answers with a partner. Elicit the answers and invite different children to come and write them on the board.
- 3 If any further errors are made wait until all the sentences are written up and then get children to notice if any further corrections can be made.

Answers: 1 First the sun makes the water get hot. 2 Then the hot vapour rises. 3 Next when vapour cools it becomes clouds. 4 In the end the clouds get heavy and rain falls down.

ACTIVITY 3 Work in groups of four. Write sentences about your weather pictures. 5 mins

- 1 Say **Work in groups of four**. Ask children to take out the photos/drawings of the weather. Remind them that they are going to make a comic strip.

- 2 Elicit some question words and write them on the board:
What (weather?) *When (does it happen?)*
Who (is in the photo/picture?) *Where (does it happen?)*

- 3 Say **Write sentences about your weather pictures**. Encourage the children to look back at the unit and elicit some sentence starters and write them on the board, eg.
What's the weather? It is rainy / sunny / cloudy.
What can you see? rain / sun / cloud
What's happening? It is raining. The sun is hot.
- 4 Get children to check each other's work for punctuation. This is a first draft. Encourage children to add more sentences about their pictures using vocabulary from previous grades. If they need help with spelling, write the words on the board for them.
- 5 Take in materials the children have brought in and keep in a safe place until Period 8.

ACTIVITY 5 Write the words. Practise your handwriting.

5 mins

- 1 Say **Read**. Get the children to read the unit vocabulary.
- 2 Say **Write the words. Practise your handwriting**. Tell the children this is for homework and they should write in their copybook in their best handwriting.
- 3 Tell the children they are going to practise their spelling in Period 8 so they should learn how to spell the words well.

! NOTE: if the children have a homework book they should use it.

Period 8 – focus on integrated skills and project work PB page 35

ACTIVITY 1 Read and complete the sentences. Check your spelling. 10 mins

- Warmer game: write anagrams on the board and get the children to guess the correct word, eg.
oudcl (cloud) *rnai* (rain)
rai (air) *vproua* (vapour)
- Say **Read**. Get children to read the incomplete sentences for meaning.
- Say **Read and complete the sentences**. Get the children to read the incomplete sentences and fill the gaps with unit vocabulary.
- Say **Work in pairs and read the sentences aloud**. Get children to take it in turns to read the sentences aloud to each other.
- Say **Check your spelling**. Get children in pairs to check each other's spelling. Get children to make their own corrections.
- Elicit answers and write them on the board. Get children to check their work again and make corrections.

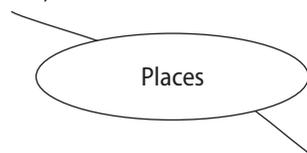
Answers: 1 sun, above 2 change, vapour 3 air, become 4 rises, clouds 5 into, rains 6 water cycle, correct

ACTIVITY 2 Work in groups of three or four. Make a cartoon strip showing the weather and how you think it happens.

30 mins

- Tell the children they are going to write a cartoon strip about weather and how they think it happens. Show them a model of a cartoon strip you have made before the class with photos and descriptions. Tell the children they will need to use their best handwriting as the cartoon strip will be displayed in the classroom.
 Write the following on the board as a checklist of what they need to include:
Title – name of cartoon strip
Names of children in the group
Pencil lines to write clearly and carefully
- Brainstorm on the board using a mind map showing the children what else they can write about their pictures:

when, eg. month, season



what saw, eg. snow, rain, sun

- Get children to look at the sentences they drafted in Period 7 Activity 3. Get children to add some more sentences.
- Get children to work in pairs and check each other's sentences. Monitor and help the children notice further edits they need to make.
- Give out the paper, glue, scissors and the materials the children have brought in. Show the children how to make the comic strip. They need to agree who does the writing, who does the glueing, who decides where the pictures/photos go.
- Monitor as the children glue in their photos/drawings and write their sentences in their best handwriting. If you run out of time, the children can take their comic strip home to finish and bring back the next period.
- Display the completed cartoon strips.

EXTENSION: children can work in groups of four presenting their cartoon strips to each other.

NOTE: a washing line across the classroom or a window is a perfect place to display the cartoon strip. Use pegs to attach the cartoon strip to the washing line.

Snow and the water cycle

Period 1 PB page 36

ACTIVITY 1 Listen and read. 10 mins 

- 1 Warmer: Play *Body Tenses* game.
- 2 Display the poster showing the story. Ask *Who's this?* Point at the children, the mountains, olives, carrot, skates, car, snow, road, salt, hat, scarf, funny picture.
- 3 Ask the following questions:
Who do you think wrote this story? (Ben/Omar)
What did they write the story on? (a computer)
- 4 Say *Once upon a time there were two children.* Ask
Where are they? (mountains)
What's the weather? (snowing)
What are they doing? (making a snowman)
- 5 Say **Read and look at the pictures.**
- 6 Ask some concept checking questions:
Who has never made a snowman? (Tom)
How do you make a snowman? (two balls of snow, two olives for eyes, carrot for nose, skates for feet, hat, scarf)
How did the uncle make the snow become water? (he put salt on it)
Why did the snowman become smaller? (the sun came out)
Why did Tom become sick? (they were in the snow too long)
What was wrong with Tom? (he had a fever)
What did Jemima do to make him feel better? (she drew a funny picture)
- 7 Say **Listen.** Play the recording so the children can listen and read following the text. They are listening for meaning.
- 8 Say **Listen and repeat.** Play the recording, pausing so they can repeat. Encourage the children to follow the text using their fingers on the text as they read.

EXTENSION: get children to listen and notice where the past tense verbs occur. Help the children to understand that in stories the past tense is usually used unless someone is speaking and then it is in the present tense.

Audio 29

- Omar: Ben, have you ever written a story on the computer?
Ben: Yes, I have. It's 'Snow and the water cycle'.
Ben: Once upon a time there were two children. Their names were Tom and Jemima. One day they visited their uncle in the mountains.
Jemima: Have you ever made a snowman?
Tom: No, I've never made a snowman.

- Ben: Tom put two olives on the small snowball for eyes. Then he put a carrot nose under the olives.
Tom: Have you ever seen a snowman with skates?
Jemima: No, I haven't. Ha ha ha! He looks very funny!
Ben: The uncle wanted to drive his car to town, but there was lots of snow on the road. He put salt on the road. The snow became water.
Ben: The sun came out. It was hot. The snowman became smaller and smaller. Then only the hat, scarf, carrot, two olives and two skates were on the grass.
Jemima: Where has the snowman gone?
Tom: Oh dear! The snow has changed into water again.
Ben: Tom and Jemima wanted to play in the snow and make a snowman. But now Tom has a fever.
Uncle: Oh no. How long have you felt sick?
Jemima: Since this morning, but Tom wanted to make a snowman.
Ben: Tom had flu. He had a sore throat and was not feeling well. Jemima wanted to make him feel better. She drew a funny picture.
Tom: What a funny picture Jemima.

ACTIVITY 2 Listen and answer the questions. 5 mins 

- 1 Say **Listen.** Play the recording so the children are listening for meaning. Encourage the children to look at the pictures and the text. You might want to ask a few more focusing questions:
What can you see?
Where are they?
What are they doing?
- 2 Say **Listen and answer the questions.** Play the recording, pausing after each question so the children can find the answers in the text and answer.

Audio 30

- 1 What's the name of Ben's story?
- 2 Where does the story happen?
- 3 What did Tom use for the snowman's legs?
- 4 What happens when you put salt on snow?
- 5 What happens when the sun makes the snow hot?
- 6 Why do you think Tom got sick?

Answers: 1 Snow and the water cycle 2 in the mountains/uncle's home 3 skates 4 it becomes/changes into water 5 it changes into water 6 he got too cold

ACTIVITY 3 Listen and say. 5 mins

- 1 Say **Listen and say**. Play the recording again and pause after each sentence so the children can repeat. Focus on stress and intonation.

Repeat audio period 1 activity 1

ACTIVITY 4 Work in groups of four. Read the passage aloud. 10 mins

- 1 Model what you want the children to do by inviting four children to the front of the class. Each child takes a part, eg. narrator, Tom, Jemima, uncle. Children need to listen to the narrator and do the actions, eg. make a snowman (pretend to roll a big ball on the ground, put a smaller snowball on top of a larger snowball), put two olives on the small snow ball for eyes and a carrot for a nose, skates on feet, uncle wanted to drive (uncle: pretend to walk in deep snow), put snow on the road (uncle: pretend to sprinkle salt on the ground), snow became water (uncle: pretend to walk in water and then get in car and drive off), oh dear! (sun is hot, snowman getting smaller and smaller, use your hands, pretend to pick up hat, scarf, put them on, carrot and eyes, eat them), fever (Tom: pretend to be hot, sore throat, sneeze, cough), funny picture (Jemima: make a picture).
- 2 Get the children in groups of four. Say **Work in groups of four. Read the passage aloud**.

REVIEW 10 mins

- 1 Play *What's missing?*

Period 2 PB page 37**ACTIVITY 1 Listen. Clap or stamp. 10 mins** 

- 1 Model what you want the children to do. Say **Listen. Clap or stamp**. Play recording and pause after sentence 1.
- 2 Get children to clap their hands if they think this is true or stamp their feet if they think this sentence is false.
- 3 Say **Listen. Clap or stamp**. Play recording, pausing between sentences for children to listen and respond.

Audio 31

- 1 Omar said, 'Have you ever written a story on the computer?'
- 2 Tom said, 'I've never made a snow dog.'
- 3 Tom said, 'Have you ever seen a snowman with skates?'
- 4 The uncle said, 'Have you ever put salt on snow?'
- 5 Tom shows Jemima that snow is like very cold rain. The snow becomes water vapour and rises into the sky.
- 6 The uncle said, 'How long have you felt sick?'

Answers: clap: 1, 3, 5, 6 stamp: 2, 4

ACTIVITY 2 Read and order. 10 mins

- 1 Get the children to read the sentences. Ask them which is the first sentence. Elicit: c.
- 2 Say **Read and order**. Get children to check their answers with a partner.
- 3 Elicit answers and invite children to write the answers on the board. Children check and correct their answers.

Answers: c a e f b d

ACTIVITY 3 Look at the pictures and write sentences to describe them. 10 mins

- 1 Get the children to look at the pictures. Model what you want the children to do with an example.
- 2 Say **Look at the pictures and write sentences to describe them**. Get children to check their work with a partner.
- 3 Elicit answers. Write them on the board. Get children to check their own work and make corrections.

Answers: accept any reasonable answer

ACTIVITY 4 Look and complete the sentences. 10 mins

- 1 Get the children to look at the pictures. Write the incomplete sentence on the board. Get class to read out the incomplete sentence.
Once upon a time ...
- 2 Say *How can we finish this sentence?* Elicit: *there were two children, there was a boy called Tom and a girl called Jemima*, accept anything reasonable. Write the answer in the gap. Miss off the full stop. Say *What's missing?* Get the class to notice the lack of full stop.
- 3 Say **Look at the pictures and complete the sentences**. Get children to check the spelling and punctuation with a partner.
- 4 Elicit answers and write the story on the board. There may be a few versions for each picture. Write all the versions the children share. Encourage development of language, so if children have added adverbs or adjectives praise them!

Answers: accept anything reasonable.

Period 3 PB page 38

ACTIVITY 1 Look and complete the sentences with the correct words. 10 mins

- 1 Display posters from Units 10 and 11. Ask *What can you see?* Model what you want the children to do with an example. Elicit some vocabulary, eg. *Dead Sea, below sea level, mud, desert animals (gazelle, jerboa, bat, wild cat, hedgehog)*. Encourage the children to look back in their coursebooks to find vocabulary.
- 2 Say **Read aloud**. Get the children to read the vocabulary aloud.
- 3 Say **Look at the pictures and complete the sentences**. Model what you want the children to do with an example, write on the board:
The Dead Sea is 400 metres _____
_____.
- 4 Elicit some vocabulary, *below sea level*, and write the vocabulary under the sentence. Get children to suggest how to complete the sentences, eg.
The Dead Sea is 400 metres below sea level. The water is very salty and you can float (in it)/can't see any boats/float and read a newspaper.

NOTE: encourage the children to see that the first sentence has a lot of different ways of being completed.

- 5 Get two pairs to make a group to check each other's work. Get children to underline anything they think might be incorrect. Get children to edit their own work.
- 6 Display word cards and get individual children to select word cards which might fit in the gaps.
- 7 Children edit their own work.

Answers: 1 *below sea level, float* 2 *desert, oasis* 3 *ever sailed, goggles/flippers (flippers/goggles)*

NOTE: if the children use words that they have not learnt in the classroom PRAISE THEM! They all have very different experiences and you should acknowledge any extra English that they bring to the class. Allow them to share what they know with others.

ACTIVITY 2 Work in pairs. Read the sentences aloud. 5 mins

- 1 Model what you want the children to do by inviting two children to stand up. Get them to take it in turns to read their sentences from activity 1 to each other. Help the children to notice that not all the sentences are exactly the same.
- 2 Say **Work in pairs. Read the sentences aloud**. Get the children in pairs reading to each other.

ACTIVITY 3 Read and circle the correct words. 10 mins

- 1 Model what you want the children to do with an example. Get the class to read sentence 1 aloud together.
Have you ever floated/floats in the Dead Sea? The water is/ was very salty.
- 2 Say *What are the correct words?* Elicit *floated/is*. Say *Why are 'floated' and 'is' the correct words?* Get children to think why, encourage them to THINK of the answer, DON'T TELL THEM THE ANSWER. Help them to notice that *floated* is in the present perfect and *is* is present simple for a fact.
- 3 Say **Read and circle the correct words**. Get children to check their work with a partner.
- 4 Elicit feedback. Write the answers on the board and get children to check their work and make corrections.

Answers: 1 *floated, is* 2 *have, slept* 3 *swum, seen*

ACTIVITY 4 Read aloud. 10 mins

- 1 Say **Read quietly** (this will help the children to focus on meaning).
- 2 Say **Read aloud**.
- 3 Ask children to turn to page 36 and look at the pictures.
- 4 Say **Answer these questions**. Ask the following concept checking questions:
Who helped Jemima make a snowman? (Tom)
Who wanted to go to town? (the uncle)
How do you make snow change to water? (put salt on it, the sun)

Period 4 PB page 39

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Ask children to look at the pictures carefully.
- 2 Say **Listen**. Play the recording so that the children listen for meaning.
- 3 Say **Listen and answer the questions**. Play the recording and pause so that the children can answer after each question.

Audio 32

- Rania: Amy, have you ever made a ball with salt?
Amy: No, I've never made a ball with salt but I've made a ball with snow. The salt is not making a ball!
- Rania: Oh look at our dads! They have covered their bodies with mud. Yuck!
- Amy: And there's my mum, she has read the newspaper and floated! Hey mum, is the newspaper wet?
- Amy's mum: No, it isn't. I've never floated and read before, it's wonderful!

Omar's dad: *Look at us! Our skin feels fantastic! But we need to wash before sunset.*

Rania's mum: *Come on girls, stop playing. It's sunset, we are sleeping under the stars. Have you ever slept under the stars, Amy?*

Amy: *No, I've never slept under the stars. I love it!*

Omar: *Shhhhh. Ben, look over there next to the spring. Have you ever seen a wild cat and hedgehog together?*

Ben: *No, I haven't. The oasis is beautiful at night.*

Omar's mum: *Atchoooooo!*

Omar & Ben: *Oh no!*

Omar: *Oh mum, I've never seen desert animals at night! They've run away!*

Omar's mum: *Oh sorry boys! I've sneezed three times since we arrived. I hope I'm not getting flu.*

Narrator: *Listen and answer.*

1 *Who's talking about making balls with salt?*

2 *Who has mud on their bodies?*

3 *What's Ben's mum doing in the water?*

4 *How does Omar's dad feel?*

5 *Where are the children going to sleep?*

6 *What do Omar and Ben see?*

7 *What are the desert animals doing?*

8 *What does Omar's mum do?*

Answers: 1 Amy and Rania 2 the dads 3 floating and reading 4 fantastic 5 under the stars 6 desert animals/a hedgehog and wild cat 7 drinking water at the spring 8 sneezes

ACTIVITY 2 Work in pairs. Ask and answer the questions.

5 mins

- 1 Model what you want the children to do by inviting two children to the front of the classroom.
- 2 Get child 1 to read the question *Why did the desert animals run away?*
- 3 Get child 2 to respond: *Because Omar's mum sneezed.*
- 4 Get child 2 to read the question *Why did the dads put mud on their bodies?*
- 5 Get child 1 to respond: *It feels fantastic.*
- 6 Say **Work in pairs. Ask and answer the questions.**

NOTE: If you feel that the class needs to be more supported with this activity, get the whole class to drill the questions. Elicit some answers, write them on the board. Then drill 50/50 questions and answers. Then divide the class into pairs. Do not let them fail! Go back to whole class, 50/50 drilling if you are at all worried!

ACTIVITY 3 Read and complete the sentences. 10 mins

- 1 Say **Read.** Get the children to read the incomplete sentences quietly.

- 2 Say **Read aloud.** Get the children to read the incomplete sentences aloud.

NOTE: the purpose of getting the children to read quietly first and then aloud is that (a) they start to make meaning and (b) they start to understand what words could be used in the gaps.

- 3 Model what you want the children to do with an example. Write on the board:
Have you ever _____ in the sea? No, I've _____ done that. Elicit *floated*. Write the word in the gap. Elicit: *never*. Write in the gap.
- 4 Encourage the children to look back at previous units to check spelling and complete the sentences.
- 5 Say **Read and complete the sentences.**
- 6 Get children to check their answers with a partner.
- 7 Elicit answers and invite children to select a word card or write an answer on the board.

Answers: 1 *floated, never* 2 *fever, thirsty*
3 *rocks, oasis, spring*

ACTIVITY 4 Work in pairs. Ask and answer questions about something you have done. 10 mins

- 1 Get pupils to read the questions. Model what you want the children to do with an example. Invite two children to the front of the classroom. Get the children to take it in turns to ask a question and answer, *Yes, I have. No, I haven't.*
- 2 Get the children to take it in turns to make up more questions using the pictures.
- 3 Say **Work in pairs. Ask and answer questions about something you have done.**

ACTIVITY 5 Sing one of the songs from Units 11 or 13.

5 mins

- 1 Say **Sing one of the songs in Unit 11 or 13.** Whole class turns to the appropriate page and sings together.

Great explorers

Period 1 – focus on listening PB page 40

Aims to give opinions, agree and disagree

Key language *agree, compass, direction, Earth, east, explore, explorer, ocean, south, west, woman*

Review *map, north, travelled, space, outer space, spaceship, exciting, famous, wise, because, lots of, coral, sea, I think that ... is more ... than ...; He did the most exciting things.*

Language structures *I don't agree with you! I agree with you. I think that it is more exciting than exploring the oceans.*

Materials Pupil's Book, CD, Poster, Flashcards Unit 15, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 5 mins

- 1 Show Unit 15 poster. Ask *What can you see?* Elicit as much as possible in English (characters and items). Praise the children's efforts.
- 2 Show the key language flashcards. Point to flashcard of compass. Say *This is a compass. Do you know any words used with a compass?* Elicit anything reasonable eg. *north, south, east, west, direction*. Repeat with rest of flashcards.
- 3 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 5 mins 

- 1 Say **Look and listen**. Play recording. The children point to the correct flashcard when they hear each name.
- 2 Say **Listen**. Play recording. Point to each item, this helps them to conceptualise the item and link a word to it.
- 3 Say **Listen and repeat**. (Use signs)
Point to items one by one. Encourage the children to say their name.
- 4 Repeat 3.

Audio 33

agree compass direction Earth east explore explorer ocean south west woman

LANGUAGE DEVELOPMENT 5 mins

Before the lesson:

Prepare word cards: *I / don't / agree / with / you / ! / I / agree / with / you / . / I / think / that / travelling / in / space / is / more / exciting / than / exploring / the / oceans / . /*

Word cards for flashcards: *compass / Earth / east / explorer / south / west / woman*

- 1 Distribute and say *I think that travelling in space is more exciting than exploring the oceans.* to fourteen children and get them to stand in line to make a sentence. Get class to confirm and read it aloud. Transfer to the left side of the board.
- 2 Get children to put their hands up if they think this is true. Say *I agree with you*. Get five children to stand in line. Repeat with *I don't agree with you*. Transfer to the right side of the board.
- 3 Distribute word cards and flashcards to each child. Say find your partner and children match flashcard and word card. Get class to confirm and read it aloud. Transfer to the right side of the board.

ACTIVITY 2 Listen and answer the questions. 10 mins 

- 1 Ask children to talk about the pictures. Say *What can you see? Who can you see? What are they doing?*
- 2 Say **Read**. Ask children to read the sentences aloud.
- 3 Say **Listen**. Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and answer the questions**. Play recording again and ask the following questions:
What words do we know about a compass? (north, south, east, west)
What's the name of our planet? (Earth)
Where did Ibn Battuta come from? (the north of Africa)
Where did Jacques Cousteau explore? (under the sea)
Where did Valentina Tereshkova explore? (space)

Audio 34

Mr Ali: *This is a map of the Earth. And this is a compass. It shows the directions north, south, east and west.*

Narrator: *Mr Ali and his class talk about famous explorers. Rania and Omar know about exploring the Earth and the oceans.*

Rania: *This is Ibn Battuta. He was from the north of Africa. He travelled east to visit the holy cities of Makkah and Madinah.*

Omar: *He visited Asia in the east, Europe in the north and Africa in the south, but not North America.*

Narrator: *Omar and Rania talk about Ibn Battuta. Omar thinks he did the most exciting things. Rania thinks he was very wise because he visited so many interesting places.*

Ben: *This is Jacques Cousteau. He was famous. He was from Europe. The name of his boat was 'Calypso'.*

Omar: *I think it is interesting to see a lot of sea plants and sea animals.*

Amy: *I agree with you. There's lots of coral under the sea and ocean. I think it's beautiful!*

Narrator: Jacques Cousteau sailed in a boat to explore the oceans. He lived on the boat for many months.

Alia: This is Valentina Tereshkova. She was from Asia. She was the first woman to go into space. I don't think travelling in space is safe.

Rania: I don't agree with you! I think that it is more exciting than exploring the oceans.

Narrator: Valentina flew and walked in outer space. Her spaceship went around the Earth forty-eight times!

ACTIVITY 3 Listen and say. 5 mins

- 1 Say **Listen and read aloud**. Play the recording again. Pause so that children can read and repeat the text.
- 2 Get children to notice the use of Everyday English box and get them to repeat the language.

Repeat audio activity 2

ACTIVITY 4 Listen and answer the questions. 5 mins

- 1 Say **Listen**. Get the children to look at the pictures and text in activity 2. Play the recording and get the children to listen for meaning.
- 2 Say **Listen and answer the questions**. Play the recording, pausing after each question so the children can answer.

Audio 35

- 1 *What can you see under the water?*
- 2 *What places did Ibn Battuta visit?*
- 3 *What did Ibn Battuta do?*
- 4 *Where did Jacques Cousteau come from?*
- 5 *How many times did the spaceship go around Earth?*

Answers: 1 coral/sea plants and sea animals 2 Asia in the east, Europe in the north and Africa in the south 3 travelled east to visit the holy cities of Makkah and Medinah 4 Europe 5 48 times

REVIEW 5 mins

- 1 Get children to identify the expressions in the dialogues: *I think that's exciting! I think it's beautiful!* Focus on stress and intonation.

Period 2 – focus on reading PB page 41

LANGUAGE PRESENTATION 5 mins As for Period 1.

LANGUAGE DEVELOPMENT 5 mins As for Period 1.

ACTIVITY 1 Listen and circle the words you hear. Then match them with the pictures. 5 mins

- 1 Say **Listen**. Play recording and get children to listen for meaning.
- 2 Say **Listen and circle**. Play the recording, pausing when you hear a key word so that children can find and circle it.
- 3 Say **Match the words with the pictures**. Get children to check their answers with a partner.
- 4 Get children to check their answers and correct their work.

NOTE: help the pupils to notice the difference between *explore* which is the action and *explorer* the person who does the action.

Answers: 1 d 2 a 3 c 4 b 5 f 6 h 7 e 8 g 9 j 10 k 11 i

Repeat audio period 1 activity 1

ACTIVITY 2 Listen and repeat the passage on page 40. 5 mins

- 1 Get children to look at the pictures in Period 1. Say **Listen and repeat the passage**. Play recording from Period 1 Activity 2, pause after each narration or dialogue and get children to read and repeat.

Repeat audio period 1 activity 2

ACTIVITY 3 Work in groups of four or five. Read the passage on page 40 aloud. 5 mins

- 1 Say **Work in groups of four or five. Read the passage aloud**. In their groups, children take it in turns to read narration or dialogue in Period 1 Activity 2. Monitor groups.

ACTIVITY 4 Read. Then work in pairs and circle the correct words. 10 mins

- 1 Say **Read** and get children to read silently. Encourage the children to read for meaning.
- 2 Say **Read and circle the correct words**. Ask children to read and circle the correct word. Circle the word *explorers* in 1.
- 3 Get children to check their answers with a partner.
- 4 Write 1, 2, 3, 4, 5, 6 on the board. Elicit the answers inviting a child to come to the board and write the answer next to the number. Children check their own work and make corrections.

Answers: 1 explorers 2 Earth 3 north 4 doesn't agree 5 directions 6 woman

REVIEW 5 mins

- 1 Display flashcards and word cards. Play *What's missing?*

Period 3 – focus on comprehension PB page 42

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and ask children to match the word and flashcards.
- 2 Ask *What does 'explorer' mean?* Accept any reasonable answer that means it is a person, man or woman, who looks for new things on Earth or in outer space.
- 3 Repeat with *What's 'exploring'?* Accept any reasonable answer that indicates the act of doing the exploring, looking for new things.
- 4 Ask *What words start with the sound /a/?* Elicit *agree*. Repeat with /e/ (explorer, exploring), /o/ (ocean), /w/ (woman, west), /n/ (north), /s/ (south), /c/ (compass), /d/ direction.

LANGUAGE DEVELOPMENT 7 mins

- 1 Clap number of syllables and children guess the words, eg. 1 clap = Earth, east, south, west; 2 claps = com-pass, a-gree, ex-plore, o-cean, wo-man; 3 claps = ex-plo-rer, di-rec-tion
- 2 Children focus on words they know in these common consonant clusters.

/ex/	/ag/
explore	agree
explorer	flag
exam	bag
next	
excuse (me)	
expensive	
exciting	

ACTIVITY 1 Listen. Thumbs up, thumbs down. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and put their thumbs up if they are correct and put their thumbs down if they are wrong.
- 2 Model what you want the children to do with an example. Encourage the children to tell you why an answer is wrong and what the correct answer is.
- 3 Say **Thumbs up if the sentence is correct or thumbs down if the sentence is false**.

NOTE: we are encouraging the children to think for themselves. This learning how to learn strategy needs to be taught explicitly.

Audio 36

- 1 Mr Ali's map shows the north, south, east and west.
- 2 You can see stars and the moon when you explore the oceans.
- 3 Ibn Battuta came from the north of Africa.
- 4 Jacques Cousteau explored under the water.
- 5 Valentina Tereshkova travelled in a boat.
- 6 Rania thinks that exploring space is more exciting than exploring oceans.

Answers: thumbs up: 3, 4, 6; thumbs down 1, 2, 5

ACTIVITY 2 Read. Then tick ✓ the correct sentences. 5 mins

- 1 Say **Read. Then tick the correct sentences**. Ask the children to read the sentences silently and put a tick next to each correct sentence. Give a model as an example, eg. *A compass shows you north, south, east and west*. Write on the board and ask the children if they think it is right or wrong and why. Elicit: *correct*.
- 2 Write 1, 2, 3, 4, 5 on the board. Elicit answers and invite children to write a tick next to a number or give a correct answer.

Answers: tick: 1, 2, 5

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives.

ACTIVITY 3 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences**. Get the children to read the sentences and complete them with the correct word. Model what you want the children to do with an example, eg. *Rania and Omar know about _____ Earth and the oceans*. Elicit: *exploring*
- 2 Get children to check their answers with a partner.
- 3 Elicit the answers and the rest of the class agrees or disagrees. Children correct their own work.

Answers: 1 exploring 2 compass 3 ocean 4 explore 5 north 6 agree

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives and use their background knowledge.

ACTIVITY 4 Read page 40. Then write answers to the questions. 5 mins

- 1 Say **Read. Then write answers to the questions.** Get children to read the questions silently, looking at the pictures on page 40 activity 2.
- 2 Elicit answers, children put their hands up to answer. Rest of class agrees or disagrees. Children correct their own work.

Answers: 1 that it is about interesting places on Earth and finding out more about them 2 exploring outer space in a spaceship 3 that Ibn Battuta was very wise 4 lots of coral 5 travelling in space 6 travelling in space

REVIEW 5 mins

- 1 Play *Charades*. Model what you want the children to do by playing the game as a whole class. Pick up a word card (don't show the children) mime the action/adjective. Get the class to guess.

Period 4 – focus on speaking PB page 43

LANGUAGE PRESENTATION 5 mins

As for Period 3.

LANGUAGE DEVELOPMENT 5 mins

As for Period 3.

ACTIVITY 1 Look and complete the sentences with the correct words. 5 mins

- 1 Say **Read and complete the sentences with the correct words.** Get children to read the words in the word box and read the sentences. Model with an example, write on the board:
Omar said, 'You can _____ the _____.'
Elicit: *explore, oceans*
- 2 Say **Complete the sentences with the correct words.** Children read the sentences and work out the correct words. They check their answers with a partner. Elicit answers and rest of children agree or disagree.

Answers: 1 *explore, oceans* 2 *east, south* 3 *explorer, directions*

ACTIVITY 2 Work in pairs. Read the sentences in activity 1 aloud. 5 mins

- 1 Say **Work in pairs. Read the sentences in activity 1 aloud.**

ACTIVITY 3 Read and circle the correct words. 10 mins

- 1 Say **Read and circle the correct words.** Get children to read the sentences and circle the correct words. Give a model as an example:
Fatimah think/thinks that exploring outer space is exciting.
Elicit: *thinks.*

! NOTE: remind children of the third person -s.

- 2 Elicit answers and invite a child to write them on the board. Children check and do their own corrections.

Answers: 1 *thinks* 2 *agrees* 3 *doesn't think* 4 *doesn't agree*

ACTIVITY 4 Read aloud. Then answer the questions. 5 mins

- 1 Say **Read.** Get the children to read the sentences and look at the pictures in Period 1 Activity 2.
- 2 Children listen to the questions and call out the answers.

REVIEW 5 mins

- 1 Ask children to collect photos and pictures from magazines or newspapers of explorers that they are interested in and to bring them to class by Period 7. They are going to make information cards about explorers. Tell the children they can also draw their own pictures.

! NOTE: it would be useful if you could bring in some photos and/or pictures of explorers so that the children can conceptualise what you want them to do.

Period 5 – focus on writing PB page 44

ACTIVITY 1 Read and think. Complete the sentences with correct words. 10 mins

- 1 Say **Read**. Get children to read the sentences. Model one example so children know what to do. Get the class to read out the first sentence together *Rania _____ (think) Ibn Battuta was wise because he visited many places.* Elicit: *thinks.*
- 2 Get children to look back at the pictures on page 40. Say **Complete the sentences with the correct words.**
- 3 Get children to check their sentences with a partner.
- 4 Elicit answers and write them on the board. Help children notice the endings.

Answers: 1 *thinks* 2 *agree* 3 *thinks* 4 *agrees* 5 *does not agree*

EXTENSION: help the children notice that when you use *think* it is your opinion. When you say *I agree*, it means you think in the same way. When you say *I don't agree* it means you don't think in the same way.

ACTIVITY 2 Think and write the correct answers. 10 mins

- 1 Model what you want the children to do with an example. Get the children to read the table. Get them to notice the use of the smiley faces. When two smiley faces are the same, then those people agree. When the smiley faces are different they don't agree. Write on the board:
Yasser _____.
Say *What does Yasser think about horse jumping?*
- 2 Say **Think and write complete sentences**. Get the children to read, think and complete the sentences. Get them to check their answers with a partner.

Answers: 1 *Yasser does not agree that horse jumping is interesting.*
2 *Huda thinks that horse jumping is more exciting than car racing.* 3 *Huda thinks cycle racing is the most boring of all sports.*

ACTIVITY 3 Work in pairs. Ask and answer the questions. 10 mins

- 1 Model what you want the children to do by saying: *What do you know about Emma Stokes?* Encourage the children to look at the pictures.
- 2 Invite two children to the front and get them to take turns asking and answering questions using the text and pictures.

NOTE: if you feel the children need more help then drill the whole class, then 50/50, open and finally closed pairs. NEVER LET THEM FAIL!

REVIEW 10 mins

- 1 Play *Bingo*. Use the unit vocabulary.

Period 6 – focus on integrated skills PB page 45

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Warmer game: Say *Let's play 'missing letters'.* Write these words on the board with missing letters. Invite a pupil to be the secretary and fill in the missing letters.
s__th (south) *__st* (east) *w__st* (west)
(note: vowels missing)
_o_a_ (woman) *Ea__* (Earth) *e__o_e* (explore)
(note: consonants missing)
- 2 Say **Look**. Get the children to look at the pictures to get the meaning.
- 3 Say **Listen**. Play the recording. Get children to look at the pictures and listen for meaning.
- 4 Say **Listen and answer the questions**. Play the recording again and get the children to call out the answers. Get the class to agree or disagree with the answers.

Audio 37

- Ben: I love reading about explorers. I think exploring the oceans is the most interesting.*
- Omar: Mmm no, I don't think so. I think exploring outer space is the most exciting.*
- Ben: But when you go under the ocean you can see so much ... coral, fish, mountains under the water.*
- Omar: But when you go into outer space you can see so much ... all of Earth, the oceans, the mountains, the sun ...*
- Ben: And you can live on a boat and explore the oceans. You can visit all of Earth travelling on a boat!*
- Omar: And when you travel in a spaceship you can live on it and explore other places like Earth.*
- Ben: I want to be like Ibn Battuta and travel all over the Earth and visit lots of interesting places. It made him very wise. He went to all the places on a compass, east, west, north and south.*
- Omar: He didn't go to North America! I want to go around and around the Earth in a spaceship.*
- Ben: I don't think travelling by spaceship is very safe!*
- Omar: I don't agree!*
- Narrator: Listen and answer.*

- 1 *Who's talking?*
- 2 *What does Ben like doing?*
- 3 *What exploring does Ben think is the most interesting?*
- 4 *What exploring does Omar think is the most exciting?*
- 5 *What can you see under the water in the ocean?*
- 6 *What can you see in outer space?*

Answers: 1 *Ben and Omar* 2 *reading about explorers*
3 *exploring oceans* 4 *exploring outer space* 5 *coral, fish, mountains* 6 *all of Earth, the oceans, the mountains, the sun*

ACTIVITY 2 Read. Then listen and circle the correct words.10 mins 

- 1 Say **Read aloud**. Get the children to read the sentences aloud. Get them to look at the pictures.
- 2 Say **Listen**. Play the recording so children can listen for meaning.
- 3 Say **Listen and circle the correct words**. Play the recording, pausing so children can circle the words they hear.
- 4 Get children to check their answers with a partner by taking it in turns to read aloud a sentence each.
- 5 Elicit answers and write them on the board. Children check and correct their own work.

Audio 38

- 1 Fatimah says, 'I think that's exciting!'
- 2 Omar says, 'I think he did the most exciting things!'
- 3 Amy says, 'I think it's beautiful.'
- 4 Alia says, 'But I don't think that travelling in space is safe.'
- 5 Rania says, 'I don't agree with you.'

Answers: 1 exciting 2 most 3 beautiful 4 safe 5 agree**ACTIVITY 3 Listen and repeat. 10 mins** 

- 1 Say **Listen**. Get children to listen for meaning. Tell the children this is a song.
- 2 Say **Listen and repeat**. Play the recording again and get the children to SING along.
- 3 Get the children to clap in time to the chant. Split the class in half. Get one half to tell the story and the other half to ask the questions.

NOTE: get the children to notice the rhyming words:
 ● explore/door, way/day.

Audio 39

*Oh dear, where can we go and explore?
 Have you tried the north and the south of our door?
 Yes, I have but the ocean was in the way.
 And I didn't have a very good day!
 Oh dear, where can we go and explore?
 Have you tried the east and the west of our door?
 Yes, I have but the compass was broken.
 And I found my way into the garden!*

ACTIVITY 4 Work in pairs. Ask and answer questions. 5 mins

- 1 Invite a pair to come to the front of the class and model the activity using the picture in activity 1.
- 2 Say **Work in pairs. Ask and answer questions**. Get children to look at the picture in activity 1 and take it in turns to ask and answer questions using the question cues.

REVIEW 5 mins

- 1 Play the *Memory game*. Say *We're going to play the memory game with the unit vocabulary*. Invite 12 children to come to the front of the class. Give them each a flashcard. Point to each flashcard picture and get the rest of the class to call out its name.
- 2 Turn one child to face the wall and get class to start at one end of the row and call out name of flashcard and to remember what the child facing the wall was holding.
- 3 Repeat with two different children facing the wall. Repeat with three and keep going to see how many flashcards in a sequence the class can remember.

Period 7 – focus on writing PB page 46

ACTIVITY 1 Read and write. 10 mins

- 1 Say **Read**. Get the children to read the text all the way through.
- 2 Say **Read and write**. Monitor and support the children who need help.
- 3 Elicit the answers and write them on the board. Get children to check and correct their work.

Answers: 1 Earth 2 Europe 3 Asia 4 North America 5 Africa
6 compass 7 north 8 east 9 south 10 west 11 direction
12 explorers 13 explored 14 oceans 15 women

ACTIVITY 2 Think and write sentences about what we have learnt in this unit. 10 mins

- 1 Get the class to read the text aloud. Write on the board:
north of Africa/mountains/sailed/oceans/Ibn Battuta/explored
- 2 Model what you want the class to do with an example. Get the class to help you complete the sentences. Help them to focus on the use of capital letters and missing words.
Ibn Battuta came from the north of Africa. He sailed the oceans. He explored the mountains.
- 3 Say **Write correct sentences**. Get the children to correct the sentences.

Answers: 2 *Jacques Cousteau was a famous explorer. He explored under the water of the ocean. He saw coral.* 3 *Valentina Tereshkova flew and walked in outer space. She was the first spacewoman.*

! NOTE: encourage the children to be creative. If they want to increase the amount they write allow them to do so. They might use *I think ...* or *I agree .../I don't agree ...*

ACTIVITY 3 Work in groups of four. Think and write sentences about your pictures of famous explorers. 5 mins

- 1 Get children to look at their pictures and write about them. Encourage them to use unit vocabulary and also give their opinions. Write on the board some sentence starters
I think that ...

ACTIVITY 4 Write the words. Practise your handwriting.

5 mins

- 1 Say **Write the words on the line**. Children do it in their copybooks for homework.
- 2 Tell the children they are going to practise their spelling in Period 8.

! NOTE: if the children have a homework book they should write the homework in it.

Period 8 – focus on integrated skills and project work PB page 47

ACTIVITY 1 Read and complete the sentences. Check your spelling. 10 mins

- 1 Warmer game: display the unit vocabulary word cards. Say *I spy something beginning with the sound /s/ (south)*. Repeat with other words. Take the word cards down.
- 2 Say **Read**. Get children to read the incomplete sentences for meaning.
- 3 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and fill the gaps with unit vocabulary.
- 4 Say **Work in pairs and read sentences aloud**. Get children to take it in turns to read the sentences aloud to each other.
- 5 Say **Check your spelling**. Get children in pairs to check each other's spelling. Get children to make their own corrections.
- 6 Elicit answers and write them on the board. Get children to check their work again and make corrections.

Answers: 1 south, west, east 2 compass, direction
3 ocean 4 Explorers, explored, Earth 5 woman, agree

ACTIVITY 2 Work in groups of three or four. Make information cards about your explorers. 30 mins

- 1 Tell the children they are going to make information cards about the explorers they have found. Show them your model information card(s). Tell the children they will need to use their best handwriting as the information cards will be displayed in the classroom.
- 2 Get children to agree on vocabulary they can use to describe the materials. Get children to proofread each others sentences.
- 3 Distribute glue and coloured card to glue pictures on.
- 4 Display the completed information cards.

EXTENSION: two groups can present their information cards to each other.

My friends and why I love them

Period 1 – focus on listening PB page 48

Aims to introduce and practise giving advice and reasons

Key language *brave, don't mind, friendly, generous, hate, helpful, honest, hope, kind, polite, promise, shout, (tell) lies*

Review *going to; teaching, talking, listening, giving, playing, helping, always, never, love, agree, lend; best friends, wants to be; because*

Language structures Use of conjunction *and*: *I love my friend Mohammad because he's helpful and friendly.* Verbs followed by *to* + infinitive: *He's teaching me to swim.* Verbs followed by *-ing*: *Alena loves helping you.*

Materials Pupil's Book, CD, Poster. Flashcards Unit 16. Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 5 mins

- 1 Show Unit 16 poster. Ask *What can you see?* Elicit as much as possible in English (characters and items).
- 2 Show the key language flashcards. Point to flashcard of friendly. Say *This is being friendly. What do you think you can do to be friendly?* (accept any reasonable answer which means you are nice to others and include them). Repeat.
- 3 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 5 mins

- 1 Say **Look and listen**. Play recording. The children point to the correct flashcard when they hear each name.
- 2 Say **Listen**. Play recording. Point to each item.
- 3 • Say **Listen and repeat**. (Use signs)
 - Point to the words one by one. Encourage the children to say the name. Repeat.

Audio 40

brave don't mind friendly generous hate helpful honest hope kind polite promise shout (tell) lies

LANGUAGE DEVELOPMENT 5 mins

Before the lesson:

Prepare word cards: *I / love / my / friend / Mohammad / because / he's / helpful / and / friendly / . / He's / teaching / me / to / swim / . / Alena / loves / helping / you / . /*

Word cards for flashcards: *brave / don't mind / generous / hate / honest / hope / kind / polite / promise / shout / (tell) lies*

- 1 Distribute and say *I love my friend Mohammad because he's helpful and friendly.* to eleven children and get them to stand in line to make a sentence. Get class to confirm and read it aloud. Transfer to the board.
- 2 Repeat with *He's teaching me to swim. Alena loves helping you.* Display the word cards on the right side of the board and flashcards on the left and invite children to match them.

NOTE: get the children to notice the use of *loves + helping* ... *teaching me to swim.*

ACTIVITY 2 Listen and answer the questions. 10 mins

- 1 Ask children to talk about the pictures. Say *What can you see? Who can you see? What are they doing?*
- 2 Say **Read**. Ask children to read the sentences aloud.
- 3 Say **Listen**. Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and answer the questions**. Play recording again and ask the following questions:
 - How is Amy generous?* (she lends books)
 - Who is kind and polite?* (Alena)
 - When does Jordan shout?* (when he gets angry)
 - What does Bilal's sister Reem like doing?* (writing stories about explorers)
 - What does Reem want to be?* (a spacewoman)

Audio 41

- Miss Reem:** *Children, today we are going to talk about our friends and why we love them.*
- Alena:** *I love my friend Amy because she is generous. And I always promise to give her books back.*
- Amy:** *Alena is kind and polite to others. She is good at listening and giving good advice.*
- Narrator:** *Amy and her class are talking about why they love their friends. Amy is generous, she lends her books to Alena. And Alena is kind and polite.*
- Mohammed:** *I love my friend Jordan because he's honest. He never tells lies. But when he gets angry he shouts. I hate shouting!*
- Jordan:** *I love my friend Mohammad because he's helpful and friendly. He's teaching me to swim.*
- Bilal:** *I love my big sister Reem. She enjoys writing stories about explorers.*
- Narrator:** *Mohammad and his friends are talking about their best friends and why they love them. Bilal thinks his sister Reem is brave because she can't walk, but she hopes to be a spacewoman.*

- Amy: We were talking about our friends at school today. I said 'I love Alena because she is helpful!'
- Amy's dad: Oh, that was kind of you! I agree with you – Alena loves helping you.
- Amy: Bilal said, 'My sister is brave. She wants to be a spacewoman!'
- Narrator: Amy and her dad are talking about her day at school.
- Bilal: I hope you don't mind me telling my class about you.
- Reem: No, of course not! I don't need to walk in space, I can float!
- Narrator: Reem is playing basketball with Bilal. She thinks he is kind.

ACTIVITY 3 Listen and say. 5 mins

- 1 Say **Listen and read aloud**. Play the recording again. Pause so that children can read and repeat the text.
- 2 Get children to focus on the stress and intonation of the dialogues.

Repeat audio activity 2

ACTIVITY 4 Listen and answer the questions. 5 mins

- 1 Say **Listen**. Play the recording for understanding.
- 2 Say **Listen and answer questions**. Play the recording and pause so children can answer the questions.

Audio 42

- 1 How is Alena kind and good to others?
- 2 How is Mohammad friendly and helpful?
- 3 What happens when Jordan gets angry?
- 4 What can't Bilal's sister do?
- 5 What can you do in space?

Answers: accept any reasonable answer including: 1 She is good at listening and giving good advice. 2 He helps others when they can't do something. 3 He shouts. 4 She can't walk. 5 You can float in the air.

REVIEW 5 mins

- 1 Get children to identify the expressions: *I agree with you. I hope you don't mind but ... No, of course not!*

Period 2 – focus on reading PB page 49

LANGUAGE PRESENTATION 5 mins As for Period 1.

LANGUAGE DEVELOPMENT 5 mins As for Period 1.

ACTIVITY 1 Listen and circle the words you hear. Then match them with the pictures. 5 mins

- 1 Say **Listen and circle the words you hear**. Play the recording pausing when you hear a key word so that children can find it in the text and circle. They check they have circled all the key vocabulary words.
- 2 Say **Match the words with the pictures**. Get children to check their answers with a partner.
- 3 Elicit answers, write them on the board. Get children to check their own work and make corrections.

Answers: 1 c 2 d 3 b 4 a 5 h 6 g 7 f 8 e 9 m 10 j 11 i 12 l 13 k

Repeat audio period 1 activity 1

ACTIVITY 2 Listen and repeat the passage on page 48.

5 mins 

- 1 Get children to look at the pictures in Period 1. Say **Listen and repeat the passage**. Play recording from Period 1 Activity 2, pause after each narration or dialogue and get children to read and repeat.

Repeat audio period 1 activity 2

ACTIVITY 3 Work in groups of four or five. Read the passage on page 48 aloud. 5 mins

- 1 Get children to work in groups. They take it in turns to read narration or dialogue in Period 1 Activity 2.
- 2 Say **Work in groups of four or five. Read the passage aloud**. Monitor groups. If necessary model what you want the children to do with a group at the front of the classroom before getting the children to work in their own groups.

ACTIVITY 4 Read. Then work in pairs and circle the correct words. 10 mins

- 1 Say **Read** and get children to read silently.
- 2 Say **Read and circle the correct words**. Ask children to read and circle the correct words. Model what you want the children to do with an example. Write on the board: *Alena loves Amy because she is generous/brave.*
Elicit: *generous*
- 3 Get children to check their answers with a partner.
- 4 Write 1, 2, 3, 4, 5, 6 on the board. Elicit the answers inviting a child to come to the board and write the answer next to the number. Children check their own work and make corrections.

Answers: 1 generous 2 kind and polite 3 honest 4 brave 5 helpful and friendly 6 kind

REVIEW 5 mins

- 1 Play *I spy*. Say *I spy something beginning with the sound /br/ (brave)*. Repeat with /pr/ (promise) and /fr/ (friendly).

Period 3 – focus on comprehension PB page 50

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and ask children to match the word and flashcards.
- 2 Ask *What does 'generous' mean?* Accept any reasonable answer that means you share with others, ask for an example so you know the children have conceptualised the idea, eg. share time, possessions, food.
- 3 Repeat with *helpful*. Accept any reasonable answer that conceptualises the idea of helpful, eg. teaching someone to do something like homework, to swim etc.
- 4 Ask *What word starts with the sound /fr/?* Elicit *friendly*. Repeat with /br/ (brave, brown, bring).

NOTE: don't be restricted to the unit vocabulary, encourage the children to use any words they know with these sounds.

LANGUAGE DEVELOPMENT 7 mins

- 1 Clap number of syllables and children guess the words, eg. 1 clap = brave, hate, hope, kind, shout; 2 claps = tell lies, an-gry, don't mind, frien-dly, help-ful, hon-est, po-lite, pro-mise.
- 2 Get children to focus on initial word clusters:

/br/	/pr/
br ave	pr omise
br own	pr esent
br other	pr ogramme
br eakfast	pr incess
Br itish	

ACTIVITY 1 Listen. Thumbs up, thumbs down. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and put their thumbs up if they are correct and put their thumbs down if they are wrong.
- 2 Model what you want the children to do with an example, play the first sentence in the recording, eg. *Amy always promises to give back books*. Elicit: thumbs up. Encourage the children to tell you why it is wrong and what is the correct answer.

NOTE: we are encouraging the children to think for themselves. This learning how to learn strategy needs to be taught explicitly.

Audio 43

- 1 Amy always promises to give back books.
- 2 Jordan tells lies.
- 3 Mohammad doesn't help Jordan.
- 4 Bilal loves his big sister, Reem.
- 5 Reem wants to be a policewoman.
- 6 Alena is kind and generous.

Answers: thumbs up: 4, 6 thumbs down: 1, 2, 3, 5

ACTIVITY 2 Read. Then tick the correct sentences. 5 mins

- 1 Ask the children to refer to Period 1 Activity 2.
- 2 Say **Read. Then tick the correct sentences**. Ask the children to read the sentences silently and tick the correct sentences. Give a model as an example, eg. *Mohammad hates shouting.* (tick)
- 3 Write 1, 2, 3, 4, 5, 6 on the board. Elicit answers by asking questions to encourage the children to think about meaning and not focus on words in isolation.

Answers: tick: 1, 3, 5

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives.

ACTIVITY 3 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and answer them with the unit vocabulary.
- 2 Get children to check their answers with a partner.
- 3 Elicit the answers and the rest of the class agrees or disagrees. Children correct their own work.

Answers: but accept anything reasonable: 1 generous 2 polite 3 tell lies 4 brave 5 helpful

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives and use their background knowledge.

ACTIVITY 4 Read page 48. Then write answers to the questions. 5 mins

- 1 Say **Read. Then write answers to the questions**. Get children to read the questions silently, looking at the pictures on page 48
- 2 Elicit answers, children put their hands up to answer. Rest of class agrees or disagrees. Children correct their own work.

Answers: 1 because she lends her books 2 being kind and polite/ listening and giving food advice 3 shouting 4 he likes helping Jordan when he can't do anything 5 Reem/Bilal's sister, because she wants to be a spacewoman 6 I hope you don't mind.

REVIEW 5 mins

- 1 Play *Shark Attack*. Draw _____ (promise) and encourage children to call out the sounds of letters. Put an arrow between the first two lines to show they are two letters and one sound.
- 2 The child who guesses correctly can draw the lines and be the teacher.

Period 4 – focus on speaking PB page 51

LANGUAGE PRESENTATION 5 mins

As for Period 3.

LANGUAGE DEVELOPMENT 5 mins

As for Period 3.

ACTIVITY 1 Look and complete the sentences with the correct words. 10 mins

- 1 Say **Look and complete the sentences with the correct words**. Get children to read the incomplete sentences and complete.
- 2 Give a model as an example. Write on the board:
Amy is _____ . The boy is _____ .
(kind/helpful, polite)
Encourage the children to guess the answer. Point to the words *Thank you* to give them a clue that they need something very good.
- 3 Elicit answers and invite a child to write them on the board. Children check and do their own corrections.

Answers: 1 kind/helpful, polite 2 brave, kind/helpful 3 friendly, generous 4 honest 5 hates, shouts 6 doesn't mind, hopes

ACTIVITY 2 Work in pairs. Read the sentences in activity 1 aloud. 5 mins

- 1 Say **Work in pairs. Read the sentences aloud**. Get children to work in pairs and take it in turns to read out their sentences.

ACTIVITY 3 Read and circle the correct words. 5 mins

- 1 Say **Read**. Ask children to read the sentences silently.
- 2 Say **Read aloud**. Ask children to read the text aloud.

- 3 Say **Circle the correct the words**. Model with an example, write on the board:
Reem enjoy/enjoys writing stories about explorers. Elicit: *enjoys*
- 4 Get the children to check their answers with a partner.
- 5 Elicit the answers and write on the board. Get the children to check and correct their own work.



NOTE: remind the children of the third person -s.

Answers: 1 enjoys 2 loves 3 agrees 4 likes

ACTIVITY 4 Read aloud. Then answer the questions. 5 mins

- 1 Say **Read aloud. Answer questions**. Get the children to read the sentences aloud. They can also look at the pictures on page 48.

REVIEW 5 mins

- 1 Ask children to collect photos or pictures of people that they think are doing useful things or they can make drawings of them. Bring to the class by Period 7. They are going to make a poster.



NOTE: it would be useful if you could bring in some photos and/or pictures of people doing useful actions so that the children can conceptualise what you want them to do.

Period 5 – focus on writing PB page 52

ACTIVITY 1 Read and think. Complete the sentences with correct words. 10 mins

- 1 Warmer game: Play *Charades*. Put the class in two teams. Each team takes it in turn to send a person to the front. That person looks at a flashcard or word card and mimes a unit word. His/Her team has ten seconds to name it. A correct guess wins a point, if they get it wrong the other team can guess.
- 2 Say **Look at page 48. What can you see?** The children look at the pictures.
- 3 Say **Read**. Get children to read the incomplete sentences. Model one example so children know what to do, eg. get the class to read out the first sentence together and choose tense. Say *What is a good thing to do?*
Amy is generous. She agrees _____ (lend) her books.
Elicit: *to lend*
- 4 Get children to look back at the pictures on page 48. Say **Complete the sentences**.
- 5 Get children to check their sentences with a partner.
- 6 Elicit answers and write them on the board. Help children notice the endings.

NOTE: 1 agree/want/promise/hope + to infinitive of verb
2 enjoy/mind/be good at + -ing form of verb 3 hate/like/love can take both to + infinitive + -ing.

Answers: 1 to lend 2 shouting/to shout 3 to learn 4 writing/to become

ACTIVITY 2 Think and write the correct answers. 10 mins

- 1 Model what you want the children to do with an example. Say *How do they feel about their friends?* Write on the board: *her books* / *She loves her* / *to lend Alena* / *because she agrees*
- 2 Say **Think and write the correct answers**. Encourage the class to notice the use of the word *because* and the children can see the feeling and the reason, eg.
Feeling = love reason = she lends her books
- 3 Get children to check their answers with a partner.
- 4 Elicit some answers and write them on the board.

Answers: 1 Alena loves Amy because Amy agrees to lend Alena her books. 2 Amy thinks Alena is kind and polite. She likes giving good advice. 3 Mohammad loves Jordan but he does not like to shout or get angry. 4 Bilal thinks she is brave because she wants to explore space.

ACTIVITY 3 Work in pairs. Ask and answer questions about your friends. 10 mins

- 1 Model what you want the children to do with an example. Help the children understand that this is a dialogue.
- 2 Get the class to read the questions. Get the class to look at the pictures.

REVIEW 10 mins

- 1 Play *I spy*. *I spy something beginning with /h/, eg. hope, helpful, hate.*
- 2 Whichever child guesses can be the teacher. You can write the words on the board:
I spy something beginning with /pɪ/. (promise)

Period 6 – focus on integrated skills PB page 53

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Warmer game: Say *What is it? It's something I don't like. I don't like it at all. It's a very strong feeling. What is it?* (hate)
You might like to show the meaning of some words using a scale like below:

Like very much 😊	happy
Like a little	
Like 😐	OK
Don't like	
Hate 😡	angry

- 2 Say **Look at the picture**.
- 3 Say **Listen**. Play the recording so the children can understand.
- 4 Say **Listen and answer the questions**. Play the recording, pausing so the children can answer the questions.

Audio 44

- Bilal:** *Yesssss, I'm winning! I loved our class today. Reem didn't mind me telling everyone that she wants to be a spacewoman.*
- Mohammad:** *I think she's very brave.*
- Jordan:** *HEY IT'S MY TURN! I like playing too.*
- Mohammad:** *Jordan please stop shouting! You know I hate to hear you shout! Why are you so angry?*
- Jordan:** *OK sorry, but I love playing this computer game. I hope it's my turn. Ohhh, and sorry here's the game I borrowed last week.*
- Mohammad:** *Awwwww, thanks Jordan, you are honest!*
- Jordan:** *Well you're helpful because you are teaching me to learn to swim.*
- Bilal:** *Now promise that you won't shout again and you can play now.*
- Jordan:** *OK, I promise not to shout.*
- Mohammad:** *Here you are, it's your turn.*
- Jordan:** *You're very kind, thank you Mohammad.*
- Mohammad:** *I love it when you are so polite!*
- Narrator:** *Listen and answer.*

- 1 Who's talking?
- 2 Why is Reem brave?
- 3 Why does Jordan shout?
- 4 What does Jordan say about Mohammad?
- 5 What does Jordan promise?
- 6 Why does Mohammad think Jordan is polite?

Answers: 1 Jordan, Bilal, Mohammad 2 because (she can't walk and) wants to be a spacewoman 3 he wants to play 4 that he's kind and helpful 5 not to shout 6 he says thank you

ACTIVITY 2 Read. Then listen and circle the correct words.10 mins 

- 1 Say **Read**. Get children to read silently and look at the pictures.
- 2 Say **Read aloud**. Get the children to read the sentences aloud. Get them to look at the pictures.
- 3 Say **Listen**. Play the recording so children can listen for meaning.
- 4 Say **Listen and circle the correct words**. Play the recording, pausing so children can circle the words they hear.
- 5 Get children to check their answers with a partner by taking it in turns to read aloud a sentence each.
- 6 Elicit answers and write them on the board. Children check and correct their own work.

Audio 45

- 1 Reem doesn't mind Bilal telling his class about her.
- 2 Reem is brave because she wants to be a spacewoman.
- 3 Jordan shouts when he is angry.
- 4 Mohammad hates shouting.
- 5 Jordan is learning to swim. Mohammad is helping him. Jordan thinks he is friendly and helpful.
- 6 Mohammad likes polite people.

Answers: 1 doesn't mind 2 brave 3 shouts 4 hates 5 helpful 6 polite

ACTIVITY 3 Listen and complete. Listen and repeat.10 mins 

- 1 Say **Read**. Get children to read silently and look at the pictures.
- 2 Say **Listen**. Play the recording and get children to listen for meaning.
- 3 Say **Listen and repeat**. Play the recording again and get the children to read along.

Audio 46

*There was a man called Dave
Who was very, very brave
People thought he was kind
And he really didn't mind
But one thing he really did hate
Was when people were late
And he'd shout
If they were out
And he'd promise
That his friend Thomas
Would come back with a kite, in the night
And not be very polite!*

Answers: see underlined words

ACTIVITY 4 Work in pairs. Ask and answer questions. 5 mins

- 1 Invite a pair to come to the front of the class and model the activity.
- 2 Say **Work in pairs. Ask and answer questions**. Get children to take it in turns to ask and answer questions using the question cues.

REVIEW 5 mins

- 1 Play *What's missing?* game. Display unit word cards or flashcards. Elicit the name one by one. Mix them up and take one away. Say *What's missing?* Elicit the missing item.

Period 7 – focus on writing PB page 54

ACTIVITY 1 Read and write. 10 mins

- 1 Warmer game: display all the flashcards from Units 15 and 16. Play *The memory game*. Put the class into teams and give the children 20 seconds to memorise them, then take down flashcards. The teams have to remember all the cards (by writing down the names on a piece of paper which you look at and check). The winner is the team with the most correct. Repeat with different sets of cards.
- 2 Say **Read**. Get children to find the words in the wordsearch and circle them.
- 3 Say **Read aloud**. Get the class to read the first sentence gap. Get the children to look at the picture clues.
She is _____. Elicit: *brave*
Ask *Why is she brave?* Elicit: *she is not crying, she has cut her finger*
- 4 Monitor and support the children who are struggling. They could work in pairs.
- 5 Elicit the answers and write them on the board. Get children to check and correct their work.

Answers: 1 *brave* 2 *polite* 3 *promises* 4 *shouts*

ACTIVITY 2a Think. Read and ask questions. 10 mins

- 1 Say **Look at the table**. Model what you want the children to do with an example.
- 2 Say **Think. Read and ask questions**. Tell the children they are going to do a questionnaire. They are going to ask their classmates the questions. They are going to write their names and then what they hate, love, who they think is kind, polite.
- 3 Monitor and support the children who need help.
- 4 Elicit answers and write them on the board. Get the children to check and correct their work.
- 5 Get the class to agree on some common hate and love reasons. Get the class to have a vote on who is *kind* and *polite*.

ACTIVITY 2b Think and write sentences about your friends.

5 mins

- 1 Get the children to look at the example using the information from the table in activity 2, eg.
*Amy **hates** angry people but she **loves** friendly people. She thinks Rania is **kind** and she thinks Bilal is **polite**.*

ACTIVITY 3 Work in groups of four. Think and write sentences about your pictures of people doing different things. 10 mins

- 1 Say **Work in groups of four**. Ask children to take out the photos/drawings of people.
- 2 Elicit some question words and write them on the board.
What (are they doing) *Why (reason why useful)*
Where (place? are they?) *Who (is in the photo/picture?)*
- 3 Say **Write sentences about the pictures**. Encourage the children to look back at the unit and elicit some sentence starters and write them on the board, eg.
The policeman is helpful. I think he is polite because he is helping the old woman.
- 4 Get children to check each other's work for punctuation. This is a first draft. Encourage children to add more sentences about their pictures/photos using vocabulary from previous grades. If they need help with spelling, write the words on the board for them.
- 5 Take in materials the children have brought in and keep in a safe place until Period 8.

ACTIVITY 4 Write the words. Practise your handwriting.

5 mins

- 1 Say **Read**. Get the children to read the unit vocabulary.
- 2 Say **Write the words. Practise your handwriting**. Tell the children this is for homework and they should write in their copybook in their best handwriting.
- 3 Tell the children they are going to practise their spelling in Period 8 so they should learn how to spell the words well.

! NOTE: if the children have a homework book they should write the homework in it.

Period 8 – focus on integrated skills and project work PB page 55

ACTIVITY 1 Read and complete the sentences. Check your spelling. 10 mins

- 1 Warmer game: write anagrams on the board and get the children to guess the correct word, eg.
vbrae (brave)
llte Isie (tell lies)
ltpoie (polite)
- 2 Say **Read**. Get children to read the incomplete sentences for meaning.
- 3 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and fill the gaps with unit vocabulary.
- 4 Say **Work in pairs and read the sentences aloud**. Get children to take it in turns to read the sentences aloud to each other.
- 5 Say **Check your spelling**. Get children in pairs to check each other's spelling. Get children to make their own corrections.
- 6 Elicit answers and write them on the board. Get children to check their work again and make corrections.

NOTE: some of the adjectives can be used in more than one place. If the pupils do the obvious ones first, the rest should fit in. However, this is a wonderful opportunity for a class discussion on how to identify the different adjectives.

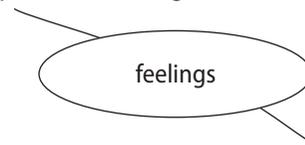
Answers: 1 helpful, kind 2 shouts, honest, tells lies 3 doesn't mind, brave 4 hates, promises 5 generous, polite 6 friendly 7 hopes

ACTIVITY 2 Work in groups of three or four. Make a poster using your pictures. 30 mins

- 1 Tell the children they are going to make a poster using their pictures. Show them a model of a poster you have made before the class with photos and descriptions. Tell the children they will need to use their best handwriting as the poster will be displayed in the classroom.
Write the following on the board as a checklist of what they need to include:
Title – name of poster
Names of children in the group
Pencil lines to write clearly and carefully

- 2 Brainstorm on the board using a mind map showing the children what else they can write about their pictures.

when, eg. people do these things



what do, eg. friendly, polite

- 3 Get children to look at the sentences they drafted in Period 7 Activity 3. Get children to add some more sentences.
- 4 Get children to work in pairs and proofread each other's sentences. Monitor and help the children notice further edits they need to make.
- 5 Give out the paper, glue, scissors and the materials the children have brought in. Show the children how to make the poster. They need to agree who does the writing, who does the glueing, who decides where the pictures/photos go.
- 6 Monitor as the children glue in their photos/drawings and write their sentences in their best handwriting. If you run out of time, the children can take their poster home to finish and bring back the next period.
- 7 Display the completed poster.

EXTENSION: children can work in a group of four presenting their people behaving in different ways to each other using their poster. Two groups can work together presenting their poster to each other.

NOTE: a washing line across the classroom or a window is a perfect place to display the poster. Use pegs to attach the posters to the washing line.

Good manners

Period 1 – focus on listening PB page 56

Aims to introduce and practise adverbs of manner

Key language *clearly, complain, in a hurry, interrupt, librarian, library, neighbour, (didn't) notice, push (in), queue, quickly, rudely, take turns*

Review *will go, talk, come in, wait, speak, hear, write, read, work, library, restaurant, playground, not happy, should/ shouldn't, because*

Language structures adverbs of manner *talk quietly, push in rudely, speak loudly, write carefully, playing very noisily*

Materials Pupil's Book, CD, Poster Unit 17, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 5 mins

- 1 Show Unit 17 Poster. Ask *What can you see?* Elicit as much as possible in English (characters and items). Praise the children's efforts.
- 2 Show the key language flashcards. Point to flashcard of push in. Say *This is push in. How do you feel when someone pushes in? When have you seen someone push in?* Accept anything reasonable that means something not polite, not happy/waiting to see/do something
- 3 Repeat with other flashcards.
- 4 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 5 mins

- 1 Say **Look and listen**. Play recording. The children point to the correct flashcard when they hear each name.
- 2 Say **Listen**. Play recording. Point to each item.
- 3 Say **Listen and repeat**. (Use signs). Point to items one by one. Encourage the children to say their name. Repeat.

Audio 47

clearly complain in a hurry interrupt librarian library neighbour didn't notice push in queue quickly rudely take turns

LANGUAGE DEVELOPMENT 5 mins

Before the lesson:

Prepare word cards: *Talk / quietly / . / Push in / rudely / . / Speak / loudly / . / Write / carefully / . / Playing / very / noisily / . /*
Word cards for flashcards: *clearly / complain / in a hurry / interrupt / librarian / library / neighbour / didn't notice / queue / quickly / take turns*

- 1 Distribute and say *Talk quietly*. to three children and get them to stand in line to make a sentence. Get class to confirm and read it aloud. Transfer to the left side of the board. Say *Think. Give me some ideas*. Encourage the children to give you ideas about different ways people can do things, eg. *Walk quickly/slowly* and write them on the board.
- 2 Distribute rest of word cards to thirteen children. Get the children to find a partner for their words. Display all the sentences, get the class to agree/disagree. Get other children to match the word cards to the rest of the flashcards.

NOTE: see if the children notice the *-ly* at the end of the adjectives. You could highlight them in a different colour.

ACTIVITY 2 Listen and answer the questions. 10 mins

- 1 Ask children to talk about the pictures. Say *What can you see? Who can you see? What are they doing?*
- 2 Say **Read**. Ask children to read the sentences aloud.
- 3 Say **Listen**. Play recording. On first listening, the children focus on understanding.
- 4 Say **Listen and answer questions**. Play recording again and ask the following questions:
Why does Ben say 'Please don't push in' to the boy? (the boy stood in front of Ben)
What are Ben and Amy standing in? (a queue)
What should you do in a library? (talk/speak quietly)
What does Jordan do to Ben and Omar? (he interrupts)
Why can the teacher not read Amy's writing? (she's in a hurry)

Audio 48

- Ben's father:** *Excuse me! Please don't push in! There's a queue here.*
- Boy's mum:** *Oh dear, we are sorry. We came in quickly and didn't notice the queue. We'll go to the back.*
- Narrator:** *Ben and his family are waiting in a queue in a restaurant. A small boy and his mother do not notice the queue and push in rudely.*
- Librarian:** *Excuse me, girls. This is a library. Please talk quietly.*
- Girls:** *Oh sorry!*
- Narrator:** *Two girls start to speak loudly. The librarian wants the girls to talk quietly because people come to the library to read and work quietly.*
- Ben:** *OK, let's play football.*
- Omar:** *Where shall we play? Mr Ali thinks we play noisily! Our neighbours will complain.*
- Jordan:** *Hey Ben, did you watch TV last night?*
- Omar:** *Hey Jordan! You shouldn't interrupt while others are speaking. Mum says we should take turns.*

- Narrator:** Ben and Omar are talking about where to play. Omar is not happy with Jordan because he interrupted them.
- Teacher:** Amy, please write carefully. I can't read your writing.
- Amy:** Sorry!
- Teacher:** Amy, I can't hear you. Please speak clearly.
- Amy:** Oh I'm sorry, Miss Smith.
- Narrator:** Amy is in a hurry. She is not doing her work carefully.

ACTIVITY 3 Listen and say. 5 mins

- 1 Say **Listen and read aloud**. Play the recording again. Pause so that children can read and repeat the text.
- 2 Get children to focus on the stress and intonation of the dialogues.

Repeat audio activity 2

ACTIVITY 4 Listen and answer the questions. 5 mins

- 1 Say **Listen**. Play the recording and get children to listen for meaning.
- 2 Say **Listen and answer the questions**. Play the recording, pausing so that the children can answer the questions.

Audio 49

- 1 Why does the boy push in rudely?
- 2 What mustn't the two girls do in the library?
- 3 Why are Ben and Omar not happy with Jordan?
- 4 Why can't the teacher read Amy's writing?
- 5 How should Amy speak?

Answers: 1 he does not see Ben and Amy in the queue/he does not see the queue 2 Speak loudly 3 He interrupted/he didn't wait his turn 4 Amy is hurrying. 5 clearly

REVIEW 5 mins

- 1 Get children to identify the expressions in the dialogues: *Please don't push in! Excuse me! I'm sorry. Please talk quietly.* Get children to practise focusing on stress and intonation.

Period 2 – focus on reading PB page 57

LANGUAGE PRESENTATION 5 mins As for Period 1.

LANGUAGE DEVELOPMENT 5 mins As for Period 1.

ACTIVITY 1 Listen and circle the words you hear. Then match them with the pictures. 5 mins

- 1 Tell the children riddles to get them to guess the activity, eg. *You must NOT speak loudly here. People read books here. Where are you?* (a library)

You must listen first. Then you can speak. What's this called? (take turns)
This person helps you to choose books. They have read many of the books. Who is this? (a librarian)

- 2 Say **Listen and circle the words you hear**. Play the recording, pausing when you hear a key word so that children can find it in the text and circle. They check they have ticked all the key vocabulary words.
- 3 Say **Match the sentences with the pictures**.

Answers: 1 d 2 a 3 e 4 b 5 c 6 i 7 f 8 g 9 h 10 l 11 m 12 k 13 j

Repeat audio period 1 activity 1

ACTIVITY 2 Listen and repeat the passage on page 56.

5 mins 

- 1 Get children to look at the pictures in Period 1. Say **Listen and repeat the passage**. Play recording from Period 1 Activity 2, pause after each narration or dialogue and get children to read and repeat.

Repeat audio period 1 activity 2

ACTIVITY 3 Work in groups of four or five. Read the passage on page 56 aloud. 5 mins

- 1 Get children to work in groups of four or five. They take it in turns to read narration or dialogue in pictures 1, 2, 3 and 4 page 56.
- 2 Say **Work in groups of four or five. Read the passage aloud**. Monitor groups. If necessary model what you want the children to do with a group at the front of the classroom before getting the children to work in their own groups.

ACTIVITY 4 Read. Then work in pairs and circle the correct words. 10 mins

- 1 Say **Read** and get children to read silently. Model what you want the children to do with an example. Encourage the children to read for meaning.
- 2 Say **Read and circle the correct words**. Ask children to read and circle the correct words. Make sure that the children are focusing on the meaning.
- 3 Get children to check their answers with a partner.
- 4 Write 1, 2, 3, 4, 5 on the board. Elicit the answers inviting a child to come to the board and write the answer next to the number. Children check their own work and make corrections.

Answers: 1 interrupt 2 push in 3 complain 4 neighbours 5 librarian

REVIEW 5 mins

- 1 Display flashcards and word cards. Play *What's missing?* Get children to close their eyes. Take away two flashcards.
- 2 Ask the children to look and identify what is missing?

Period 3 – focus on comprehension PB page 58

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and ask children to match the word and flashcards.
- 2 Ask *What does 'rudely' mean?* Accept any reasonable answer that means it is not good. You might want to help the children conceptualise this by asking them to do something rudely, eg. *Say Excuse me!*
- 3 Repeat with *When do you join a queue?* Accept any reasonable answer that includes in a restaurant, at school, etc.
- 4 Ask *What words have the sounds /k/ in them?* Elicit *take turns, quickly, clearly, queue*. Repeat with /ly/ (clearly, rudely, quickly), /t/ (interrupt, take turns, notice,), /br/ (library, librarian), /h/ (hurry, /et/ (neighbours, complain, take), /ar/ (librarian, library), /iə/ (clearly), /o/ (notice, don't).

! NOTE: don't be restricted to the unit vocabulary, encourage the children to use any words they know with these sounds.

LANGUAGE DEVELOPMENT 7 mins

- 1 Clap number of syllables and children guess the words, eg. 1 clap = queue, 2 claps = clear-ly, take turns, push in, rude-ly, no-tice, hurr-y, com-plain, neigh-bours, quick-ly; 3 claps = in-terr-upt, li-bra-ry; 4 claps = li-bra-ri-an.
- 2 Children focus on common consonant clusters.

/ly/	/ry/
quietly	hurry
rudely	library
carefully	country
clearly	very
qalqilya	dry
lovely	January
quickly	February
	story

ACTIVITY 1 Listen. Say Hurray or Boo. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and say *Hurray* if they are correct and say *Boo* if they are wrong.
- 2 Model what you want the children to do with an example, play the first sentence in the recording, eg. *Don't push in rudely in a queue*. Elicit *Hurray*. Encourage the children to tell you why it is right. For the incorrect answers get the children to focus on what is the correct answer.

! NOTE: we are encouraging the children to think for themselves. This learning how to learn strategy needs to be taught explicitly.

Audio 50

- 1 *Don't push in rudely in a queue!*
- 2 *Don't speak quietly in a library.*
- 3 *You must write carefully!*
- 4 *You must not speak clearly!*
- 5 *When you play noisily your neighbours won't complain!*
- 6 *You must take turns talking.*

Answers: *hurray:* 1, 3, 6 *boo:* 2, 4, 5

ACTIVITY 2 Read. Then tick ✓ the correct sentences. 5 mins

- 1 Say **Read. Then tick the correct sentences**. Ask the children to read the sentences silently and put a tick next to each correct sentence. Give a model as an example, eg. *A librarian works in a library*. Elicit tick. Write on the board 1 ✓.
- 2 Write 1, 2, 3, 4, 5, 6 on the board. Elicit answers by asking questions to encourage the children to think about meaning and not focus on words in isolation.

Answers: *tick:* 1, 3, 6

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives.

ACTIVITY 3 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and answer them with the unit vocabulary.
- 2 Get children to check their answers with a partner.
- 3 Elicit the answers and the rest of the class agrees or disagrees. Children correct their own work.

Answers: 1 *queue* 2 *interrupted* 3 *take turns* 4 *in a hurry* 5 *quietly* 6 *rudely*

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives and use their background knowledge.

ACTIVITY 4 Read page 56. Then write answers to the questions. 5 mins

- 1 Say **Read. Then write answers to the questions**. Get children to read the questions silently, looking at the pictures on page 56.
- 2 Elicit answers, children put their hands up to answer. Rest of class agrees or disagrees. Children correct their own work.

Answers: 1 he's in a hurry 2 the boy stands in front of him/he pushes in rudely 3 we must talk quietly in a library 4 interrupted them 5 to write carefully because she can't understand her writing 6 she was not speaking clearly

REVIEW 5 mins

- 1 Play *Teacher says*, eg. *Teacher says sit down quickly. Teacher says stand up slowly. Teacher says speak quietly. Teacher says talk loudly.*

Period 4 – focus on speaking PB page 59

LANGUAGE PRESENTATION 5 mins

As for Period 3.

LANGUAGE DEVELOPMENT 5 mins

As for Period 3.

ACTIVITY 1 Look and complete the sentences with the correct words. 5 mins

- 1 Say **Read**. Ask children to read the incomplete sentences silently.
- 2 Say **Read aloud**. Ask children to read the text aloud.
- 3 Say **Complete the sentences**. Model with an example.
- 4 Get the children to check their work and make corrections.

Answers: 1 quietly, library 2 push in, queue 3 take turns 4 neighbours, complain 5 carefully, clearly

EXTENSION: if you find the children want to argue with some of these answers, spend longer on the feedback. The aim is to make them think for themselves and see things from different perspectives and use their background knowledge.

ACTIVITY 2 Work in pairs. Read the sentences in activity 1 aloud. 5 mins

- 1 Say **Work in pairs. Read the sentences aloud**. Get children to work in pairs and take it in turns to read out their sentences.

ACTIVITY 3 Read and circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Get children to read and circle the correct words.

NOTE: help the children notice the use of *-ly* added to the end of a verb, eg. *to be rude/rudely, to be noisy/noisily* (note *y* changes to *i*), *to be clear/clearly, to be careful/carefully* (note double *l*)

Answers: 1 rudely 2 carefully 3 quietly 4 quickly

ACTIVITY 4 Read aloud. Then answer the questions. 5 mins

- 1 Say **Look at page 56**. Get the children to read and look at the pictures.
- 2 Say **Read**. Children read the sentences.
- 3 Say **Answer questions**. Ask some questions and encourage the class to answer them, write some answers on the board.

REVIEW 10 mins

- 1 Play *Bingo*.
- 2 Ask children to collect photos and pictures from magazines or newspapers of people behaving in good ways, or they can make drawings of them. Bring to the class by Period 7.

NOTE: it would be useful if you could bring in some photos and/or pictures of people behaving in good ways so that the children can conceptualise what you want them to do.

Period 5 – focus on writing PB page 60

ACTIVITY 1 Read and think. Complete the sentences with correct words. 10 mins

- 1 Warmer game: play *Shark Attack*. Draw _____ (rudely) on the board. Get children to call out sounds of letters (focus on the sound not the name, so if they say the sound /ly/ then you can write two letters). Continue with other words from unit vocabulary list.
- 2 Say **Look at page 56. What do they think?**
- 3 Say **Read**. Get children to read the incomplete sentences. Model one example so children know what to do, eg. get the class to read out the first sentence together and choose correct words.
Ben and Amy are waiting _____ in a queue. (polite)
Encourage the children to focus on the meaning. Ask *How should you wait in a queue?* Elicit: *politely*. Help the children to notice how the adverbs are made, eg.
polite – politely
rude – rudely
loud – loudly
noisy – noisily

NOTE: if the adjective ends in a -y this is changed to an i and -ly added to make an adverb.

- 4 Say **Complete the sentences**.
- 5 Get children to check their sentences with a partner.
- 6 Elicit answers and write them on the board.

Answers: 1 *politely* 2 *rudely* 3 *loudly* 4 *quietly* 5 *noisily*
6 *carefully, clearly*

ACTIVITY 2 Think and write the correct answers. 10 mins

- 1 Say **Think**.
- 2 Model what you want the children to do with an example. Write on the board:
Answer: walking/slowly/he's
- 3 Say **Read the words aloud**. Encourage the class to identify the word order as they read aloud. Invite a pupil to write them on the board. Get the class to agree or disagree.
- 4 Say **Think and write the correct answers**. Get the children to read, think and write. Get them to check their answers with a partner.

Answers: 1 *He's walking slowly.* 2 *He answered them correctly.*
3 *They climbed the mountain safely.* 4 *He ran quickly in the race.*

ACTIVITY 3 Work in pairs. Ask and answer questions about good and bad manners in the classroom. 10 mins

- 1 Say **Think**. Get the children to focus on good and bad manners in the classroom. Write headings *good manners* and *bad manners* on the board.

- 2 Say *What are good manners?* Repeat with bad manners. Write ideas on the board.
- 3 Get children to work in pairs. Take turns asking and answering questions about what are good/bad manners in the classroom.

EXTENSION: get children to focus on WHY it is good or bad manners to behave in certain ways.

REVIEW 10 mins

- 1 Play *Charades*. Model with an example, mime doing something in a certain way, eg. walk slowly.
- 2 Divide the class into groups of three or four. The children play the game in their small groups. They take it in turns to mime and the others guess.

Period 6 – focus on integrated skills PB page 61

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Warmer game: Say *Work in groups of four. It's a competition! Think and write down three words with the sound /ly/ in them. Think and write down two words with the sound /k/ in them. Think and write down one word with the sound /ei/ in it.* The first group to come to the front (only one person in the group) with correct words is the winner.
- 2 Say **Look**. Get the children to look at the pictures to get the meaning.
- 3 Say **Listen**. Play the recording. Get children to look at the pictures and listen for meaning.
- 4 Say **Listen and answer the questions**. Play the recording again and get the children to call out the answers. Get the class to agree or disagree with the answers.

Audio 51

Amy: And do you know what? We were waiting in the queue for our food. And this small boy pushed in so rudely.

Rania: And what did you say?

Amy: Dad quietly told his mum there was a queue and they went to the back of the queue. She said they were in a hurry and didn't notice us.

Rania: Well Omar and I were in the library and two girls were talking very noisily. The librarian said, 'You must talk quietly here.' There was a big sign behind them but they didn't notice it.

Jordan: Hey and I'm sorry again for interrupting you. I won't do that again! Your mum is right, I should take turns to speak.

Omar: That's OK ... oh look, I'm winning! Oooh are we playing too noisily Ben?

Ben: ... No it's OK, mum's cooking dinner and dad's not home yet. We don't have to talk quietly here!

Narrator: Listen and answer.

- 1 Who's talking?
- 2 What happened to Amy when she was in the queue?
- 3 What did Amy's dad do?
- 4 What did the boy and his mum do?
- 5 What did the librarian say to the girls?
- 6 What did Jordan say he would not do again?

Answers: 1 Amy, Rania, Jordan, Ben, Omar 2 a small boy pushed in 3 he asked the mum and small boy not to push in the queue 4 they went to the back of the queue 5 to talk quietly 6 interrupt people when they were talking

ACTIVITY 2 Read. Then listen and circle the correct words.

10 mins 

- 1 Say **Read aloud**. Get the children to read the sentences aloud. Get them to look at the pictures.
- 2 Say **Listen and circle the correct words**. Model with an example written on the board. Play the recording, pausing so the children can hear the sentences:
A boy pushes in front of Ben, he did not notice the neighbours/queue. Elicit: *queue*
- 3 Play the recording so they listen for meaning.
- 4 Play the recording again, pausing so the children can circle the correct words.
- 5 Get children to check their answers with a partner by taking it in turns to read aloud a sentence each.
- 6 Elicit answers and write them on the board. Children check and correct their own work.

Audio 52

- 1 A boy pushes in front of Ben, he did not notice the queue.
- 2 Ben's dad tells the boy's mum politely there is a queue.
- 3 Jordan interrupts Omar and Ben when they are talking.
- 4 The librarian asks the girls to speak quietly.
- 5 Amy is not writing carefully.

Answers: 1 queue 2 politely 3 interrupts 4 librarian 5 carefully

ACTIVITY 3 Listen and repeat. 10 mins 

- 1 Say **Listen and read**. Play the recording so the children listen for meaning.
- 2 Say **Listen and sing**. Play the recording and get the children to repeat the chant.
- 3 Get children to say the chant without the recording.

EXTENSION: get the children to think of what they can improve on personally.

Audio 53

*Shh, shh stop that noise.
Please talk quietly.
You're talking too noisily and this is a library!
Please speak clearly.
I can't hear what you are saying!
Are you eating and speaking? Please don't do that!*

ACTIVITY 4 Work in pairs. Ask and answer questions. 5 mins

- 1 Get the class to read the questions. Get them to look at the pictures in Period 1 Activity 2. Model what you want the children to do with an example. Say *What can you see?* Elicit anything reasonable
- 2 Get the children to work in pairs taking it in turns to ask and answer the questions.

REVIEW 5 mins

- 1 Play *Charades*. Say *We're going to play charades. What am I doing?*
- 2 Mime pushing in rudely. Elicit: *pushing in*

Period 7 – focus on writing PB page 62

ACTIVITY 1 Complete the crossword. 10 mins

- 1 Warmer game: display all the flashcards from Units 16 and 17. Play *The memory game*. Put the class into teams and give the children 20 seconds to memorise them, then take down flashcards. The teams have to remember all the cards (by writing down the names on a piece of paper which you look at and check). The winner is the team with the most correct. Repeat with different sets of cards.
- 2 Say **Complete the crossword**. Get children to read the clues and think of the unit vocabulary. Model with an example:
People wait their turn in a ... Elicit: queue

Answers: Across: 3 queue 5 complain 7 take turns 9 rudely
10 library Down: 1 notice 2 push in 4 quietly 6 librarian
8 hurry

ACTIVITY 2 Think and make a crossword puzzle about good manners. 10 mins

- 1 Say **Work in groups of four**. Ask children to think about good manners and to write the letters of the words on small pieces of paper. Use the letters to write other words.

q	u	i	e	t	l	y
u						
e						
u						
e						

- 2 Say *What are good manners when you are shopping?* Get the children to think what they must do when they are out shopping so that they are polite to other people, eg.
Not be rude
Play my music quietly.
Ask questions politely
- 3 And then think of clues, eg. You must not talk ... to people

ACTIVITY 3 Think and write sentences about good and bad manners. 10 mins

- 1 Get children to look at the examples.
Good manners are ...
Bad manners are ...
- 2 Say **Think and write sentences about good and bad manners**. Encourage the children to look back at the unit and elicit some sentence starters and write them on the board, eg.
Good manners are to take turns.
Bad manners are ...

ACTIVITY 4 Write the words. Practise your handwriting. 5 mins

5 mins

- 1 Say **Read**. Get the children to read the unit vocabulary.
- 2 Say **Write the words. Practise your handwriting**. Tell the children this is for homework and they should write in their copybook in their best handwriting.
- 3 Tell the children they are going to practise their spelling in Period 8 so they should learn how to spell the words well.

NOTE: if the children have a homework book they should write the homework in it.

REVIEW 5 mins

- 1 Say *Play What's missing?*

Period 8 – focus on integrated skills and project work PB page 63

ACTIVITY 1 Read and complete the sentences. Check your spelling. 10 mins

- 1 Warmer game: write anagrams on the board and get the children to guess the correct word, eg.
nrrrptieu (interrupt)
ghnbrseiou (neighbours)
- 2 Say **Read**. Get children to read the incomplete sentences for meaning.
- 3 Say **Read and complete the sentences**. Get the children to read the incomplete sentences and fill the gaps with unit vocabulary.
- 4 Say **Work in pairs and read sentences aloud**. Get children to take it in turns to read the sentences aloud to each other.
- 5 Say **Check your spelling**. Get children in pairs to check each other's spelling. Get children to make their own corrections.
- 6 Elicit answers and write them on the board. Get children to check their work again and make corrections.

Answers: 1 complain, neighbours 2 library, librarian 3 take turns, interrupt 4 push in, queue 5 hurry, quickly, notice 6 clearly, rudely

ACTIVITY 2 Work in groups of three or four. Make a poster showing good and bad manners. 30 mins

- 1 Tell the children they are going to make a poster about good and bad manners. They need to use their pictures to show what good and bad manners look like. Show them a model of a poster you have made before the class with photos and descriptions. Tell the children they will need to use their best handwriting as the poster will be displayed in the classroom.

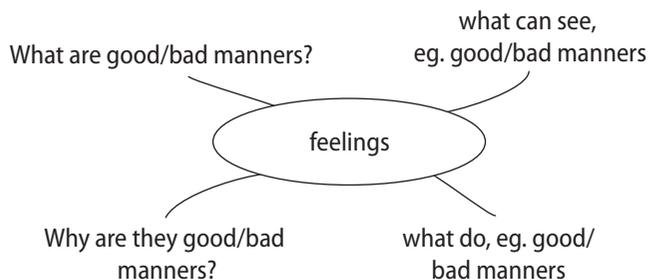
Write the following on the board as a checklist of what they need to include:

Title – name of booklet

Names of children in the group

Pencil lines to write clearly and carefully

- 2 Brainstorm on the board using a mind map showing the children what else they can write about their pictures.



- 3 Get children to look at the sentences they drafted in Period 7 Activity 3. Get them to add some more sentences.
- 4 Get children to work in pairs and proofread each other's sentences. Monitor and help the children notice further edits they need to make.
- 5 Give out the paper, glue, scissors and the materials the children have brought in. Show the children how to make the report. They need to agree who does the writing, who does the glueing, who decides where the pictures/photos go.
- 6 Monitor as the children glue in their photos/drawing and write their sentences in their best handwriting. If you run out of time, the children can take their poster home to finish and bring back the next period.
- 7 Display the completed poster.

EXTENSION: children can work in a group of four presenting their poster about good/bad manners. Two groups can work together presenting their posters to each other.

NOTE: a washing line across the classroom or a window is a perfect place to display the poster. Use pegs to attach the poster to the washing line.

The farmer and the donkey

Period 1 PB page 64

ACTIVITY 1 Listen and read. 10 mins

- 1 Warmer: Play *What's missing?* game.
- 2 Display the poster showing the story. Ask *What's this?* Point at the donkey, farmer, boy.
- 3 Say *What do you think happened?*
- 4 Listen to what the children say and ask *Why?* Encourage the children to think of their answer, eg. something happened to the donkey, the farmer has bad manners, the boy is lazy.
- 5 Say **Listen and read**. Play the recording so the children can listen and read following the text. They are listening for meaning.
- 6 Say **Answer the questions**. Read the questions:
What do you think the farmer will do with the donkey? (sell it, put things on it, anything reasonable)
Why does the boy get on the donkey? (a woman says the donkey is strong)
Why does the farmer get on the donkey? (two old men say the boy is young)
Why do both the farmer and boy get on the donkey? (a child says they should)
Why do the farmer and son carry the donkey? (an old woman told them to)
What does the donkey think about all of this? (he runs away)

Audio 54

- Narrator:** *Once upon a time a farmer was walking to the town with his donkey and son. A woman stopped them.*
- Woman 1:** *Why don't you ride the donkey? It's strong, put the boy on it!*
- Farmer:** *What a good idea! Son, jump on the donkey.*
- Narrator:** *The farmer walked next to the donkey and the son rode the donkey. Two old men stopped them angrily.*
- Old man 1:** *Why's your son riding the donkey? He's young, make him walk!*
- Farmer:** *Please don't shout! But I agree with you. Come on son, jump down, let's take turns.*
- Narrator:** *The farmer rode the donkey and his son walked slowly behind it. A woman and her children stopped them.*
- Woman 2:** *Hey, look at your son. He's very tired. He should ride the donkey!*

- Farmer:** *Oh dear ... She's right, come on son, it's your turn.*
- Narrator:** *The son rode the donkey and the farmer walked slowly behind. A young girl and her mother stopped them.*
- Girl:** *Mum, why don't they both ride the donkey?*
- Farmer:** *You're right. Move up son, I'm getting on.*
- Narrator:** *An old woman stopped them near the town and spoke to them angrily.*
- Old woman:** *Poor donkey! I can see clearly it is very tired.*
- Farmer:** *Yes, our donkey has carried us for a long time! It's OUR turn to carry HIM now, son.*
- Narrator:** *The farmer listened to everyone and had no donkey. He and his son went home.*
- Son:** *Oh no, the donkey's running away!*
- Farmer:** *I promise I will never listen to everyone again and I'll do what I think is best!*

ACTIVITY 2 Listen and answer the questions. 5 mins

- 1 Say **Listen**. Play the recording so the children are listening for meaning. Encourage the children to look at the pictures and the text. You might want to ask a few more focusing questions:
What can you see?
Where are they?
What are they doing?
- 2 Say **Listen and answer the questions**. Play the recording, pausing after each question so the children can find the answers in the text and answer.

Audio 55

- 1 *Why did the farmer let the boy get on the donkey?*
- 2 *Why didn't the farmer argue with the old men?*
- 3 *The farmer got on the donkey when his son was riding it. Why?*
- 4 *Why do you think the farmer listened to everybody?*
- 5 *Why do you think the donkey ran away?*

Answers: 1 a woman says the donkey is strong 2 He agrees with them. 3 The farmer agrees with the young girl that the donkey can carry both of them. 4 he doesn't like people complaining or arguing 5 too much action on his back and donkeys do not like to be carried

ACTIVITY 3 Listen and say. 5 mins

- 1 Say **Listen and read activity 1 again aloud**. Play the recording again and pause after each sentence so the children can repeat.

Repeat audio activity 1

ACTIVITY 4 Work in groups of four. Read the passage aloud. 10 mins

- 1 Model what you want the children to do by inviting four children to the front of the class. Put a chair next to them, that is the donkey. Each child takes a part, eg. the narrator, the boy, the old woman, the children, old men, young girl, mother. Children need to listen to the narrator and do the actions, eg.
 woman: pointing at boy and donkey.
 two old men: shaking their fists at the boy
 woman and children: feeling sorry for the son
 young girl and mother: pointing at both farmer and son
 old woman: angry at farmer and son
- 2 Get the children in groups of four. Say **Work in groups of four. Read each part aloud.**

REVIEW 10 mins

- 1 Say *Play Charades*.

Period 2 PB page 65

ACTIVITY 1 Listen. Thumbs up or arms crossed. 5 mins

- 1 Model what you want the children to do. Say **Listen. Thumbs up or arms crossed.** Play recording and pause after 1.
1 The farmer, his son and donkey were walking to the town.
 Get children to put their thumbs up if they think this is true or arms crossed if they think this sentence is false.
- 2 Children put their thumbs up.
- 3 Say **Listen. Thumbs up or arms crossed.** Play recording, pausing between sentences for children to listen and respond.

Audio 56

- 1 *The farmer, his son and donkey were walking to the town.*
- 2 *The donkey was carrying a lot of things to town.*
- 3 *The old men thought the farmer should ride the donkey.*
- 4 *The farmer liked shouting.*
- 5 *The old woman thought the farmer and his son were not kind to the donkey.*
- 6 *The farmer listened to everyone and had no donkey.*

Answers: thumbs up: 1, 3, 5, 6 arms crossed: 2, 4

ACTIVITY 2 Read and order. 5 mins

- 1 Get the children to read the text. Model what you want the children to do by identifying the sentence that comes first *d*
- 2 Say **Read and order.** Get children to check their answers with a partner.

- 3 Elicit answers and invite children to write the answers on the board. Children check and correct their answers.

Answers: *d a c b*

ACTIVITY 3 Look at the pictures and write sentences to describe them. 10 mins

- 1 Get the children to look back at the pictures and text on page 64. Then ask them to look at the pictures with Activity 3 page 65.
- 2 Ask the children to write sentences to describe the pictures. (They can also use the sentences from Activity 2 to help them.)

Answers: *Accept any reasonable sentences that describe the pictures*

ACTIVITY 4 Look and complete the sentences. 10 mins

- 1 Get the children to look at the pictures and the whole class complete the first sentence together.
Once upon a time a farmer and his son were walking to town when ...
- 2 Put the children in pairs and the children tell each other together with their partners.

Answers: *Accept any reasonable sentences that have the same/similar meaning to the original story. Encourage the children to be creative.*

REVIEW 10 mins

- 1 Model what you want the children to do with an example. Invite 11 children to the front of the class. Tell them who they are: a farmer; b son; c woman; d old man (x 2); e woman and children (x 2); f young girl/boy + mother; g old woman/man. If one of the children wants to be the donkey they can, otherwise put a chair at the front and tell the children it's the donkey.
- 2 Divide the class into eight small groups and label them each a–h so they know which part they each have. The last group are the narrators.
- 3 Tell the children at the front they are the actors and the children in the groups are their voices.

Period 3 PB page 66

ACTIVITY 1 Look and complete the sentences with the correct words. 10 mins

- 1 Display posters from Units 16 and 17. Ask *What can you see?* Model what you want the children to do with an example. Elicit some vocabulary, eg. *push in, politely, compass, south, east, west, generous, helpful*. Encourage the children to look back in their coursebooks to find vocabulary.
- 2 Say **Look at the pictures and complete the sentences**. Model what you want the children to do with an example. Write on the board:
The boy has _____ in the queue. His mother _____ says, 'I'm sorry.'
- 3 Elicit some vocabulary eg. *push in, take turns, jump, walk rudely, politely*. Write the vocabulary under the sentences. Get children to suggest how to complete the sentences.
- 4 Display word cards and get individual children to select word cards which might fit in the gaps.
- 5 Children edit their own work.

Answers or any reasonable answer that is appropriate to the picture: 1 *pushed in, politely* 2 *compass, east, west, south* 3 *generous, helpful*

NOTE: if the children use words that they have not learnt in the classroom PRAISE THEM! They all have very different experiences and you should acknowledge any extra English that they bring to the class. Allow them to share what they know with others.

ACTIVITY 2 Work in pairs. Read the sentences aloud.

10 mins

- 1 Model what you want the children to do by inviting two children to stand up. Get them to take it in turns to read their sentences from Activity 1 to each other. Help the children to notice that maybe not all the sentences are exactly the same.
- 2 Say **Speak with a partner**. Get the children in pairs checking and reading to each other.

ACTIVITY 3 Read and circle the correct words. 10 mins

- 1 Model what you want the children to do with an example. Get the class to read aloud together.
I love cycling. It is safest/safer than car racing.
- 2 Say *What's the correct word?* Elicit *safer*. Say *Why do you think it is safer than car racing?* Get children to think why, encourage them to THINK of the answer, DON'T TELL THEM THE ANSWER. Help them to use their imagination, eg. cycling is slower than car racing.
- 3 Say **Read and circle the correct words**. Get children to check their work with a partner.

- 4 Elicit feedback. Write the answers on the board and get children to check their work and make corrections.

Answers: 1 *safer, most* 2 *louder, noisiest* 3 *riding, to win*

ACTIVITY 4 Read aloud. 10 mins

- 1 Say **Read quietly** (this will help the children to focus on meaning).
- 2 Say **Read aloud**.
- 3 Ask children to turn to page 64 and look at the pictures.
- 4 Say **Answer these questions**. Ask the following concept checking questions:
When did the story happen? (a long time ago)
What was the farmer going to do with the donkey? (sell it)
Who was the first person to ride the donkey? (the son)
Why did the farmer and son walk back home? (the donkey ran away)

Period 4 PB page 67

ACTIVITY 1a Listen and answer the questions. 10 mins

- 1 Ask the children to look at the pictures. Say *What are they doing?*
- 2 Say **Listen and answer the questions.** Get children to listen carefully and answer the questions.

Audio 57

- Amy: *Hey, that little girl is pushing in!*
 Amy's mum: *Amy, don't shout so loudly. Here's her mum.*
 Girl's mum: *Rula! We need to go to the back of the queue. It's rude to push in.*
 Amy's mum: *What a friendly and polite woman!*
 Amy: *I'm sorry mum. I promise not to shout.*
 Ben: *Oh, the TV is very loud ... Ah that's better! I hate shouting and loud noises. Now I can watch the football quietly.*
 Omar: *Ben is much happier now, I didn't notice he wasn't happy before.*
 Bilal: *He didn't complain but I understand now. He told us politely about his problem with noise.*
 Rania: *Oh look at that beautiful coral! I think that coral is more beautiful than flowers.*
 Amy: *I think that coral looks like flowers but under the ocean. I think that you have to swim carefully near the coral.*
 Rania: *I think that those fish have more beautiful colours than birds.*
 Amy: *I agree with you. Those fish look like birds but under the water! I can see the colours clearly.*
 Ben: *Omar, here's your CD. Thanks for lending it to me.*
 Omar: *Oh thanks Ben, I hope you liked the songs.*
 Ben: *Yes, I liked them because they were not too loud and I could hear the words clearly.*
 Omar: *I'm happy that you enjoyed them!*
 Narrator: *Listen and answer.*

- 1 Who pushes in?
- 2 What does Amy's mum say about the little girl's mum?
- 3 Why is Ben happy watching football?
- 4 Why do Omar and Bilal know about Ben's problem?
- 5 What does Rania think about coral?
- 6 What does Amy think about fish?
- 7 Why does Ben like the songs on the CD?
- 8 How did Omar feel about Ben and the songs on the CD?

Answers: 1 a little girl 2 that she's friendly and polite 3 the TV is not loud 4 Ben tells them politely 5 coral is more beautiful than flowers 6 fish are like birds under the water 7 they are quiet and he can hear the words clearly 8 he was glad he liked them

ACTIVITY 1b Look at the pictures and write sentences to describe them. 10 mins

- 1 Get the children to look at the pictures. Model what you want the children to do with an example. Say *What's happening?* Elicit *The girl pushed in the queue.*
- 2 Say **Look at the pictures and write sentences to describe them.** Get children to check their work with a partner.
- 3 Elicit answers. Write them on the board. Get children to check their own work and make corrections.

Answers: accept any reasonable answer

ACTIVITY 2 Work in pairs. Ask and answer the questions. 5 mins

- 1 Ask children to read the questions carefully.
- 2 Get the children to look at the pictures in activity 1.
- 3 Say **Work in pairs. Ask and answer questions.** Monitor and support any children who need help.

NOTE: if you feel that the class needs to be more supported with this activity get the whole class to drill the questions. Elicit some answers, write them on the board. Then drill 50/50 questions and answers. Then divide the class into pairs. Do not let them fail! Go back to whole class, 50/50 drilling if you are at all worried!

ACTIVITY 3 Work in pairs. Choose a task from Units 15–17. Then talk about it to another pair. 10 mins

- 1 Take out all the children's unit task work from Units 15–17. Get them to work in pairs and select which of the unit tasks they would like to work with again. They will need to work with the same children.
- 2 Get the children to take it in turns to present their work to another group.
- 3 Each person in the group has to say something about the material they made.
- 4 Say **Work in pairs. Choose a task in Units 15–17. Then talk about it to another pair.**

ACTIVITY 4 Choose a poem or song from Units 15–17 to sing or say. 5 mins

- 1 Get the children to agree on a poem or song from Units 15–17.
- 2 Sing or read the poem.

NOTE: you could divide the class into smaller groups and each group could do either a poem or song each.

Grade 6 English Test

Teacher's notes

LISTENING 10 mins 20 marks

In listening tests, pause after each sentence to give pupils enough time to listen and write the name they will hear. Play each recording twice. Allow the children to make notes while they are listening.

ACTIVITY 1 – 8 marks

Audio 58

Example:

Ben: Have you ever had flu, Rania?

Rania: I've never had flu. What about you, Amy?

Amy: Yes, I have. It was terrible, I had a fever. I coughed and I sneezed for a week!

Amy: Rania, have you ever had an accident?

Beep 1

Rania: Oh, yes I have. I broke my finger while I was playing basketball!

Omar: Ben, have you ever turned over in a boat?

Beep 2

Ben: Yes, I have! And Amy has too! Last summer, we were in a river. Amy's shoes floated away, it was very funny.

Rania: Amy, have you ever eaten a burger?

Beep 3

Amy: No, I've never eaten a burger. I don't like them. I like chicken.

Ben: Rania, have you ever harvested olives?

Beep 4

Rania: That's easy! Yes, I have. Omar and I helped my grandfather last December.

Amy: Ben, have you ever boiled water?

Beep 5

Ben: Umm, no, I haven't, but Omar has in the science class.

Rania: Amy, have you ever visited an oasis?

Beep 6

Amy: Umm, no I haven't, but my parents have. My parents visited an oasis last year. They saw a hedgehog and a wild cat at night. The desert animals only come out after sunset.

Amy: Ben, have you ever used a compass?

Beep 7

Ben: Yes, I have. Omar has too. We used it in a game with a map at school.

Amy: Rania, have you ever pushed in a queue?

Beep 8

Rania: No, I've never pushed in a queue, but I saw a little boy push in. His mum was very angry with him!

Answers: 1 Amy 2 Ben, Amy 3 no-one 4 Rania, Omar 5 Omar 6 no-one 7 Ben, Omar 8 no-one

ACTIVITY 2 – 6 marks

Audio 59

Example: Amy had an accident. She fell off a tree house.

1 Omar's family had a lovely summer holiday. They went camping.

2 On the 31st of August Ben's family went horse riding when they lost their way.

3 Rania and Amy did a quiz about friends.

4 Fizzy drinks aren't healthy because they're very sweet!

5 Olive trees can grow for more than 150 years!

6 Ben, you mustn't add salt.

Answers: 1 a 2 b 3 a 4 a 5 a 6 b

ACTIVITY 3 – 6 marks

Audio 60

Amy: Rania, when does the sun go down?

Beep 1

Rania: The sun goes down at sunset.

Omar: Ben, what is it called when you sneeze and cough?

Beep 2

Ben: When you have flu you sneeze and cough until you feel better.

Rania: Amy, tell me how we get rain.

Beep 3

Amy: OK, the water cycle is when the sun changes water into vapour. And then it falls from the clouds as rain.

Ben: Omar, which do you think is more useful? A compass or a clock?

Beep 4

Omar: Mmm, I think a compass is more useful for finding the direction!

Amy: Rania, why does Jordan shout?

Beep 5

Rania: Um, I think Jordan gets angry and then starts to shout.

Omar: Ben, when two people are speaking when can you speak?

Beep 6

Ben: Umm, it's rude to interrupt when people are speaking. You have to take turns.

Answers: 1 sunset 2 flu 3 water cycle 4 direction 5 angry 6 interrupt

READING 20 mins 30 marks**ACTIVITY 1 – 8 marks**

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

ACTIVITY 2 – 6 marks

Answers: 1 missed 2 sharing 3 thirty-first 4 noise 5 safe
6 wise

ACTIVITY 3 – 6 marks

Answers: 1 sweet 2 burst 3 sign 4 anyone 5 together 6 other

ACTIVITY 4 – 6 marks

Answers: c, b, a, e, f, d **OR** d, c, b, a, e, f
It is a cycle so it can start from d or c.

ACTIVITY 5 – 4 marks

Answers: 1 He visited the doctor's clinic. He was sick. He was coughing/sneezing. 2 He was sick for five days. 3 10 had the flu bug 4 5 had a stomach bug

WRITING 10 mins 30 marks**ACTIVITY 1 – 8 marks**

Answers: (completed with the children's own information) 1 My mother / father / friend / grandmother / grandfather / uncle / aunt / cousin gives me good advice. 2 I like ... 3 I have never ... because I ... 4 I prefer to eat ... because ... 5 I love ... because ... 6 I hate ... because ... 7 I think ... is worse. 8 I think my friends say I am a ... person.

ACTIVITY 2 – 6 marks

Answers: 1 because 2 but 3 when 4 while 5 for 6 since

ACTIVITY 3a – 3 marks

Answers: 1 The gazelle and hedgehog were drinking at the spring.
2 A compass shows you the north, south, east and west. 3 I like helping and listening to my friends.

ACTIVITY 3b – 3 marks

Answers: (Testing correct punctuation) 1 How long have you been sick? 2 I've had a backache since yesterday. 3 How awful! Please, stay in bed until you feel better.

ACTIVITY 4 – 6 marks

Answers: 1 You mustn't ride (your bike) here. 2 You mustn't pick flowers. 3 You mustn't tell lies./You must be honest. 4 You should eat lots of food from here/vegetables. 5 You shouldn't eat a lot of fried food. 6 You should give your chair to older people./You should be polite/helpful.

ACTIVITY 5 – 4 marks

Answers: 1 clearly 2 loudly 3 quickly 4 quietly

SPEAKING 10 mins 20 marks**ACTIVITY 1 – 5 marks**

Preparation: put the children in pairs. Give each pair a poster (choose any unit poster from Grades 1–5 or allow the children to choose). Each child writes three statements using *should* and two statements using *mustn't* based on the poster. Ask two pairs to come to the front of the classroom. The children take it in turns to say their three statements about their poster without looking at what they have written. They take it in turns to ask another pair their questions. Record the accuracy of their statements, the questions and responses.

Assessment: 3 marks for statements using *should*, 2 marks for statements using *mustn't*.

ACTIVITY 2 – 5 marks

Preparation: put the children in pairs. Identify a dialogue for each pair to use. The children play the roles of offering to help someone (1) and having an opinion about Ibn Battuta or another explorer, agreeing or disagreeing (2).

Possible answers:

Dialogue 1

A: May I help you?

B: Yes, please. I'd love you to help me.

A: I'd love to help you.

Dialogue 2

A: I think Ibn Battuta/Jacques Cousteau/Valentina was the most interesting ...

B: I don't agree I think ... **OR** I agree because ...

ACTIVITY 3 – 10 marks

Preparation: the children bring in something special they want to share with the class, eg. a DVD, a book, one of the projects they did at school. The children take it in turns to present their item to a Show and Tell session. They speak for one minute. Encourage them to plan what they are going to say. Let them practise by reading aloud. When they do their presentation they must do it without looking at any notes. You/The rest of the class can ask them questions to help. Use the register to keep track of who has done their Show and Tell presentation.

Assessment: 5 marks are given for content and 5 marks for answering questions.

Listening

Name: _____

Class: _____

1 Listen and tick ✓. 8 marks



Have you ever had flu?

Ben



Omar



Rania

I've never had flu.

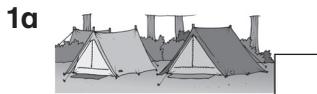


Amy

Yes, I have.

	Ben	Rania	Omar	Amy
had flu				✓
1 had an accident				
2 turned over in a boat				
3 eaten a burger				
4 harvested olives				
5 boiled water				
6 visited an oasis				
7 used a compass				
8 pushed in a queue				

2 Listen and tick ✓. 6 marks



3 Listen and circle. 6 marks

The Dead Sea is 400 metres above / below sea level.

- The sun goes down at sunrise / sunset.
- When you have flu / backache you sneeze and cough.
- The snow cycle / water cycle is when the sun changes water into vapour and it falls from the clouds as rain.
- A compass is more useful than a clock for finding the direction / time.
- Jordan gets angry / honest and then starts to shout.
- It's rude to listen / interrupt when people are speaking.

Total: _____ / 20

Reading

Name: _____

Class: _____

1 Read and match. 8 marks

- | | |
|------------------------------------------------|------------------------------------|
| 1 What must you do when you borrow something? | a Yes, of course. |
| 2 How long have Ben and Amy been in Palestine? | b Lots of dishes, soap and oil. |
| 3 When is the 30th September? | c You must give it back. |
| 4 Could you give me some bread, please? | d gazelle, hedgehogs and wild cats |
| 5 What can you make from olives? | e Since last month. |
| 6 Why must you be careful with boiling water? | f It's the last day of the month. |
| 7 What lives in a desert? | g While riding my bike. |
| 8 When did you hurt your leg? | h Because it is very hot. |

2 Read and circle. 6 marks

- Bilal missed / argued Ben in the summer.
- She's lending / sharing her biscuits.
- They're travelling on the thirty-first / thirty-one of March.
- They are making lots of problem / noise.
- The oxen are not eating together, they are not safe / awful.
- He was hungry / wise because he used a stone to make soup and the people gave him food.

3 Read and write. 6 marks

anyone burst together sign other sweet



1 Rania prefers water because it is not _____.



2 The wheels on a car can _____.



3 The _____ means you mustn't walk on the grass!



4 Is _____ there?



5 I agree I enjoy going to the cinema _____.



6 Where's my _____ shoe?

4 Read and order. 6 marks

- | | |
|---------------------------------------------|--------------------------------|
| a Hot air rises. | b Water changes into vapour. |
| c The sun makes the water hot. | d Rain falls from the clouds. |
| e The vapour cools and changes into clouds. | f Clouds get heavy with water. |

5 Read and write. 4 marks

This morning Omar visited the doctor's clinic. He was sneezing and coughing. He has been sick since last Thursday and today is Monday. In the clinic he saw fifteen of his classmates! Five had a stomach bug and the rest had a flu bug.

- | | |
|----------------------------------------|-------------------------------|
| 1 What did Omar do this morning? Why? | 2 How long has he been sick? |
| 3 How many classmates had the flu bug? | 4 How many had a stomach bug? |

Total: _____ / 30

Writing

Name: _____

Class: _____

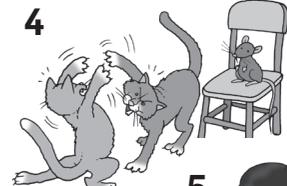
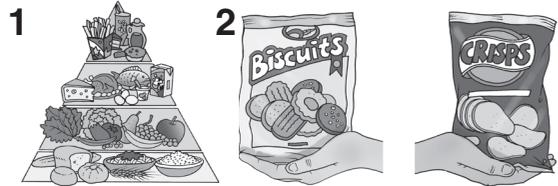
1 Read about Amy. Write about you. 8 marks

My father gives me good advice.	I like watching funny films.
I have never skated because I don't think it looks safe!	I prefer to eat meat, rice and a little fried food because they make me strong.
I love olive oil on my food because it is healthy.	I hate pushing in queues.
I love swimming under the sea because I can see coral.	I have never interrupted but I have argued with my friend.
I think an earache is worse than a sore throat.	I think my friends say I am a kind and helpful person.

- 1 Who gives you good advice? _____
- 2 What do you like doing? Why? _____
- 3 What activity have you never done? Why? _____
- 4 What do you prefer to eat? Why? _____
- 5 What do you love doing? Why? _____
- 6 What do you hate doing? _____
- 7 What do you think is worse: fever or a cough? _____
- 8 What do you think your friends say about you? _____

2 Write. 6 marks

but since because for while when



- 1 I prefer vegetables _____ they are healthier than fried food.
- 2 Amy likes sharing _____ she likes her friends to share too.
- 3 Ben and Amy were sailing down the river _____ their boat turned over.
- 4 The tiger attacked the young ox _____ the older oxen were eating.
- 5 Omar has been in Nablus _____ two days.
- 6 Amy has had a fever _____ yesterday.



3a Read and write. 3 marks

- 1 . / and / were drinking / at / hedgehog / The gazelle / the spring

- 2 shows / you / the / A compass / north / , / south / , / east / and / west / .

- 3 and listening / to my friends / . / I like / helping

3b Read and write correctly. 3 marks

1 how long have you been sick

2 Ive had a backache since last night

3 How awful Please stay in bed until you feel better

4 Write. 6 marks

must mustn't



You mustn't walk on the grass.

1 _____

2 _____

3 _____

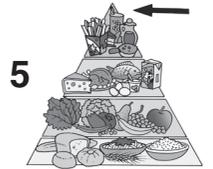


should shouldn't

4 _____

5 _____

6 _____



5 Write. 4 marks

loudly quickly quietly clearly

How were the children doing these things?

- 1 Omar was writing _____ .
- 2 Rania and Huda were speaking _____ .
- 3 Amy was running _____ .
- 4 Ben was reading a book _____ the library.

Total: _____ / 30

Speaking

Name: _____

Class: _____

1 Look at the poster and write. Say. 5 marks

I agree that you should ...

1 _____

2 _____

3 _____

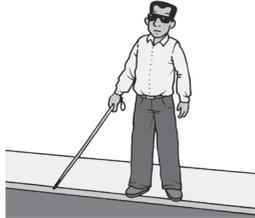
I think you mustn't ...

4 _____

5 _____

2 Say. 5 marks

Dialogue 1



May I help you?

Yes, please.

I'd love you to help me.

Dialogue 2



I think Ibn Battuta was the most interesting ...

I don't agree. I think ...

I agree because ...

3 Show and tell. 10 marks

Tell the class about the special item you have brought in or one of the projects you did at school.

Answer questions.

5 marks for content and 5 marks for answering questions.

Total: _____ / 20