



State of Palestine
Ministry of Education
& Higher Education

NEW
EDITION

English for Palestine

TEACHER'S BOOK **5**

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Introduction

COURSE COMPONENTS

English for Palestine Grade 5 consists of the following components:

- 2 Pupil's Books (5A and 5B), each containing both language presentation and practice material
- 1 Teacher's Book
- 121 Flashcards
- 14 Posters
- 2 Audio CDs

Objectives

The objectives of Grade 5 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 5, covering 18 units in the course of a year. Pupil's Book 5A contains Units 1–9; once the class has completed this, it moves on to Pupil's Book 5B, which contains Units 10–18.

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

The Pupil's Book is a combination of a traditional Pupil's Book and Workbook. Each unit contains material for eight teaching periods.

Each unit is based on a theme, allowing the new language to be taught in context, e.g. *Mini-Olympics* and *Holidays in Palestine*. 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 unit 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 Books, 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 5 takes a step-by-step approach. Children hear the words, then move on to saying them. They practise recognising letters with listening games e.g. *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 5 builds on the work done in Grades 1–4, 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 5 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 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 5 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 on **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

1 Making periods enjoyable and effective

- **Activate existing knowledge:** this makes us more receptive to additional information. It is very easy to take advantage of this with young children. When you first start a new unit, don't let the children open their books. Tell them the topic of the unit, and ask a question related to it, e.g. for a unit called *The 'Best of Palestine' tour*, ask where they think the family would take visitors to Palestine and what they will see and do, 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.
- **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 5, bear in mind that it is useful to test children informally on an ongoing basis: it will help you identify areas of weakness that you can revisit in subsequent lessons. Remember to give positive feedback as much as possible, as this will help develop children's confidence.

4 Using 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, rhymes and tongue twisters

You will find a combination of songs, chants, rhymes and tongue twisters in Grade 5. 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, e.g. *Teacher says touch your nose. / Teacher says point to something yellow.* (You can replace *Teacher* with your own name or a child's name.) The children listen and follow the instruction. However, if you miss out *Teacher says* at the beginning of the instruction (e.g. *Touch your nose. / Point to something yellow.*), they shouldn't follow the instruction. If they do, they sit down. The winner is the last child left standing. You can make it harder by saying the instructions very quickly one after the other.

2 I Spy

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

3 Number sequences

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

4 Memory game

Choose a set of pictures (vocabulary or sentences). Give the children 1 minute to look at the pictures in Activity 1. They then close their books. Challenge the class to remember all the pictures as quickly as possible: time them. They need to get the whole sentence correct before you accept it. Repeat 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 person at the back of each team. 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. His/Her team has 10 seconds to name the animal. A correct guess wins a point. If they get it wrong, the other team has a go at answering. This game can also be played using playground items, jobs or any other vocabulary that can be mimed.

8 Bingo

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

9 Shark attack

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

10 Reading running race

Use the text from Lesson 1 of any unit. Preparation: enlarge the text or write it out again on A3 size paper (2 x A4 or regular photocopy size). This text has all the target vocabulary for the unit. Write 6 (or more) questions based on the text (you could use some of the questions in this Teacher's guide or the riddles). Write the questions on a piece of coloured paper (you will need 4–5 different coloured papers so you can keep track of the teams). Give each group a piece of scrap paper to write their answers. They should write their group colour on the front and write numbers 1 to 6 down the left side.

Playing the game: put the class into 4–6 groups. Tell each group their colour (this is the same as the coloured paper with questions). Give the instructions: each person in the group will go to the front of the class and take one question each, they go to the text on the walls (or in the corridor – if you use the outside of the classroom then make sure the children know they must be quiet) and find the answers for their question. They go back to their table and write the answer with the number of the question. The next person in the group returns to the front of the class to collect question no. 2. NOTE if they do not return with question no. 1 paper they do not get question no. 2. The first group to finish sits down and put their hand up. The other groups have one minute to complete and then the game is finished. Elicit the answers and each group marks their own paper. The winner is the group with the most correct answers.

11 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.



Each group forms smaller groups of 3–4 children. Each smaller group will be given a chance to answer the questions. Toss a coin to see who goes first (head up goes first). Ask the question, if it is correct then that group chooses whether they are 'noughts' or 'crosses' and where to put the first mark. Continue playing the game until there is a winner, ie. one group gets a line of 3 in a row/column or diagonal.

12 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

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, audio (MP3) materials. You could make your own materials from the downloads available:
www.englishforpalestine.com
Password: Palestine

English for Palestine Grade 5 Language overview

Pupil's Book 5A

Unit and contexts	Language
1 New friends – To greet and introduce yourself – To ask and answer questions about yourself	<i>class, parent, twin, race, work, art, email, film, cinema, internet</i> <i>What do you like doing? I like ... + ing.</i> Review: hobbies, likes
2 Our country – To identify places of interest – To identify what you can do in places of interest	<i>photo, stadium, building, father, mother, people, cable car, famous, valley, hiking, boat, wheels</i> <i>Present continuous: What are you doing? I'm + -ing.</i> Review: places of interest in Palestine and England
3 Mini-Olympics – To use ordinal numbers to show position – To understand the meaning of length using metres – To understand the meaning of time using minutes	<i>first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, metre, minute</i> <i>Present continuous: He's swimming fast.</i> <i>Present simple: She finishes the race in one minute.</i> Review: sports day activities
4 Holidays in Palestine – To link the month of the year to ordinals – To identify when holidays occur – To link weather to months of the year	<i>January, February, March, April, May, June, July, August, September, October, November, December, month, year</i> <i>Present simple: January is the first month. I have holidays in + month. There are seven days in the week. The months of + month are in + season. It's + weather in + month.</i> Review: days of the week, seasons, weather, activities in different seasons
5 Revision – The rabbit and the tortoise – A story with a moral	Revision of the language in Units 1–4
6 Basketball – To link comparatives to people at different stages in their lives	<i>fat, thin, heavy, light, young, high, low, wide, strong, throw, long, clever</i> <i>Comparatives: ... is thin.</i> <i>... is thinner than ...</i> Review: adjectives
7 Things around us – To practise comparatives – To introduce superlatives – To link superlatives to previously introduced topics	<i>beautiful (more beautiful, most beautiful), expensive (more expensive, most expensive), cheap (cheapest), news, more, most, cool, warm, which, dirty, clean, TV programme</i> <i>Superlatives: ... is the most beautiful. Which is the ...? Which is ... than ...? Who's the ...?</i> Review: adjectives, months of the years, classroom items
8 What I like doing and why – To practice comparatives and superlatives	<i>exciting, interesting, answer, ask, give, or, better, best, idea, worse, worst, healthy</i> <i>Comparatives and superlatives</i> Review: hobbies, sports, food, holidays
9 Revision – The cats and the monkey – A story with a moral	Revision of the language in Units 6–8

Pupil's Book 5B

Unit and contexts	Language
<p>10 Ben and Amy's holiday – To talk about events in the past</p>	<p><i>wedding, marry, look like, princess, also, about, hour, all, again, for, by, palace</i> <i>What did you do?</i></p> <p>Review: adjectives, places, activities</p>
<p>11 The wolf's shoes – To practise past simple with negative and interrogative forms – A story with a moral</p>	<p><i>wolf, hear, road, hide, both, look for, with, laugh, end, greedy, nothing, angry</i></p> <p>Review: simple past verbs</p>
<p>12 Omar and Rania's visit to Qalqilya – To practise the past simple with regular and irregular verbs</p>	<p><i>any, fruit, vegetable, plant, then, some, us, last, those, out, them, move</i> <i>Past simple: I went, drive, ate, visited, liked</i></p> <p>Review: activities, adjectives</p>
<p>13 Ben's blog – To practise past simple (regular and irregular)</p>	<p><i>tell, blog, him, break, hospital, busy, nice, moon, mirror, too place, after</i> <i>What happened to Ben? What did Ben do?</i></p> <p>Review: activities, hobbies</p>
<p>14 Revision – The princess and the three friends – A story with a moral</p>	<p>Revision of the language in Units 10–13</p>
<p>15 The 'Best of Palestine' tour – To use <i>going to</i> for future plans</p>	<p><i>next, tour, arrive, meet, travel, ruin, before, float, leave, near, tomorrow</i> <i>When are you going to have a holiday? What are you going to do there?</i></p> <p>Review: days of the week, time of the day, places in Palestine, activities</p>
<p>16 Can I use it? – To introduce modal <i>can</i> for permission</p>	<p><i>laptop, screen, turn on, use, click, choose, borrow, press, button, try, remote control, mobile phone</i> <i>Can I play a game? Can I try your mobile phone?</i></p> <p>Review: adjectives, hobbies, activities</p>
<p>17 What will happen? – To introduce and practise the future simple tense</p>	<p><i>robots, rescue, future, everyone, spacesuit, planet, spaceship, scientist, science lab, outer space, grow</i> <i>What will happen in the future? There will be robots.</i></p> <p>Review: activities, clothes</p>
<p>18 Revision – A rescue – An authentic story</p>	<p>Revision of the language in Units 15–17</p>

New friends

Aims to greet and introduce yourself; to ask and answer questions about yourself

Key language *class, parent, twin, race, work, art, email, film, cinema, internet*

Review *pupil, picture, help, family, computer, watch, at, car, need, new, your*

Language structures *What do you like doing? I like ...+ing*

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

Period 1 – focus on listening PB page 4

LANGUAGE PRESENTATION 8 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 flashcards of the children. Point to flashcard of Ben. Say *This is Ben*. Repeat with Amy, Omar and Rania.
- 3 Show the key language flashcards. Point to flashcard of parents. Say *These are parents. These are Ben's mum and dad*. Repeat with other flashcards.
- 4 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 10 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

Rania Omar Amy Ben class parent twin race work art email film cinema internet

LANGUAGE DEVELOPMENT 7 mins

Before the lesson:

Prepare word cards: *What / do / you / like / doing / ? / I / like / writing / emails / . / drawing pictures / watching / films / at the cinema / looking at / the internet / walking / races*

NOTE: you could write the *-ing* part in a different colour to help the children notice it.

- 1 Distribute and say *What do you like doing?* 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 15 children. Say *I like going to the cinema*. 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 'doing' and the *-ing* part of the answers, eg. *writing, drawing, watching, looking, walking*.
- 3 Repeat with other sentences and transfer to the right side of the board:
I like writing emails.
I like drawing pictures. Etc.
- 4 Ask different children to match the flashcards to the sentences.
- 5 Ask class which flashcards are left. The flashcards of *work, twins, class* and *parents* are left. Get children to identify different types of work, eg. doctor, nurse, farmer, teacher etc. Get children to describe the word 'parents' i.e. mum and dad, and the concept of twins = brother and sister, brother/brother, sister/sister, same age.

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's British? (Ben)
What his dad's job? (an engineer)
What's Ben good at? (art, drawing pictures)
Who likes walking races? (Ben's dad)
Where can you watch films? (accept any reasonable answer, eg. at the cinema, on the TV, on the computer)
Who likes looking at cats? (Rania)

Audio 2

- Narrator:** Ben is in the classroom in his new school in Palestine. He sits next to Omar. Omar's twin sister Rania sits behind him.
- Teacher:** Good morning. Today we have a new pupil in our class. Welcome him to our class, Omar.
- Omar:** Hi, I'm Omar. This is my sister Rania. We're twins. We're 11 years old. What's your name?
- Narrator:** Ben shows Omar a picture of his family. Omar looks at his parents and his sister.
- Ben:** Hi, I'm Ben. These are my parents and this is my sister Amy. I like drawing pictures.
- Omar:** Welcome to Palestine! I like drawing pictures too! I'm good at art. Where are you from?
- Narrator:** Omar looks at a picture of Ben's dad. He's in a walking race. His mum helps his dad. She has a bottle of water in her hand.
- Ben:** I'm from Britain. I'm British. My dad's an engineer. He works in Ramallah. He likes walking races. My mum helps him.
- Omar:** What do you like doing Ben?
- Narrator:** Rania, Ben and Omar talk about what they like doing. Rania likes looking at cats on the internet. Omar and Ben both like watching films at the cinema. Ben likes writing emails.
- Ben:** I like writing emails. I like watching films at the cinema. What do you like doing Rania?
- Rania:** I like looking at cats on the internet.
- Omar:** I like watching films at the cinema, too.

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 use of everyday English box and get them to repeat the language using appropriate stress and intonation.

Repeat audio activity 2**REVIEW 5 mins**

- 1 Get children to identify the questions in the dialogues:
What's your name? I'm ...
Where are you from? I'm from ...
What do you like doing? I like ...

NOTE: make sure the children are using the *-ing* form of the verb, eg. *watching, writing, looking*.

- 2 Get children to work in a small group and ask and answer questions about themselves in a circle drill.

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. 5 mins** 

- 1 Tell the children riddles to get them to guess the activity, eg. *You need paper. You use a pencil to do this. What is it?* (art). Invite a child to match the word and flashcard.
- 2 Say **Read and circle**. Get children to read the text from Period 1 and 2 and find the words in the word box in Period 1. Circle the words.
- 3 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 again. They check they have circled all the key vocabulary words.

Repeat audio 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 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.
- 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 and circle the correct words. 5 mins

- 1 Say **Read** and get children to read silently. Ask *Who are your mum and dad?* (parents). Encourage the children to read for meaning.
- 2 Say **Read and circle the correct words**.
- 3 Get children to check their answers with a partner.
- 4 Invite a child to come to the board and write the answer. Children check their own work and make corrections.

Answers: 1 mum and dad 2 twins 3 computer 4 cinema 5 internet 6 walk

REVIEW 5 mins

- 1 Display flashcards and word cards. Play *I spy*, eg. *I spy something beginning with the sound /i/* (internet). Repeat with /e/ (email), /t/ (twins), /p/ (parents), /a/ (art), /f/ film etc.

Period 3 – focus on comprehension

PB page 6

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and asks children to match the words and flashcards.
- 2 Ask *What does 'twins' mean?* Accept any reasonable answer that means brothers or sisters of the same age. Repeat with *What does 'parents' mean?* Accept any reasonable answer that means mum and dad.
- 3 Ask *What words starts with the sound /t/?* Elicit *twins*. Repeat with /p/ (parents), /w/ (work, walk), /l/ (look), /f/ (film), /r/ (race), /c/ (class).
- 4 Tell children that when /ci/ are together they make the sound /s/. Ask *What new word start with the sound /s/?* (cinema).
- 5 Ask children *What two new words have you not said?* (art, email)

LANGUAGE DEVELOPMENT 7 mins

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

1 syllable	2 syllables	3 syllables
class	parent	internet
twin	email	cinema
race		
work		
art		
film		

ACTIVITY 1 Read the sentences. Then listen thumbs up or down.

5 mins 

- 1 Say **Read the sentences**. Children read the sentences and identify what is wrong.
- 2 Say **Listen, thumbs up or down**. Play the recording. Pause after each sentence. Children put their thumbs up if the sentence is correct and complete the sentence. They put their thumbs down if the sentence is wrong and correct it.

Audio 3

- 1 *Ben, Rania and Omar are in the playground.*
- 2 *Omar is from Britain.*
- 3 *Ben's dad is an engineer.*
- 4 *Omar and Rania are cousins.*
- 5 *You need a computer to read an email.*
- 6 *You can watch a film in a bakery.*

Answers: thumbs up 2, 3, 5: thumbs down 1, 4, 6

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 or a cross next to each sentence. Give a model as an example.

Answers: tick 3, 4, 5; cross 1, 2

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 art/ drawing 2 class 3 picture/drawing 4 internet 5 bottle of water

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 pictures/drawings of his family/mum and dad/sister 2 Ramallah 3 Ben 4 twins 5 films

REVIEW 5 mins

- 1 Play *I spy*. Display flashcards. Say *I spy something with the sound /p/ (parents), /t/ (twins), /a/ (art)*.

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 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 races 2 film, cinema 3 twins 4 parents, work
5 helps computer 6 class

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 table.
- 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 comes 2 is 3 does not 4 has 5 spells

REVIEW 5 mins

- 1 Play *Stand up if you have ...* eg. two sisters and one brother.
- 2 Ask children to collect photos of their family or make drawings of them. Bring to the class by Period 7.

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

Period 5 – focus on writing PB page 8

ACTIVITY 1 Think and complete the sentences. 10 mins

- 1 Warmer game: Play *What's missing?* 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 **Think and complete the sentences**. 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 singular/plural, masculine/feminine. Focus on the use of capital letters for the name of people and places.

ACTIVITY 2 Write correct questions. 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 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 *How are you? a I'm fine, thanks. 2 Where do you live? b I live in Ramallah. 3 What's your favourite subject? c My favourite subject is maths. 4 What do you like doing? d I like writing emails.*

ACTIVITY 3 Read and correct the sentences. 10 mins

- 1 Write on the board: *I has/have two brothers and six sisters.*
- 2 Say **Read and correct the sentences**. Encourage the class to identify the correct word. Invite a pupil to circle. Get the class to agree or disagree. *Answer: I have two brothers and six sisters.*
- 3 Say **Read and circle the correct word**. Get the children to read and circle their answers. 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 simple and how the verb endings change according to the subject, eg. *I/they have, he/she has, her/his + is.*

Answers: 1 *I live in Ramallah. 2 He is eleven years old. 3 Her favourite subject is English. 4 They like writing emails.*

ACTIVITY 4 Complete the sentences. 10 mins

- 1 Write on the board:
I like
He
She
We
They
- 2 Elicit the rest of the verb from the class. Underline the third person 's'.
- 3 Say **Complete the sentences**. Get children to complete the sentences using the new verbs in the unit.
- 4 Elicit answers by inviting a child to the board and complete a verb table. Get the class to agree or disagree. Get children to check and correct their own work.

Answers:

<i>I look</i>	<i>I walk</i>	<i>I work</i>
<i>He looks</i>	<i>He walks</i>	<i>He works</i>
<i>She looks</i>	<i>She walks</i>	<i>She works</i>
<i>We look</i>	<i>We walk</i>	<i>We work</i>
<i>They look</i>	<i>They walk</i>	<i>They work</i>

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. *mlif, aerc, ieamnc* and get children to guess what words they make.
Answers: film, race, cinema.
- 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 answer. Get the class to agree or disagree with the answers.

Audio 4

- Ben: Amy, look here's dad in a walking race. He's fast. And here are our parents. Mum and dad are walking up the mountain.
- Amy: Oh yes, that's a big mountain! And here we are with the twins, Fiona and Sarah are in front of the art museum.
- Ben: I like looking at our pictures on the computer. Oh ... I need to write an email to Omar. We want to go to the cinema to see a film.
- Amy: Can I come?
- Ben: Yes, of course. The film is about a car and a train.
- Amy: Oh no, no thanks!
- Narrator: Listen and answer.

- 1 What is dad doing?
- 2 Who is walking up the mountain?
- 3 Where are the twins?
- 4 What does Ben want to do?
- 5 Does Amy like the subject of the film?

Answers: 1 walk fast/in a race/in a walking race 2 mum and dad/parents/Ben and Amy's parents 3 in front of the art museum/next to an art museum 4 write an email/go to the cinema 5 no

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 answer and write them on the board. Children check and correct their own work.

Audio 5

- 1 Ben's dad walks fast.
- 2 Ben's parents are walking up the mountain.
- 3 The twins are in front of the art museum.
- 4 The pictures are on the internet.

Answers: 1 walks 2 parents 3 art museum 4 the internet

ACTIVITY 3 Read the sentences. Then listen and complete.

10 mins 

- 1 Say **Read the sentences**. Get children to read the gap fills for meaning.
- 2 Say **Listen**. Play the recording and get children to listen for meaning.
- 3 Say **Listen and complete**. Play the recording again and pause so children can write in the missing word.
- 4 Get children to check their answers with a partner.
- 5 Elicit the answer and get write them on the board. Get children to correct their own work and make corrections.

Audio 6

- 1 Ben and I are not twins.
- 2 Ben is eleven years old and I'm ten years old.
- 3 I like the computer. I write emails to my friends.
- 4 I like helping new pupils in my class.

Answers: 1 twins 2 ten 3 emails 4 class

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 *What's missing?* 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 Work in pairs. Write answers to the questions. 10 mins

- 1 Warmer game: Play *I spy*. Display the unit vocabulary word cards. Say *I spy something with sound /p/ (parents), /f/ (film), /r/ (race)*.
- 2 Say **Read**. Get children to read the questions and answers. Get the children to look at the grid with headings.
- 3 Model what you want the children to do with an example. Draw two columns on the board. Write *About my classmate + Place, Subject, Like / Answers*. Ask a child *Where do you live?* Elicit an answer using *I live in ...*. Write the answer on the board. Underline the capital letter for the place name to remind children.
- 4 Say **Work in pairs. Write answers to the questions**. Monitor to make sure children are not handing their coursebook to their partner to complete!
- 5 Elicit some answers and write them on the table. Get children to check and correct their work.

ACTIVITY 2 Complete the sentences about your classmate. Then read each other's sentences. 5 mins

- 1 Say **Complete the sentences about your classmate**. Model what you want the children to do with an example on the board. Make sure the children understand that they use the information from Activity 1.
- 2 Say **Read each other's sentences**. Get children to check each other's spelling and punctuation.
- 3 Get children to check and correct their own work.

ACTIVITY 3 Write correct questions. 10 mins

- 1 Write on the board: *how are you and you live? where do*
- 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 questions. Help them to focus on the use of capital letters at the beginning of a question and question mark at the end. Help them to notice word order.
- 4 Say **Write correct questions**. Get the children to write the correct questions and answer them. 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 *How many brothers and sisters/sisters and brothers do you have? I have ... brother(s) and ... sister(s)* 2 *Where do you live? I live in ...*

ACTIVITY 4 Think and write sentences about your families. 10 mins

- 1 Ask children to take out the photos/drawings of their families.
- 2 Say **Think and write sentences about your families**. Encourage the children to look back at the unit and elicit some sentence starters and write them on the board, eg. *My name is ... / I'm ...*
I come from ...
I live in ...
I'm ... years old.
I have ... brother(s) and ... sister(s).
- 3 Get children to check each other's work for punctuation. This is a first draft. Encourage children to add more sentences about their family, eg. names of people in the family, ages, who they are (parents, brother, sister, grandmother, grandfather, cousin, uncle, aunt).
- 4 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 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.

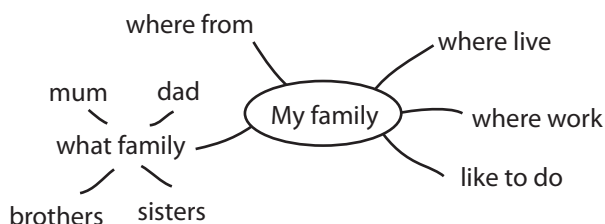
10 mins

- 1 Warmer game: Play *Shark Attack*. Draw a short line for each letter, eg. _ _ _ _ _ (*twins*). 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 out 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 films, internet 2 parents 3 twins, class 4 works, cinema 5 races 6 emails 7 art

ACTIVITY 2 Work in pairs. Make a booklet about your family. 30 mins

- 1 Tell the children they are going to write about their families. Show them a model of a zigzag booklet you have made before the class with photos and descriptions. Tell the children they will need to use their best handwriting as the booklets 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 families.



- 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 proof read 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 zigzag booklet.

- 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 booklets home to finish and bring back the next Period.
- 7 Display the completed booklets.

EXTENSION: Two groups can work together presenting their families to each other.

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

Our country

Period 1 – focus on listening PB page 12

Aims talking about places

Key language *photo, stadium, building, father, mother, people, cable car, famous, valley, hiking, boat, wheels*

Review *Dome of the Rock, Gate of Damascus, Jericho, Ramallah, Palestine, England, London, teacher, engineer, lemonade, mountain, water, milk, street, park, duck. Verbs: drink, look, listen, come, show, hike, go, do, sit, write, read.*

Language structures present continuous eg. *I'm drinking.*

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

LANGUAGE PRESENTATION 8 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 stadium. Say *This is a stadium. What do you do here?* (*play sports*, accept any reasonable answer).
- 3 Repeat with flashcard of *famous*. Say *This is a famous building*. Point to the Olympic Stadium or the Dome of the Rock. Ask *Why do you think it is famous?* Encourage the children to say it is somewhere that many people want to visit. It can be old or new. Repeat with rest of flashcards.
- 4 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 10 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 7

*photo stadium building father mother people
cable car famous valley hiking boat wheels*

LANGUAGE DEVELOPMENT 7 mins

Before the lesson:

Prepare word cards: *What/ are/ you/ doing/ ?/ I'm/ listening/ to/ you./ . / drinking lemonade/ hiking/ in/ the/ / mountains/ sitting/ in/ a/ cable car/ writing/ reading/ looking/ at/ a/ famous/ building/ and*

- 1 Distribute word cards and say *What are you doing?* to five 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 five children. Say *I'm listening to you.* 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 Repeat with other sentences and transfer to the right side of the board:
I'm looking at a famous building.
I'm drinking lemonade. Etc
- 4 Ask different children to match the flashcards to the sentences.
- 5 Get class to notice use of *I'm* throughout and the use of *-ing* in the verbs, as well as the use of *-ing* in the question, doing.
- 6 Ask class which flashcards are left. The flashcards of *photo, father, mother, valley, boat, wheels* are left. Get children to identify each flashcard.

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's talking about the Olympic stadium? (Ben)
Who's talking about London? (Amy and Ben)
How many children can you see? (four)
What do you like? (accept any reasonable answer)
Where's the duck bus? (in the river/water)

Audio 8

Narrator: Ben, Omar, Amy and Rania are drinking lemonade in the kitchen. They are looking at photos.

Omar: This is the Dome of the Rock. It's famous. It's in Jerusalem.

Narrator: Ben is showing Omar a photo of the Olympic Stadium in London.

- Rania: *What's that? It's a very big building! And who's this?*
 Ben: *This is the Olympic Stadium. It's a new building. It's for the Olympic games. This is my father. He's an engineer.*
 Narrator: *Rania is showing a photo of the cable cars in Jericho and a photo of Wadi al-Qilt.*
 Rania: *This is Deir Qruntul, you can go up the mountain in the cable car. These people are my mother and father. And this is Wadi al-Qilt. It's a famous valley. We go hiking there.*
 Narrator: *Amy is holding a photo of a boat. It is in the river. Amy is in the boat.*
 Omar: *What's that? Is it a boat? Is it a bus? It has wheels!*
 Amy: *It's a duck bus! It can go in the water and on the street.*

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 use of the everyday English box and get them to repeat the language using appropriate stress and intonation.

Repeat audio activity 2

REVIEW 5 mins

- 1 Get children to identify the questions in the dialogues:
What's that? It's ...
Who's this? It's ...
- 2 Get children to work in a small group and ask and answer questions about themselves in a circle drill.

Period 2 – focus on reading PB page 13

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. 5 mins

- 1 Tell the children riddles to get them to guess the activity, eg. *It's new. It's a building. It's in London. You play games in it. What is it?* (the Olympic Stadium/a stadium) Invite a child to match the word and flashcard.
- 2 Repeat with *It has a river in it. You go hiking here. What is it?* (valley/Wadi al-Qilt.) *It is a boat and a bus. It has wheels. What is it?* (a duck bus)

- 3 Say **Read and circle**. Get children to read text from Period 1 and 2 and find the words in the word box in Period 1. Circle the words.
- 4 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.

Repeat audio period 1 activity 1

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.

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 5. 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 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 their own groups.

ACTIVITY 4 Read and circle the correct words. 5 mins

- 1 Say **Read** and get children to read silently. Model what you want the children to do with an example. Ask *Where do you play football?* (playground, park, stadium) 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 make corrections.

Answers: 1 stadium 2 house 3 old 4 valley 5 friends (concept check that sisters are girls and the name Omar is a boy's name) 6 river

REVIEW 5 mins

- 1 Display flashcards and word cards. Play *I spy*, eg. *I spy something beginning with the sound /s/* (stadium). Repeat with /f/ (photo, famous, father – help the children notice that the letters /ph/ together have the same sound as /f/), /p/ (people), /m/ (mother), /c/ (cable car), /b/ building etc.
- 2 Play *Who am I?* riddles, eg. *I go round and round. You can see me on a car, a van, a plane. What am I?* (wheels)

Period 3 – focus on comprehension

PB page 14

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and asks children to match the word and flashcards.
- 2 Ask *What does 'famous' mean?* Accept any reasonable answer that means it can be a person, building or item which many people want to see.
- 3 Repeat with *What does 'building' mean?* Accept any reasonable answer that means a house, a stadium, something made to live in or do things in.
- 4 Ask *What words starts with the sound /v/?* Elicit *valley*. Repeat with /w/ (wheels/work), /h/ (hike/house), /m/ (mother), /f/ (film/father/photo/famous), /b/ (boat/building)

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

- 5 Ask children *What two new words have you not said?* (stadium, cable car)

LANGUAGE DEVELOPMENT 7 mins

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

1 syllable	2 syllables	3 syllables
photo	stadium	Olympic
boat	father	
wheel	mother	
	people	
	famous	
	valley	
	hiking	
	cable car	

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 their hands if the sentence is correct. They stamp their feet if the sentence is wrong and correct it.

Audio 9

- 1 Ben, Omar, Rania and Fiona are drinking milk in the kitchen.
- 2 The cable car is in Ramallah.
- 3 You can see a boat in the river.
- 4 One of the people in the duck bus is Omar.

Answers: clap 2, 3; stamp 1, 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 or a cross next to each sentence. Give a model as an example eg. *Where's the Dome of the Rock?* Elicit: *Palestine*. 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 do you do in a stadium?* Accept any reasonable answer which means you play sports, listen to music etc. *Where's the London Olympic Stadium?* Help the children to notice the use of the word London. *Why is the duck bus famous?* Accept any reasonable answer that means lots of people want to go on it. *What can you see on a mountain?* Accept any reasonable answer which means it is full of trees, flowers. *What's a building?* Elicit examples, eg. school, mosque, church, house. *Where do you go hiking?* Accept any reasonable answer which means you need somewhere outside to walk in.

Answers: tick: 1, 4, 6; cross: 2, 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: Accept any reasonable answers which include:
1 valley 2 wheels 3 stadium 4 people, mum and dad
5 building 6 photo, drawing

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 and write answers to the questions**. Get children to read the questions silently, look at the pictures on page 13 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 drinking lemonade, speaking 2 a photo of London 3 London 4 a duck bus 5 in Palestine, Jerusalem 6 a duck bus

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 *Deir Qruntul is on a mountain. It is in Jericho. You can get there by cable car.* 2 *This is a valley. You can go hiking here.* 3 *This is a boat. It is very fast. It can go in the sea or in a river.* 4 *This is the Church of the Nativity. It is a famous building.* 5 *This is a photo of my mother and father.* 6 *These are my friends Alia and Anisa.*

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 is 2 are 3 are 4 is 5 is 6 is

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

- 1 Say **Read**. Ask children to read the questions in Activity 3 silently.
- 2 Say **Read aloud**. Ask children to read the questions in Activity 3 aloud.
- 3 Say **Answer the questions**.
- 4 Ask the following concept checking questions:
Who's talking about Palestine? (Omar and Rania).
What can you see in Omar's photo? (the Dome of the Rock, an old building, a famous building)
What can you see in Rania's photos? (Wadi al-Qilt, a valley, cable cars)
Who's showing a photo of a stadium? (Ben)
What's in Amy's photo? (a duck bus, a boat)
Who has a photo of their mother and father? (Rania)
Who has a photo of his friends? (Omar)

REVIEW 5 mins

- 1 Ask children to collect photos of their family or 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 Palestine or other places you are interested in so that the children can conceptualise what you want them to do.

Period 5 – focus on writing PB page 16

ACTIVITY 1 Read and complete the sentences with correct words.

10 mins

- 1 Warmer game: play *Shark attack*. Draw _____ (photo) on the board. Get children to call out sounds of letters (focus on the sound not the name, so if they call out /f/ then you can fill in /ph/ so confirm to them that these two letters together make a different sound). Continue with other words from unit vocabulary list.
- 2 Say **Today**. Ask the children when does the word 'today' mean? Elicit a meaning that infers this day, the day we are in now. Say *What am I doing now?* Elicit: *standing, talking, teaching, sitting, walking* and anything reasonable. Write *What are they doing?* 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 and Amy are ... (drink) lemonade with Omar and Rania.
Elicit: *Ben and Amy are drinking lemonade with Omar and Rania.*
- 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 *-ing*.

Answers: 1 drinking 2 showing 3 looking 4 showing

ACTIVITY 2 Think and complete the sentences. 10 mins

- 1 Say *What are you doing now?* Encourage children to focus on where they are and what they are doing at that specific moment, elicit anything reasonable eg. *listening (to you), sitting* etc. Write on the board: *What are you **doing now?*** (stress the last two words).
- 2 Say **Read the words aloud**. Encourage the class to identify the ending. Invite a pupil to write it on the board. Get the class to agree or disagree. *Answer: I'm sitting.*
- 3 Get children to do actions to check meaning for words, eg. *write* (pick up a pencil and pretend to write), *read* (pick up your book and use your finger to point at words), *sit* (sit down), *listen* (put your hand behind your ear), *look* (stare at a pupil), *do* (walk, sit, read, write). Check that children understand meaning and link it to an action. Write *sit* on the board. Say and write *What are you doing?* on the board. Underline *-ing*. Point to a pupil. Elicit *sitting/I'm sitting*. Write *sit ... sitting*.
- 4 Say **Think and complete the sentences**. Get the children to read, think and complete the sentences. Get the children to think of another verb and change it into a present continuous. Get them to check their answers with a partner.

- 5 Elicit answers and write them on the board. Help children to notice the use of the present continuous and how the verb endings change eg. *sit = sitting*. Get them to notice the use of the words *doing now* in the question and the *-ing* in the response. Write the regular verbs on the left and the irregular on the right. Children check their work and correct. Help children notice that some words need just *-ing* added to the end, but some need modification. Highlight the verbs that need modification and help children notice how you need to double the last letter or take a letter off before adding *-ing*.

Answers: 1 sitting 2 writing 3 reading 4 listening
5 looking 6 ?-ing

ACTIVITY 3 Think and complete the sentences. 10 mins

- 1 Write on the board:
I'm He's She's We're They're
- 2 Ask *What does this mean?* (point to *I'm*). Elicit: *I am*. Help children to notice that in a contraction a letter is missed off. Write *I'm jumping = I am jumping*.
- 3 Say **Think and complete the sentences**. Get children to complete the sentences using the given verbs.
- 4 Elicit answers by inviting a child to the board and write answers. Get the class to agree or disagree. Get children to check and correct their own work.

Answers: 1 *I'm jumping / I am jumping.* 2 *He's running. / He is running.* 3 *She's walking. / She is walking.* 4 *We're playing. / We are playing.*

ACTIVITY 4 Think and complete the questions and answers. 10 mins

- 1 Draw two columns on the board and write headings *doing now* (left) and *every day* (right).
- 2 Say *What are you doing now?* Elicit anything reasonable but using the *-ing* form of the verb. Point to the left side of the board 'doing now' column. Write the suggestions under this column.
- 3 Say *What do you do every day?* Elicit anything reasonable using present simple form of the verb, eg. *I eat, I sit* etc. Point to right side of the board, to column 'everyday'. Write suggestions under this column.
- 4 Say **Think and complete the questions and answers**. Children complete the sentences. They check their work with a partner.
- 5 Elicit answers and write them under the correct columns. Children check and correct their work. Help the children to notice how the question and answers match, eg. *doing now = +ing; do every day = plain verb no change*.

Answers: 1 reading 2 playing 3 writing 4 sleeping a read
b play c write d sleep

Period 6 – focus on integrated skills

PB page 17

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Warmer game: Say *What am I doing? Where am I?* Mime hiking (strong, slow walk). Elicit: *walking, hiking. In a valley, mountain, park.*
- 2 Repeat with *boat* (sit on a chair and pretend to row a boat, move from side to side), *cable car* (pretend to get into the cable car, open door, step inside, sit down, sway from side to side, look out of window), *stadium* (some kind of sport, whatever you are happy miming), *wheels* (arms go around and around/car, bicycle, van anything with wheels).
- 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 10

Amy: *This is a photo of London. There are lots of famous old and new buildings.
This is the river. It's in London. There is a duck bus on the river. My mother and father are on the duck bus.
Here is the Olympic stadium. You can watch sports and games here. Ben is in this photo.*

Narrator: *Listen and answer.*

- 1 Who is talking?
- 2 What can people see in London?
- 3 What are Amy's father and mother doing?
- 4 Who is at the Olympic Stadium?
- 5 What can people do at the stadium?

Answers: 1 Amy 2 old, new buildings, river, duck bus, stadium, Ben and anything reasonable 3 in the duck bus 4 Ben 5 watch sports, games and anything reasonable

ACTIVITY 2 Read aloud. 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 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 answer and write them on the board. Children check and correct their own work.

Audio 11

- 1 *This is a photo of London.*
- 2 *There are lots of old and new buildings.*
- 3 *There is a duck bus on the river.*
- 4 *My mother and father are on the duck bus.*
- 5 *Here's the Olympic Stadium.*
- 6 *Ben is in the photo.*

Answers: 1 *This is a photo of London.* 2 *There are lots of old and new buildings.* 3 *There is a duck bus on the river.* 4 *My mother and father are on the duck bus.* 5 *Here's the Olympic Stadium.* 6 *Ben is in the photo.*

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 12

*The wheels on the bus go round and round,
Round and round, round and round,
The wheels on the bus go round and round, all day long.
The cable car goes up, up high,
Up, up high, up, up high.
The cable car goes up, up high in the sky.*

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 *Teacher says*. Say *Teacher says you're in a boat*. Children have to pretend they are in a boat.
- 2 Repeat with *cable car, hiking, stadium, having a photo taken, wheels on a car, you are a famous person*.

Period 7 – focus on writing PB page 18

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

- 1 Warmer game: display the 4 flashcards from Unit 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: 2 hiking 3 cable car 6 Olympic Stadium 7 friends; Down: 1 wheel 4 building 5 valley

ACTIVITY 2 Think and write words. Then make a crossword. 5 mins

- 1 Write the letter 'b' on the board and elicits all the words the children know beginning with the letter /b/ eg. *building, big, brown, boy* and anything else reasonable. Write the words on the board.
- 2 Model what you want the class to do with an example, think of a sentence with one of these words, eg. *It is an old ... (building)*.
- 3 Displays the rest of the unit word cards and flashcards on the board.
- 4 Puts the class in groups of four. Each group is given 30 x 3 cm square pieces of paper. Each child in the group has to choose a word from the board, each word in the group has to be different.

NOTE: this activity will not take a long time. Each child only has to do one word, the extra pieces of paper are for the fast finishers who can do more than one word.

- 5 Children make their crossword puzzle writing each letter of their word on a 3 cm square paper. Children then work out how to fit their words together on the table. Children make a sentence using their word.
- 6 Show the class how to make the crossword puzzle by writing the longest word on the board, explaining that in crossword puzzles they can write in capitals eg.

B	U	I	L	D	I	N	G
O							
A							
T							

- 7 Then fit the other words around it. Tell the children that crosswords are very clever because you have to fit the words in so you can read the words across and down. The squares with no letters you colour in black.

ACTIVITY 3 Write correct sentences. 10 mins

- 1 Say **Read** and get the class to read the dialogues out loud. Write two sentences on the board, eg. *i am the teacher of class i live in Palestine*
- 2 Ask the class to help you correct the sentences. Help them focus on the use of capital letters and full stops.
- 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: a Amy is ten years old. b She lives in London. c It is a big city in England. d Omar lives in Palestine. e The Dome of the Rock is in Jerusalem. f The Olympic Stadium is in London.

ACTIVITY 4 Work in groups of four. Write sentences about your photos. 10 mins

- 1 Say Work in groups of four. Ask children to take out the photos/drawings of Palestine or places they are interested in.
- 2 Elicit some question words and write them on the board:
What (is it?) What (are they doing?)
What (can you do with it?) Where (is it?)
Who (is in the photo/picture?)
- 3 Say **Write sentences about your photos**. Encourage the children to look back at the unit and elicit some sentence starters and write them on the board, eg.
It's an old _____
This is _____
These are _____
It _____
They _____
- 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 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 write the homework in it.

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 *Shark attack*. Draw lines: _ _ _ _ (*boat*). 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 out 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: a mother, father 2 stadium 3 wheels 4 boat
5 people 7 hiking, valley 8 cable cars 9 picture, building

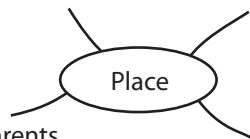
ACTIVITY 2 Work in pairs. Make a poster about people and places.

30 mins

- 1 Tell the children they are going to write about the people and places they have chosen. 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.
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 people

where eg. place, country,
town, valley, mountain

what eg. stadium,
photo, famous etc.



who eg. parents,
mum/dad, mother/father,
brother, sister,
famous person etc.

what doing
eg. jumping, looking,
taking photos, swimming etc.

- 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 proof read 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 gluing. 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.

Mini-Olympics

Period 1 – focus on listening PB page 20

Aims to use ordinal numbers to show position, eg. first; to understand the meaning of metres with relation to length and minutes with relation to time

Key language *first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, metre, minute*

Review *race, Olympics, fast, slow, running, swimming, Sports Day, egg and spoon race*

Language structures present continuous: *He's/She's swimming fast.* Present simple: *He/she finishes the race in one minute. He's/She's first! 200, 300, 400 to 1000 (metres)*

Materials Pupil's Book, CD, Poster, Flashcards Unit 3, a 30 cm ruler, six strips of paper one metre long, a clock and/or watch, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 8 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 *first*. Say *This is first. What do you do to come first?* (win sports, exams accept any reasonable answer). Repeat with flashcards of second and third.
- 3 Repeat with flashcard of metres. Say *This says metres.* Point to a ruler. *How many of these do you think one metre is?* Encourage the children to say it is more than three rulers (depends on size of ruler). Get children to use their hands to show how long a metre is. A child might know their height, get them to tell you their height and help children to conceptualise a metre. Use one of the metre long strips of paper. Repeat with rest of flashcards of numbers and minutes (the latter use a watch).
- 4 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 10 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 and use their fingers and hands to conceptualise, eg. numbers use fingers, minutes touch their wrists and metres hold their hands/arms open to show size of metre)
- 4 Repeat 3.

Audio 13

metre minute first second third fourth fifth sixth seventh eighth ninth tenth eleventh twelfth

LANGUAGE DEVELOPMENT 7 mins

Before the lesson:

Prepare word cards: *Part (a) Who's first / second / third / fourth / fifth / sixth / seventh / eighth / ninth / tenth / eleventh / twelfth / ? She's / He's / . Part (b) / How / many / metres / minutes / ?*

- 1 Distribute and say *Who's first?* to three 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 eleven children. Get children to line up in order from first to twelfth. Say *She's third* and get them to stand in line to make a sentence. Get class to confirm and read it aloud. Repeat with other word cards (and get rest of class to point to child with the word card when you ask the question).
- 3 Transfer the sentences to the right side of the board. Get class to focus on the use of capital letters and full stops.
- 4 Repeat with Part (b) word cards, say *How many metres?* transfer to the right side of the board. Put children into six groups of five children. Distribute strips of metre-long paper. Tell children to take it in turns to measure each other.
- 5 Repeat with *How many minutes?* Write the time on the board, eg. 9:50. Say *How many minutes until 10.00?* Encourage the children to say 10 minutes.

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's running in the 100 metre race? (Ben and Omar)
Who wants to come first? (Ben)
Who runs in the egg and spoon race? (Rania and her friends)
Who comes first? (Reem)
Who's swimming? (Omar)
Who's third? (Anas)
Who's running in the 200 metre race for girls? (Rania and her friends)
Who's tenth? (Fatima)

Audio 14

- Narrator:** Ben, Omar, Anas and Jamal are getting ready to run the 100 metre race. Ben wants to come first.
- Omar:** Run fast Ben! I want you to come first!
- Narrator:** Rania and her friends are walking fast for the egg and spoon race. It is a 50 metre race. Rania is second. Her friend Reem is first.
- Amy:** Walk fast Rania! You're coming second. Fatima is third!
- Omar:** Reem is very fast! She's first! Well done Reem!
- Narrator:** Omar is swimming. He is swimming in the 50 metre race. His parents are watching. His father is taking a photo.
- Omar's mum:** Look! Omar is swimming fast. He's third!
- Rania:** No, he's not. He's fourth. Look at the board.
- Narrator:** This is the 200 metre race for girls. Ten girls are running. Fatima is very slow. She is tenth. Reem is seventh, Huda is sixth, Rania is fifth.
- Omar:** Come on Rania, you are ninth!
- Ben:** No, she isn't, she's eighth! No, she's fifth!

- Invite children to order the numbers from first to tenth.
- Say **Listen and match**. Ask children to look at the numbers on the left hand column in their coursebooks, listen and find the words on the right.
- 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. six = sixth.
- For feedback invite children to put the words back into order. Invite other children to write the numbers next to them. Get children to check their own work and make corrections.

Audio 15

two	second	nine	ninth
five	fifth	four	fourth
ten	tenth	one	first
three	third	six	sixth
seven	seventh	eight	eighth

Answers: first = one; second = two; third = three; fourth = four; fifth = five; sixth = six; seventh = seven; eighth = eight; ninth = nine; tenth = ten

ACTIVITY 3 Listen and say. 5 mins 

- Say **Listen and say**. Play the recording again. Pause so that children can read and repeat the text.
- Get children to focus on the stress and intonation of the dialogues.
- 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**REVIEW 5 mins**

- Get children to identify the phrases in the dialogues: *Well done! Look! Come on!*
- Get children to work in a small group and ask and answer questions about themselves in a circle drill.

Period 2 – focus on reading PB page 21**LANGUAGE PRESENTATION 8 mins**

As for Period 1.

LANGUAGE DEVELOPMENT 7 mins

As for Period 1.

ACTIVITY 1 Listen and match. 5 mins 

- Display the word cards on the left side of the board, the numbers are out of order. Point at word cards in turn and ask *What's this?* (point to *first*). Elicit *first*.

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

- Children 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

- Get children to work in groups of five. They take it in turns to read narration or dialogue in pictures 1, 2, 3 and 4 Period 1.
- Say **Work in groups of four or five. Read the passage on page 20 aloud**. Monitor groups. If necessary model what you want the children to do with a group at the front of the classroom.

ACTIVITY 4 Read. Then tick ✓ the correct sentences. 5 mins

- Say **Read. Then tick ✓ the correct sentences**. Get children to check their answers with a partner.
- Write 1, 2, 3, 4, 5 on the board. Elicit the answers inviting a child to come to the board and tick the answer next to the number. Children check their own work.

Answers: 1 cross/first 2 tick 3 cross/ten 4 cross/second 5 tick

REVIEW 5 mins

- Play *Missing letters* in teams. Write on the board some of the key vocabulary with letters missing.
- The team with the most correct spellings is the winner.

**Period 3 – focus on comprehension
PB page 22**

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and asks children to match the word and flashcards.
- 2 Ask *What does 'metre' mean?* Accept any reasonable answer that means the length or size of an item. Encourage children to use their hands to show the size of a metre.
- 3 Repeat with *What does a 'minute' mean?* Accept any reasonable answer that means time. Encourage the children to conceptualise a minute, ask *How many minutes in one hour?* Elicit *60 minutes. How many minutes for our English lesson?* Elicit *40 minutes.*
- 4 Ask *What words starts with the sound /f/?* Elicit *first, fourth, fifth.* Repeat with /s/ (second, sixth, seventh), /e/ (eighth, eleventh), /n/ (ninth), /th/ (three), /t/ (tenth, twelfth).

Note: don't restrict 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. 3 claps =eleventh. Get the children to say the words and clap the syllables.

1 syllable	2 syllables	3 syllables
first	metres	eleventh
third	minutes	
fourth	second	
fifth	seventh	
sixth		
eighth		
ninth		
tenth		
twelfth		

ACTIVITY 1 Listen. Stand or sit. 5 mins 

- 1 Say **Listen.** Children listen to the sentences and identify what is wrong.
- 2 Say **Listen. Stand or sit.** Play the recording. Pause after each sentence. Children stand if the sentence is correct. They sit if the sentence is wrong and correct it.

Audio 16

- | | |
|----------------------------------|---|
| 1 <i>First, second, fourth.</i> | 5 <i>You can see metres on a ruler.</i> |
| 2 <i>Sixth, seventh, eighth.</i> | 6 <i>You tell the time in metres.</i> |
| 3 <i>Third, fourth, sixth.</i> | |
| 4 <i>Seventh, eighth, ninth.</i> | |

Answers: 1 sit/third 2 stand 3 sit/fifth 4 stand 5 stand 6 sit/minutes

ACTIVITY 2 Read and circle the correct words. 5 mins

- 1 Say **Read** and get the children to read silently for meaning.
- 2 Say **Read and circle the correct words.** Ask the children to read the sentences silently and circle the correct words. Give a model as an example, write the first sentence on the board. eg. *Ben runs fast, he is no. 1. He is first/tenth in the race.* Elicit: *first.* Circle the word 'first'.
- 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 first 2 fourth 3 second 4 tenth 5 fifth

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 metres 2 minute 3 second 4 first 5 fifth

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 20 and 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, look 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 *He wants to come first* 2 *No, she comes second* 3 *Muhammad* 4 *50metres* 5 *Rania*

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 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.

NOTE: get the children to notice the difference in sentence no. 2 between singular and plural.

Answers: 1 seventh, first 2 minute, minutes 3 third 4 first 5 fifth 6 fourth

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 questions and answers. Model what you want the children to do with an example, write on the board: *Ben is in the 100 metre/minutes race*. Elicit *metres*.
- 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.

Answers: 1 metres 2 minute 3 metres 4 second 5 seventh

ACTIVITY 4 Read aloud. Then answer questions. 5 mins

- 1 Say **Read**. Ask children to read the questions in Activity 3 silently.
- 2 Say **Read aloud**. Ask children to read the questions in Activity 3 aloud.
- 3 Say **Answer the questions**.
- 4 Ask the following concept checking questions:
What's happening in Ben and Omar's school? (sports day)
What does the school call this day? (mini Olympics)
Why does the school call it this? (mini = small and Olympics are sports)
Why does Ben want to come first? (accept any reasonable answer that means he is fast and likes to win)
What running race do Ben and Omar run in? (100 metres)
What running race do Rania and her friends run in? (200 metres)
Who's first in the swimming race? (Asim)
What does he swim? (50 metres)
Who comes seventh in the egg and spoon race? (Reem)
Who comes fifth in the egg and spoon race? (Rania)
Is the egg and spoon race easy? (no, it's difficult, the egg can fall)

REVIEW 5 mins

- 1 Ask children to think about different events for a mini-Olympics to be held in Period 8. What sports/activities do they like? what sports are they good at? These sports/activities have to be able to be done in the classroom without making too much noise. They need to think of activities they can do in the class.

NOTE: it would be useful if you could think of some simple games that could be done in the classroom so the children can conceptualise what you want them to do, eg. paper basketball.

Period 5 – focus on writing PB page 24

ACTIVITY 1 Read aloud. Then complete the sentences. 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 ninth – jump up and down*. Get the child in the ninth place to jump up and down. Repeat linking a number and an action, make sure everyone gets to do something.
- 2 Say *Today*. Ask the children when does the word 'today' mean? Elicit a meaning that infers this day, the day we are in now. Say *What am I doing now?* Elicit *standing, talking, teaching, sitting, walking* and anything reasonable. Write the question: *What am I doing now?* on the board (left hand side).
- 3 Say **Read aloud**. 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 and Omar are running in the 100 metre race.*
- 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. Help children notice the endings -ing.

Answers: 1 running 2 swimming 3 walking 4 watching 5 taking

ACTIVITY 2 Read. Complete the sentences. 10 mins

- 1 Say *What are you doing now?* (stress the last two words). Encourage children to focus on where they are and what they are doing at that specific moment, elicit anything reasonable eg. *listening (to you), sitting* etc. Write on the board: *What are you doing now?*
- 2 Say **Read the words aloud**. Encourage the class to identify the ending. Invite a pupil to write it on the board. Get the class to agree or disagree. *Answer: I am sitting.*

NOTE: get the children to notice that when you speak you say 'I'm ...', but when you write a statement you write 'I am ...'

- 3 Get children to do actions to check meaning for words, eg. *write* (pick up a pencil and pretend to write), *read* (pick up your book and use your finger to point at words), *sit* (sit down), *listen* (put your hand behind your ear), *look* (stare at a pupil), *do* (walk, sit, read, write). Check that children understand meaning and link it to an action. Write *sit* on the board. Say and write *What are you doing?* on the board. Underline *-ing*. Point to a pupil. Elicit *sitting/I'm sitting*. Write *sit ... sitting*.
- 4 Revise the meaning of 'left' and 'right'. You may like to use the *Teacher says* game, eg. *Teacher says put your left hand up.*

- 5 Say **Read and complete the sentences**. Get the children to read, think and complete the sentences. Get the children to think of another verb and change it into a present continuous. Get them to check their answers with a partner.
- 6 Elicit answers and write them on the board. Help children to notice the use of the present continuous and how the verb endings change eg. *sit = sitting*. Get them to notice the use of the words 'doing now' in the question and the *-ing* in the response. Write the regular verbs on the left and the irregular on the right. Children check their work and correct. Help children notice that some words need just *-ing* added to the end, but some need modification. Ask for other examples of present continuous words, e.g. *speaking, walking, jumping, drawing*, etc.
- 7 Highlight the verbs that need modification and help children notice how you need to double the last letter or take a letter off before adding *-ing*.

Answers: 1 standing 2 jumping 3 looking 4 sitting

ACTIVITY 3 Think and write the words. 10 mins

- 1 Draw ten circles on the board. Write 1–10 in sequence inside the circles. Point to no. 1 and say *What's this?* Elicit *first*. Write *first* under the circle.
- 2 Say **Think and write the words**. Get children to complete the sentences using the unit vocabulary.
- 3 Elicit answers by inviting a child to the board and write answers. Get the class to agree or disagree. Get children to check and correct their own work.

Answers: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth

REVIEW 10 mins

- 1 Play *Number sequences*. Put the children into groups of twelve.
- 2 Ask them to number themselves one to twelve. Ask them to start at one and each child takes it in turn to say their number. Go from one to twelve.
- 3 Ask the children to call out their numbers backwards from twelve down to one.
- 4 Ask the children to number themselves from first to twelfth. Ask them to start at first and each child takes it in turn to say their number. Go from first to twelfth.
- 5 Ask the children to call out their numbers backwards from twelfth 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: Model what you want the children to do on the board, say eg. *100 metres*. Write *100* on the board. Write *one hundred*. Underline the word *one*. Say *200 metres*. Write *200 = two hundred* on the board. Underline the word *two*.
- 2 Get children to work in a group. Say a range of numbers for the children to write down, eg. *300 metres, 400 metres, 700 metres, 900 metres*. Get children to work together and agree on how to write numbers. Invite 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 add 00.
- 3 Say **Look**. Get the children to look at the pictures. Revise the meaning of positions by playing *Teacher says* and get children to use their fingers to show the position, eg. *Teacher says show me third* (children show three fingers).
- 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 17

This is Mrs. Tala talking from the mini Olympics. We have a very exciting day today. Let's look at the swimming race first. It is the 100 metre boys' swimming race, Omar in class 5A is first, Ben in class 5A is second and Hassan in class 5C is eighth. Well done boys.

Let's look at the long jump. The girls are jumping now. Fatima is first. Well done girls!

And now to the hopping race. This is the third race. How many metres can the boys hop? Rami is first. Well done!

And the fourth race is skipping. The girls are skipping well.

Dalia is first.

What a great day! Well done children!

Narrator: Listen and answer.

- 1 Who's talking?
- 2 What's the fourth race?
- 3 Who wins the swimming race?
- 4 Who's sixth in the long jump?
- 5 Who's ninth in the skipping race?

Answers: 1 Mrs Tala 2 skipping race 3 Omar 4 Fatima 6 Tala

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. *Amira is fourth/fifth in the skipping race*.
- 4 Get children to check their answers with a partner by taking it in turns to read aloud a sentence each.
- 5 Elicit answer and write them on the board. Children check and correct their own work.

Audio 18

- 1 *Amira is fifth in the skipping race.*
- 2 *The tenth boy in the hopping race is Nabil.*
- 3 *Reem is sixth in the long jump.*
- 4 *Hassan swims 200 metres in two minutes.*

Answers: 1 fifth 2 tenth 3 sixth 4 minutes

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.
- 5 Split the class in half. One half sing the words on the left half and the other half on the right. They take it in turn to sing.

Audio 19

A: *I like long jump, I like long jump.*

B: *So do I, so do I.*

A: *Can you jump high? Can you jump high?*

B: *Yes, I can. Yes, I can.*

A: *I like swimming, I like swimming.*

B: *So do I. So do I.*

A: *Can you swim fast? Can you swim fast?*

B: *No, I can't. No, I can't.*

A: *Swimming, throwing, jumping, hopping.*

B: *Can you do them well? Can you do them well?*

A: *Yes I can. Yes, I can.*

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 *Chinese whispers*. These are some ideas of what to say: *100 metres first five minutes 400 metres twelfth seventh 500 metres ten minutes*

Period 7 – focus on writing PB page 26

ACTIVITY 1 Think and write the words. 10 mins

- 1 Warmer game: play *What's missing?* Display unit vocabulary flashcards randomly on the board BUT do not display the flashcard for metres and tenth.
- 2 Ask children to look at the flashcards and say *What's missing?* Elicit *metres, tenth*.
- 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 number aloud and elicit answer, invite a child to write the word on the board, eg. *9th = ninth*
- 6 Say **Write the words**. 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 *ninth* 2 *tenth* 3 *first* 4 *third* 5 *second* 6 *eleventh*

ACTIVITY 2 Write correct sentences. 5 mins

- 1 Get the class to read the dialogues out loud. Write two sentences on the board, eg.
I'm race swimming first in the. I can minutes swim 100 in 1.10 metres.
- 2 Ask the class to help you correct the sentences. Help them focus on the use of capital letters and full stops. Get the class to focus on word order.
- 3 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: 1 *Reem is sixth in the long jump.* 2 *Shadi is seventh in the hopping race.* 3 *Amira is fifth in the skating race.* 4 *Ben is second in the swimming race.* 5 *Hassan can swim 200 metres in 4 minutes.* 6 *Dalia can skip for 121 minutes.*

ACTIVITY 3 Think and write sentences about races. 15 mins

- 1 Say **Think and write sentences about races**. Children think about different sorts of races and write about them.
- 2 Get children to get into their groups of 8 and look at the sentences they drafted. 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.

ACTIVITY 4 Write the words. Practise your handwriting. 10 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 27

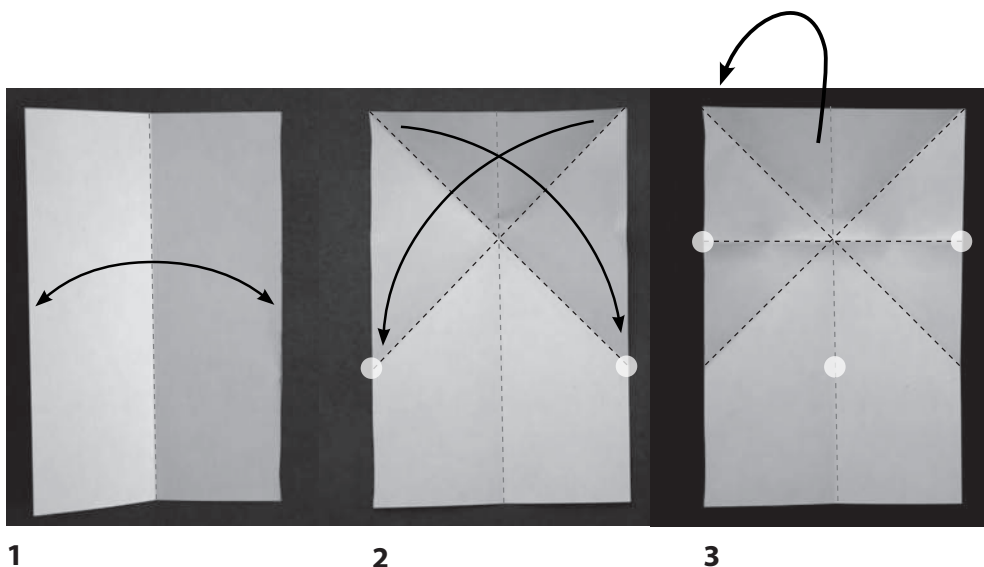
ACTIVITY 1 Read and complete the sentences. Check your spelling. 10 mins

- 1 Warmer game: Get the children in groups of 12. Play number sequences from first to twelfth forwards and backwards from twelfth to first.
- 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 out 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.

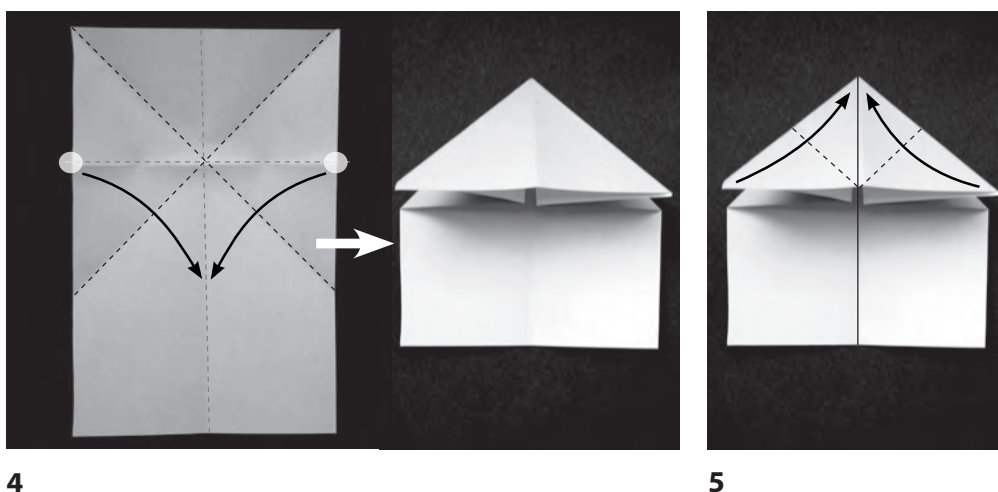
Answers: 1 *second, fifth* 2 *first* 3 *fourth, third* 4 *metres, minutes* 5 *metres* 6 *twelfth*

ACTIVITY 2 Work in pairs. Make jumping frogs and race them. 30 mins

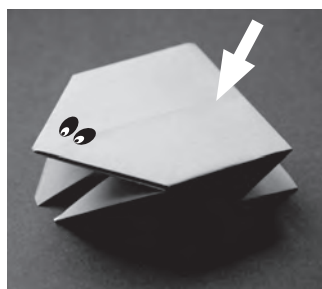
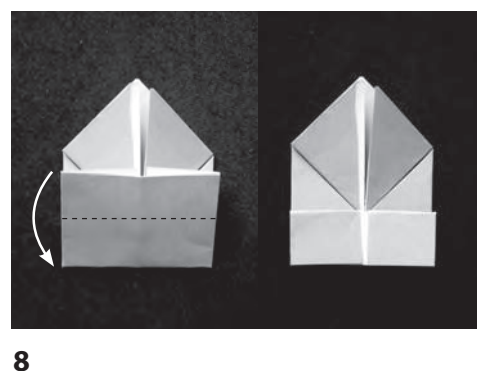
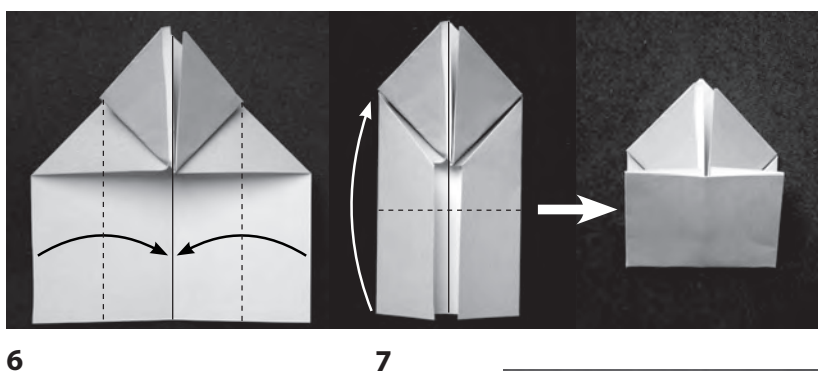
- 1 Give out paper for making paper jumping frogs. Model what you want the children to do.
- 2 In pairs the children make their frog. They write their names on it.
- 3 Get children to stand on one side of the class. One pair at a time makes their frog jump.
- 4 They use a ruler to measure how far their frog jumped and write it down in the table.



- 1 Fold a rectangular piece of paper in half and open it out again.
- 2 Fold the top corners to the opposite edge of the paper.
- 3 Fold the paper where the diagonal creases meet in the centre then open it up again.
- 4 Holding firmly, bring the two sides (marked) down towards the centre line and flatten.



- 5 Fold the edges of the triangle to the top point.
- 6 Next fold the sides into the centre line.
- 7 Fold the bottom of the frog upwards so the end is in the centre of the diamond at the top.
- 8 Next fold the same part downwards and in half.
- 9 Finished! Press the frog's back to make it jump.



6 7

8

9

Holidays in Palestine

Period 1 – focus on listening PB page 28

Aims to link the month of the year to ordinals; to identify when holidays occur; to link weather to months of the year

Key language *January, February, March, April, May, June, July, August, September, October, November, December, month, year*

Review days of the week, seasons, *holiday, lots of, clean, brush, wash, drive, ride, sometimes, grapes, outdoors*

Language structures present simple: *January is the first month. I go to school from ... to ...; I have holidays in ...; there are seven days in a week. There are twelve months in a year; The months of ... are in + season; It's + weather in + month.*

Materials Pupil's Book, CD, Poster, Flashcards Unit 4, calendar (a school calendar or one you have at home), Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 8 mins

- 1 Show Unit 4 poster. Ask *What can you see?* Elicit as much as possible in English (characters and items). Praise the children's efforts.
- 2 Show the calendar that you have brought in. Say *What's this?* Encourage children to call out names of days of the week, *month, year, calendar* (some children may have this background knowledge).
- 3 Show the key language flashcards. Point to flashcard of January. Say *This is the first month of the year. What is it? (January).* Repeat with flashcards of rest of months of the year. Say *These are the months of the year. How many months are there in a year?* Children count with you as you count out the 12 months. Show flashcards of *month* and *year*.
- 4 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 10 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 months one by one. Encourage the children to say their names.
- 3 Repeat 3.

Audio 20

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

LANGUAGE DEVELOPMENT 7 mins

Before the lesson:

Prepare word cards: *What / are / the / months / of / the / year / ? / January / February / March / April / May / June / July / August / September / October / November / December*

- 1 Distribute and say *What are the months of the year?* 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 month word cards to twelve children. Say *January, February, March, April, May, June, July, August, September, October, November, December* (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. Get class to focus on the use of capital letters for the first letter.
- 3 Say *What words are missing?* Elicit: *month, year*.
- 4 Get children to identify each flashcard. Concept check by asking: *What's the first month in the year?* (January) *What's the second month in the year?* (February).
- 5 Repeat with rest of months: third = March, fourth = April, fifth = May, sixth = June, seventh = July, eighth = August, ninth = September, tenth = October, eleventh = November, twelfth = December.

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. Children focus on understanding.
- 4 Say **Listen and answer the questions**. Play recording again and ask the following questions:
When's spring? (March, April, May)
When's autumn? (September, October, November)
When's summer? (June, July, August)
When's winter? (December, January, February)
What can you do in July/October/April/January? (accept anything reasonable).

Audio 21

Narrator: Amy and Ben want to go on holiday. The long summer holiday is in the months of June, July and August.

Amy: June, July and August are very hot. I want to go to the beach.

Ben: Oh good! It's the summer holiday. I want to go to Haifa.

Narrator: Omar and Rania look at the winter months of December, January and February. In February we have a holiday too.

Omar: December and January are very cold. What are we going to do in February?

Rania: It's a holiday. We're going to Aunt Amina's farm. We can ride the horses.

Narrator: The season of autumn is windy. The months of September, October and November are in autumn.

Omar: Look Ben! We can fly our kites in October. It's windy.

Ben: Great! I like to fly my kite. What are you doing in that photo?

Omar: Rania and I are collecting olives.

Narrator: Amy and Rania look at the internet. They look at the spring flowers. Spring is in the months of March, April and May.

Amy: I like spring. Spring is March, April and May?

Rania: Yes, sometimes it's rainy in spring and we play indoors.

3 Say **Read and circle**. Get children to read text from Period 1 and find the words in the word box. Circle the words.

4 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.

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. 5 mins

- Children work in groups of 4 or 5. They take it in turns to read narration or dialogue in pictures 1, 2, 3 and 4 Period 1.
- 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.

5 mins

- Say **Read** and get children to read silently. Model what you want the children to do with an example. Ask *When's autumn?* (September, October, November) *What do you do in autumn?* (fly kites, pick olives, accept any reasonable answer). Encourage the children to read for meaning.
- Say **Read and circle the correct words**. Ask children to read and circle the correct word.
- Get children to check their answers with a partner.
- Write 1, 2, 3, 4, 5, 6, 7 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 October 2 August 3 spring 4 hot 5 April 6 March 7 autumn

REVIEW 5 mins

- Display flashcards and word cards. Play *What's missing?* Get children to close their eyes. Take away two flashcards.
- Ask the children to look and identify what is missing.
- Play *Who am I?* riddles, eg. *I'm the fourth month of the year. I'm in spring. What am I?* (April)
- Repeat with other months.

ACTIVITY 3 Listen and say. 5 mins 

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

REVIEW 5 mins

- Get children to identify the expressions in the dialogues: *Oh good! Great! Oh, look at the flowers!*
- Get children to work in a small group and ask and answer questions about themselves in a circle drill.

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. 5 mins 

- Tell the children riddles to get them to guess the activity, eg. *This month is in Winter. It begins with sound jjjjj' (January).*
- Repeat with other months and seasons. Invite pupils to order word cards in sequence of months of the year.

Period 3 – focus on comprehension
PB page 30

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and asks children to match the word and flashcards.
- 2 Ask *What does 'month' mean?* Accept any reasonable answer that means it is one of twelve periods in a year eg. January, February etc.
- 3 Repeat with *When is spring?* Accept any reasonable answer that includes the months of March, April, May.
- 4 Ask *What words starts with the sound /j/?* Elicit *January, June, July*. Repeat with /f/ (February), /m/ (March, May, month), /a/ (April, August), /s/ (September), /d/ (December), /n/ (November), /y/ (year).

! Note: don't restrict to the unit vocabulary, encourage the children to use any words they know with these sounds. CAUTION: the sound /a/ in *April* and *August* is very different from *apple*.

LANGUAGE DEVELOPMENT 7 mins

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

1 syllable	2 syllables	3 syllables	4 syllables
March	April	September	January
May	July	October	February
June	August	November	
		December	

ACTIVITY 1 Listen. Clap or stamp. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and clap if they are correct and stamp their feet if they are wrong.
- 2 Model what you want the children to do with an example, play the first sentence in the recording. Elicit stamping feet. 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 22

- 1 *September, October and November are months in spring.*
- 2 *June, July and August are months in summer.*
- 3 *December, January and February are months in winter.*
- 4 *March, April and May are months in autumn.*
- 5 *There are ten months in a year.*
- 6 *The months of March, April and May are in spring.*

Answers: 1 stamp/autumn 2 clap 3 clap 4 stamp/spring 5 stamp/12 6 clap

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. *How many months in a year?* Elicit 12. 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's the ninth month of the year?* (September) *What's the seventh month of the year?* (July) *June, July, August are in what season?* (summer) *December, January, February are in what season?* (winter)

Answers: 1 tick b cross/September, April, June, November 3 cross/December, January, February 4 tick 5 tick 6 tick

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 *September, October and November/autumn* 2 *June, July and August/ summer* 3 *March, April and May* 4 *October* 5 *February* 6 *spring/March, April and May*

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, look 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 *autumn/October, November* 2 *It's rainy* 3 *June, July and August* 4 *yes* 5 *December, January, February* 6 *Haifa*

REVIEW 5 mins

- 1 Play *When is it?* Model what you want the children to do with an example. Write on the board some sentence starters, eg.
It has the months of ... and ... in it.
What months are in ...?
..., ... and ... (months) are in summer.
- 2 Put the class into groups of 4–5 children. They take it in turns to describe a season by identifying the months. The rest of the group has to say what season it is, eg. *It has the months of March and April in it.* (Spring)
- 3 Encourage the children to use the sentence starters on the board to help them.

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 at the pictures and complete the sentences. 5 mins

- 1 Say **Look at the pictures 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 December, January and February 2 March, April and May 3 June, July, and August 4 October, September, November

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 June 2 January 3 April 4 October 5 spring

EXTENSION: if the children want to argue that an answer is wrong or could be a different answer then let the class discuss. It is very possible that it rains in other seasons than spring, likewise it is very possible for it to be windy in other seasons than autumn. But these are characteristics of these seasons.

ACTIVITY 4 Read aloud. Then answer questions. 5 mins

- 1 Say **Today.** 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:
Why do Rania and Omar pick olives in autumn? (they are ready to pick then, it is the time to pick them)
When is autumn? (September, October, November)
Why does Amy like to swim in July? (it's hot)
What season is July in? (summer)
Why does Omar fly his kite in autumn? (it's windy)
Why does Rania ride horses in February? (it's a holiday)

REVIEW 5 mins

- 1 Ask children to collect photos of different seasons/months in Palestine 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 the seasons in Palestine so that the children can conceptualise what you want them to do.

Period 5 – focus on writing PB page 32

ACTIVITY 1 Read. Then circle the correct words. 10 mins

- Warmer game: play *Shark attack*. Draw _____ (*January*) on the board. Get children to call out sounds of letters (focus on the sound not the name, so if they say the sound /ch/ then you can write two letters). Continue with other words from unit vocabulary list.
- Say *today – every day*. Ask the children when does the word 'today' mean? Elicit a meaning that infers this day, the day we are in now. Say *What do you do every day?* Elicit *stand, talk, teach, sit, walk* and anything reasonable. Write the question: *What do they do every day?* on the board (left hand side).
- 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. *In the summer holiday Ben and Amy go/going to the beach.*
- Get children to look back at the pictures on page 28 Period 1 Activity 2. Say **Circle the 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 go 2 collect 3 fly 4 visit 5 like

ACTIVITY 2 Think and complete the sentences. 10 mins

- Say *What do you do every day?* Encourage children to focus on habits they do every day at specific moments, elicit anything reasonable eg. listen (to you), sit etc. Write on the board: *What do you do every day?* (stress the last two words).
- Say **Read the words aloud**. Encourage the class to identify the ending. Invite a pupil to write it on the board. Get the class to agree or disagree. *Answer: I wash.*
- Get children to do actions to check meaning for words, eg. *wash* (pretend to wash hands and face), *make my bed* (pretend to make bed), *sit* (sit down), *listen* (put hand behind ear), *look* (stare), *do* (walk, sit, read, write). Check that children understand meaning and link it to an action. Write *sit* on the board. Help the children to notice that this means habits, not what they are doing at this moment but in general.
- Say **Think and complete the sentences**. Get the children to read, think and complete the sentences. Get the children to think of another verb. 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 present simple and how the verb endings depending on who you are talking about. Get them to notice the use of the words 'do every day' in the question and the verb in the response. Children check their work and correct. Ask for other examples of present simple words, e.g. *speaking, walk, jump, draw* etc.

EVERY DAY

I/We/They	He/She
wash	washes
make	makes
go	goes
eat	eats

Answers: 1 wash 2 make 3 go 4 washes 5 cleans 6 goes 7 wash 8 eat 9 wash 10 eat

ACTIVITY 3 Read. Then complete the sentences. 10 mins

- Continue writing two columns on the board. Repeat *What on do you do every day?* Elicit anything reasonable using present simple form of the verb, eg. *I eat, I sit* etc. Add suggestions to columns so that the children can see the pattern of the endings on the third person he/she.
- EVERY DAY
- | I/We/They | He/She |
|-----------|--------|
| sit | sits |
| drink | drinks |
- Say *What does this mean?* (point to *I'm*). Elicit: *I am*. Help children to notice that in a contraction a letter is missed off. Write *I'm jumping = I am jumping*.
 - Say **Read. Then complete the sentences**. Get children to complete the sentences using the given verbs.
 - Elicit answers by inviting a child to the board and write answers. Get the class to agree or disagree. Get children to check and correct their own work.

Answers: 1 clean a walk 2 brushes b goes 3 do c buys 4 drives d rides

REVIEW 10 mins

- Play *Bingo*. Get children to draw a grid with 9 boxes. Model what you want the children to do with an example on the board. Write in 9 verbs from the columns on the board they should include the subject (pronoun) eg. *I sit, He sits*.
- NOTE: 'chunking' a pronoun with a verb is a useful way of remembering which endings link with which pronouns.
- 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 sit, he/she sits (ssssssss)*.

Period 6 – focus on integrated skills

PB page 33

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Warmer game: *Charades*. Say *What can you do in November?* Mime picking olives. Elicit: *pick olives*.
- 2 Repeat with *March* (smell flowers), *July* (pick grapes and eat them), *August* (hot/swim), *April* (rainy/put up umbrella), *December* (pick orange, peel orange).
- 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 23

Narrator: This is the ABC programme on your internet. Mr Sami wants to tell you about what you can pick off the trees in Palestine in the months of the year.

Mr Sami: In March and April you can see flowers on the trees. It's rainy and sometimes sunny in these months. In July you can start to pick figs and grapes. It's very hot.

In August you can collect the apples from the trees. It's very hot.

In September the trees have lots of yellow bananas. You can start to pick them.

In October you need to pick your olives and figs.

In December you can collect your oranges and lemons from the trees.

Narrator: Listen and answer.

- 1 Who's talking?
- 2 What can you see on the trees in March and April?
- 3 What's the weather like in spring?
- 4 When can you start to pick figs and grapes?
- 5 What month can you pick bananas?
- 6 When can we collect lemons and oranges?

Answers: 1 Mr Sami 2 flowers 3 rainy and sunny 4 July 5 September 6 December

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 answer and write them on the board. Children check and correct their own work.

Audio 24

- 1 *In March and April you can see flowers on the trees.*
- 2 *You can collect figs and grapes from July to October.*
- 3 *In September you can collect bananas.*
- 4 *In August you can start to collect the apples from the trees.*
- 5 *In Palestine we collect lemons and oranges in December.*

Answers: 1 flowers 2 July to October 3 September 4 apples 5 December

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 25

Thirty days in September, April, June and November.

*All the rest have thirty one,
Except February which has 28 alone,
And 29 in a leap year!*

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 *The chain game*. Say *We're going to play the chain game with months of the year*, invite 12 children to the front, start with January, next child has to say *February*, the following *March*, all the way to *December*.
- 2 Repeat with December back down to January.
- 3 Get class into groups of 12 and get them to go up and back down the sequence of months of the year.

Period 7 – focus on writing PB page 34

ACTIVITY 1 Write the correct words. Find them in the wordsearch.

10 mins

- 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.
- Say *Read*. Get children to read the clues. Get the children to look at the poster which explains how to do a wordsearch puzzle if necessary.
- Model what you want the children to do with an example. Find and read a word in the wordsearch. Circle the word. Look at the anagrams, write the word under the anagrams. Get the children to notice that the capital letter will be the first letter in the word.
- Say **Write the correct words**. Monitor and support the children who are struggling. They could work in pairs.
- Elicit the answers and write them on the board. Get children to check and correct their work.

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

ACTIVITY 2 Think and write words. Then make a wordsearch.

10 mins

- Write the letter 'd' on the board and elicits all the words the children know beginning with the letter /d/ eg. *December, day, do, date*. Write the words on the board.
- Model what you want the class to do with an example. Displays the rest of the unit word cards and flashcards on the board.
- Puts the class in groups of four. Each group is given 30 x 3 cm square pieces of paper. Each child in the group has to choose a word from the board, each word in the group has to be different.
- Children make their wordsearch puzzle writing each letter of their word on a 3 cm square piece of paper. Children then work out how to fit their words together on the table. Children make a sentence using their word, eg. *In December you can pick oranges*.
- Show the class how to make the wordsearch puzzle by writing the longest word on the board, explaining that in wordsearch puzzles they can write in capitals eg.

D	E	C	E	M	B	E	R
				A			
				Y			

- Then fit the other words around it. Tell the children that wordsearches are very clever because you have to fit the words in so you can read the words across and down.

ACTIVITY 3 Write correct sentences. 10 mins

- Get class to read the two individual sentences and then combine them using *and*. Help the children to notice how the use of 'and' connects two sentences.
- Say **Read** and get the class to read the sentences aloud. Write them on the board, eg.
collect grapes figs and we in july
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 *and* when listing more than one item. Help them to understand that they can have two ways to start the sentences:
In (month) I ...
I ... in (month).
- 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.
- 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 *We collect grapes and figs in July./In July we collect grapes and figs.* 2 *We collect oranges and lemons in December./In December we collect oranges and lemons.* 3 *I can fly my kite and collect olives in October./In October I can fly my kite and collect olives.* 4 *I play outdoors and collect bananas in September./In September I play outdoors and collect bananas.* 5 *June, July and August are in the summer holiday.* 6 *You can start to pick apples and go swimming in August./In August you can start to pick apples and go swimming.*

ACTIVITY 4 Think and write sentences about the seasons in Palestine. 10 mins

- Say **Work in groups of four**. Ask children to take out the photos/drawings of the seasons in Palestine.
- Elicit some question words and write them on the board:
What (season?) *What (months?)*
What (happening?)
Where (is it?)
Who (is in the photo/picture?)
- Say **Write sentences about the seasons in Palestine**. Encourage the children to look back at the unit and elicit some sentence starters and write them on the board, eg.
It's ... (season)
It's in the months of ...
They are/I am ...

- 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.
- 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

- Say **Read**. Get the children to read the unit vocabulary.
- 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.
- 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

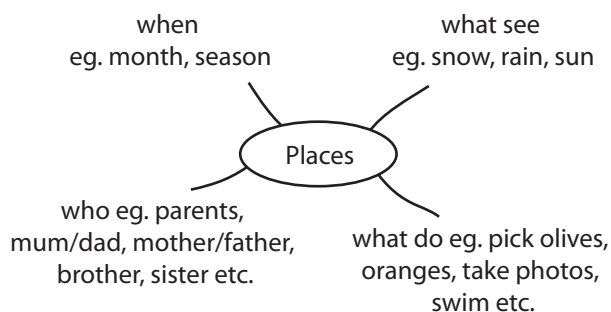
ACTIVITY 1 Complete the sentences. Check your spelling. 10 mins

- Warmer game: write anagrams on the board and get the children to guess the correct word, eg.
yaM
uaryJan
emberDec
- 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 out 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 December, January, February 2 March, April, May 3 June, July, August 4 September, October, November 5 months, year

ACTIVITY 2 Work in pairs. Make a booklet about things to see and do in each season. 30 mins

- Tell the children they are going to write about the seasons, things to see and do in each season they have chosen. Show them a model of a booklet you have made before the class with photos and descriptions. Tell the children they will need to use their best handwriting as the booklet 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 booklet
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 gluing. Who decides where the pictures/photos go.
- 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 booklet home to finish and bring back the next Period.
- Display the completed booklets.

EXTENSION: children can work in groups of four presenting their booklet to each.

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

Period 1 PB page 36

EVERYDAY ENGLISH Listen and repeat. 2 mins 

Listen and repeat. Play the audio, pause the recording so that pupils can listen and then repeat. Focus on the stress and intonation. Say **Get into pairs and say**. Pupils in turns to say an expression to each other. Pupils can look back through the units to find expressions they want to practise.

Audio 26

Good morning.

Hi!

Welcome to Palestine!

What's that?

Who's this?

Well done!

Look!

Come on!

Oh good!

Great!

ACTIVITY 1 Listen and read. 10 mins 

- 1 Warmer: Play *number sequencing* game. Get children to work in a line of 12 and then work up from first, second, third to twelfth and then back down again from twelfth, eleventh to first.
- 2 Display the poster showing the story. Ask *Who's this?* Pointing at the rabbit, tortoise, lion, zebra, dog and horse.
- 3 Say *Today the rabbit and the tortoise are having a race. Who's going to come first?*
- 4 Listen to what the children and ask *Why?* Encourage the children to think of their answer, eg. *the rabbit is fast. He has long legs.*
- 5 Ask some concept checking questions:
How many animals are in the race? (two)
Who can run fast? (rabbit)
Who cannot run fast? (tortoise)
Why is rabbit second? (he goes to sleep)
Why is tortoise first? (she does not go to sleep)
- 6 Say **Listen**. Play the recording so the children can listen and read following the text. They are listening for meaning.
- 7 Say **Listen and read**. 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 contractions occur. Help the children to understand that the written form of English is formal and the spoken form usually uses contractions.

Audio 27

I'm going to read you a story about the rabbit and the tortoise. The rabbit and the tortoise are running in a race. It starts at 12 and the rabbit is running fast. 'I'm coming first!' says the rabbit. The tortoise is slow. The animals do not think the tortoise can come first.

The rabbit needs to take a rest. 'I'm tired!' he says. He sits down and goes to sleep.

The tortoise does not need a rest. She is walking next to the rabbit and she is slow. 'He's sleeping' she says.

The rabbit is running very fast. The tortoise finishes the race at 12:15. She is first. The animals are clapping. 'I'm first!' says the tortoise. The rabbit finishes at 12:16. He is second and sad.

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 can 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 28

1 Who's in the running race?

2 Who's slow?

3 Who goes to sleep?

4 Who's second?

5 Who's first?

Answers: 1 rabbit and tortoise 2 100 metres 3 tortoise
4 rabbit 5 rabbit 6 tortoise

ACTIVITY 3 Listen and repeat activity 1. 5 mins

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

Repeat audio period 1 activity 2

ACTIVITY 4 Listen and circle the correct words. 10 mins

- 1 Say **Listen and circle the correct words**. Model what you want the children to do, eg. *The race is at 10.00 / 11.00.*
- 2 Play the recording pausing so the children can listen and circle.
- 3 Get the children to check their answers with a partner.
- 4 Elicit the answers and write them on the board. Get the children to check their own answers and make corrections.

Answers: 1 fast 2 slow 3 rest 4 first

Repeat audio period 1 activity 1**ACTIVITY 5 Work in groups of four. Read each part aloud. 8 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. rabbit, tortoise, narrator and the other animals. Children need to listen to the narrator and do the actions, eg. clap their hands, run, fall asleep, walk slowly etc.
- 2 Get the children in groups of four. Say **Work in groups of four. Read each part aloud.**

Period 2 PB page 37**ACTIVITY 1 Listen. Clap or stamp. 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 run.
Go to sleep.
Teacher says walk slowly.
- 2 Model what you want the children to do. Say **Listen. Clap or stamp.** Play recording and pause after no. 1.
The rabbit and the tortoise are in a hopping race.
- 3 Get children to clap their hands if they think this is true or stamp their feet if they think this sentence is false.
- 4 Say **Listen. Clap or stamp.** Play recording pausing between sentences for children to listen and respond.

Audio 29

- 1 *The rabbit and the tortoise are in a hopping race.*
- 2 *The rabbit wants to come first.*
- 3 *The tortoise doesn't walk fast, she's slow.*
- 4 *The tortoise doesn't stop. She doesn't need a rest.*
- 5 *The rabbit needs a rest. He stops to talk to his parents.*
- 6 *The tortoise finishes the race. She comes first!*

Answers: 1 stamp/running 2 clap 3 clap 4 clap 5 stamp/he sleeps 6 clap

ACTIVITY 2 Read. Number in the correct order 1–5. 10 mins

- 1 Get the children to look at the pictures and put them in the correct order by numbering them 1 to 5. Do the first one together with the class. Say *Which is number 1?* Elicit *d. The rabbit and the tortoise are in a race.*
- 2 Say **Read. Number in the correct order 1–5.** 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: a3 b4 c2 d1 e5

ACTIVITY 3 Write the numbers in the correct order. 10 mins

- 1 Get the children to look at the pictures. Model what you want the children to do. Say *Who's first?* Elicit *the elephant.*
- 2 Say **Write the numbers in the correct order.** 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: first, second, third, fourth, fifth, sixth

ACTIVITY 4 Look at the pictures on page 36 and complete the sentences. 10 mins

- 1 Get the children to turn back to the pictures on page 36, Activity 1. Write the incomplete sentence on the board. Get the class to read out the incomplete sentence:
The rabbit and the tortoise are in a _____
- 2 Say *How can we finish this sentence?* Elicit: *race, running race.* 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 on page 36 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.

Answers: 1 race/running race 2 fast 3 slow 4 rest/take a rest/have a rest 5 sleep 6 sleeping/resting 7 past/next to him/the rabbit 8 15 minutes 9 16 minutes 10 clapping/shouting

NOTE: this is a famous Aesop moral tale. The moral is that the fastest does not always win, what is important is to keep going and being patient.

Period 3 PB page 38

ACTIVITY 1 Look at the pictures and complete the sentences.

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. *parents (mother/father/people), twins, stadium, famous*. 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:
Rania and Omar are _____ . They are _____ years old.
- 3 Elicit some vocabulary, *twins, birthday, 11, happy, photo, eating, birthday cake, cake*. Write the vocabulary under the sentence. Get children to suggest how to complete the sentences, eg.
Rania and Omar are eating.
Rania and Omar are eating their/a birthday cake.
Rania and Omar are having their birthday/having a photo.
Rania and Omar are twins/happy/?.
They're 11 years old.

NOTE: encourage the children to see that the first sentence has a lot of different ways of being completed. Help the children notice that the second part is limited because of the use of 'years old'.

- 4 Get two pairs to make a group to check each others 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 twins/happy/having their birthday/eating cake +11
2 parents/mother and father/mum and dad + cable car
3 stadium/pitch/ground + famous 4 father/dad + hiking/walking 5 photo + people 6 art/drawing + emails/ on the internet/on his computer/laptop.

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 your answers to activity 1 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 no. 1 aloud together.
Ben's parents is/are on a cable car in Jericho.
- 2 Say *What's the correct word?* Elicit are. Say *Why is 'are' 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 is = 1 and are = 2+ people.
- 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 are 2 likes 3 is 4 is 5 like 6 are

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 (am) You (are) He/she/it (is) We (are) They (are)

ACTIVITY 4 Read aloud. Then look at the pictures on page 36.

What are they doing? 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 wants to come first? (the rabbit)
Who can run very fast? (the rabbit)
Why does the rabbit take a rest? (he's tired/he's sleepy/he's lazy)
Why does the tortoise come first in the race? (the rabbit takes a rest/is lazy/is sleepy)

EXTENSION: get the children to remember the moral of the story. That is it not about being the fastest, it's about working hard and not giving up even if at the beginning it looks like you will not do well. Hard work pays off in the end.

Period 4 PB page 39

ACTIVITY 1 Complete the sentences with the correct words. 10 mins

- 1 Remind the children that an answer needs to match a question. Say *What am I doing?* Elicit: *standing, talking, etc.* Write the question on the board: *What are they doing?* Underline the letters *-ing* in a different colour.
- 2 Ask the children to look at page 38. Say *What are they doing?*
- 3 Ask the children to read the incomplete sentences. Model what you want the children to do with an example. *Omar and Rania are _____ (eat) birthday cake.* Elicit *eating*. Underline the *-ing*. Help the children to notice that the question and answer match.
- 4 Say **Complete the sentences with the correct words.** Get children to check their answers with a partner.
- 5 Elicit the answers and get children to check and correct their own work.

Answers: 1 eating 2 riding 3 standing 4 hiking 5 having
6 drawing 7 writing

EXTENSION: you may like to help children notice that verbs ending in *e* drop the *e* and you add *-ing*.

ACTIVITY 2 Listen and answer the questions. 5 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 30

This is Mrs Rula from our sports day in Bethlehem. I'm watching the 50 metre swimming race. The boys are swimming fast. Khalid is first, Suhail is second, Ali is third, Ben is fourth, Hasan is fifth and Omar is sixth.
And here we go to the mothers' race. They are running in the egg and spoon race. This is a race from England. And they start ... they are all running fast. Oh no! Mrs. Brown's egg is not on the spoon. Well done Mrs. Smith, you are first.
And here I am watching the 200 metre running race. And they are off ... what a good race!
Narrator: Listen and answer.

- 1 Who's talking?
- 2 Where is she from?
- 3 What's the first race she watches?
- 4 Who comes fourth?
- 5 Who comes first in the egg and spoon race?

Answers: 1 Mrs Rula 2 Bethlehem 3 50 metres swimming race
4 Ben 5 Mrs Smith

ACTIVITY 3 Work in pairs. Ask and answer questions about the pictures in activity 1. 5 mins

- 1 Model what you want the children to do by inviting two children to the front of the classroom.
- 2 Get child A to read the question *What can you see?*
- 3 Get the child B to respond: *I can see ...*
- 4 Get child B to read the question *What are they doing?*
- 5 Get child A to respond: *They are ...*
- 6 Say **Work in pairs. Ask and answer questions about the pictures 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.

ACTIVITY 4 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.
- 3 Model what you want the children to do with an example. Write on the board:
The first month of the year is _____.
Elicit *January*. Write the word 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 January 2 third 3 Sunday 4 fourth 5 July and August 6 December, January, February

ACTIVITY 5 Work in pairs. Choose a unit task from Units 1–4. Then talk about it to another pair. 8 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 task 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 unit task from Units 1–4. Then talk about it to another pair.**

ACTIVITY 6 Sing one of the songs in Unit 2 or 4. 2 mins

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

Basketball

Period 1 – focus on listening PB page 40

Aims to link comparatives to people at different stages in their lives

Key language *fat, thin, heavy, light, young, high, low, wide, strong, throw, long, clever*

Review *fast, slow, tall, short, fun, sport, basketball, people, kilos, famous, shoulders, swimming pool, hair, shoes, big, run, jump, swim, old, metres*

Language structures ... *is thin*. ... *is thinner than* ...

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

LANGUAGE PRESENTATION 8 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 strong. Say *This is strong. Do you know anything else that is strong?* Elicit anything reasonable eg. *desk, chair, person*. Repeat with flashcards of rest of unit vocabulary (*thin, fat, heavy, light, high, wide, low, long*). Say *These are the words we can use to talk about things and people*.
- 3 Encourage the children to find opposites, eg. *heavy/light, high/low, fat/thin, long/short*.
- 4 Show flashcard *throw*. Say *This is something you do*. Encourage the children to pretend to throw something.
- 5 Show flashcard *clever*. Say *Who can tell me what 'clever' is?* Write on the board *100%, 10/10, Excellent*. Help the children to conceptualise the word.
- 6 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 10 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 31

*fat thin heavy light high low young wide strong
throw long clever*

LANGUAGE DEVELOPMENT 7 mins

Before the lesson:

Prepare word cards: *What's / light / ? / is / heavy / . / A / is / lighter / than / a / fat / young / thin / light / high / wide / strong / low / long / clever*

- 1 Distribute and say *What's light?* to three 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 are light, eg. *pen, pencil, paper*, etc.
- 3 Distribute word cards and items (pen and book) to eight children *A / is / lighter / than / a / . / .*. Say *A (pen) is lighter than a (book)*. 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. Get class to focus on the use of capital letters for the first letter.
- 4 Repeat with other combinations using word cards and items. Keep *A / is / a / . / .* on the board. Display the adjective under each other and write the comparative by adding *-er* or *-ier*. Eg. *A desk is heavier than a chair. A chair is lower than a desk. A desk is wider than a book*.
- 5 Help the children to notice how the comparative is made by adding: *+er* unless the word ends in an 'e' or 'y' or if the last letter has to be doubled eg. *thin, thinner*.
- 6 Get children to identify each flashcard. Concept check by asking the following questions: *What's the opposite of heavy? (light). What's the opposite of high? (low). What's the opposite of fat? (thin). What's the opposite of old? (young)*.

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 sport can you see? (basketball)
Who can play this sport? (all people, boys and girls)
How do you play this sport? (get the ball high)
How many people do you need to play basketball? (5, but you need 2 teams, so 10)

Audio 32

Narrator: *Basketball is a fast sport. Boys and girls can play basketball. It is great fun.*

Ben: *I like playing basketball. In this photo I'm younger, shorter and fatter.*

Narrator: You need five people to play basketball. Everyone can play this sport: old, tall, short, thin, heavy and light too. You need to be clever and throw the ball high. You need to be strong and fast.

Omar: Hey, in this photo we're first in the basketball games. I'm younger and lighter.

Narrator: This is Dwight Howard. He is American. He is over 2 metres tall and is 120 kilos. He has wide shoulders and very strong arms. He is clever at playing basketball. He can throw the ball low and high.

Ben: He's heavier than me.

Omar: He's stronger than me. He's amazing!

ACTIVITY 3 Listen and say. 5 mins 31

- 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.
- 3 Get children to notice the Everyday English box. Get them to repeat the language using appropriate stress and intonation.

Repeat audio activity 2

ACTIVITY 4 Listen and answer the questions.

- 1 Say **Listen**. Get the children to look at the pictures and text. 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 33

- 1 What's the name of this sport?
- 2 Who plays this sport?
- 3 Who's heavier and stronger than Omar?

Answers: 1 Basketball 2 Boys, girls, thin, fat, old, young, tall, short, heavy and light people 3 Dwight Howard

REVIEW 5 mins

- 1 Get children to identify the expressions in the dialogues: *It's great fun! Hey! He's amazing!*
- 2 Get children to work in a small group and ask and answer questions about themselves in a circle drill.

Period 2 – focus on reading PB page 41

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 31

- 1 Tell the children riddles to get them to guess the vocabulary, eg. *I'm not a baby and I'm not 40 years old. What am I?* (young)
- 2 Display flashcards and invite children to match the flashcard and word card. Get children to look at Periods 1 and 2 and find words in the word box of Period 1 to find the meaning of the new vocabulary.
- 3 Say **Listen**. Play recording and children listen for meaning.
- 4 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 it.
- 5 Say **Match the words with the pictures**. Get children to check their answers with a partner.
- 6 Write numbers 1–12 on the board. Elicit answers and invite children to write the corresponding letter next to the number.
- 7 Get children to check their answers and correct their work.

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

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 pictures 1, 2, 3 and 4 Period 1 Activity 2. Monitor groups.

ACTIVITY 4 Read and circle the correct words. 5 mins

- 1 Say **Read** and get children to read silently. Model what you want the children to do with an example.
- 2 Say **Read and circle the correct words**. Ask children to read and circle the correct word. Circle the word 'five' in no. 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. Children check their own work and make corrections.

Answers: 1 five 2 strong 3 throw 4 heavier 5 thinner

REVIEW 5 mins

- 1 Display flashcards and word cards. Play *What's missing?* Get children to close their eyes. Take away two flashcards. Ask the children to look and identify what is missing.

Period 3 – focus on comprehension
PB page 42

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and asks children to match the word and flashcards.
- 2 Ask *What does 'throw' mean?* Accept any reasonable answer that means it is an action of making an item travel from A to B etc.
- 3 Repeat with *What's long?* Accept any reasonable answer that indicates length and size.
- 4 Ask *What words starts with the sound /th/?* Elicit *thin, throw, three*. Repeat with /f/ (fat, February), /h/ (high, heavy), /s/ (strong), /w/ (wide), /l/ (low, light, long), /c/ (clever), /y/ (young, year)

Note: don't restrict 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. *clever* (2)
- 2 Children repeat the word and clap the syllables.

1 syllable	2 syllables
thin high	clever
fat strong	heavy
throw light	
long wide	
young low	

- 3 Repeat with the comparatives – make sure that children don't make the verb *throw* into a comparative!

1 syllable	2 syllables	3 syllables
throw	thinner fatter longer younger higher stronger wider lower	cleverer heavier

ACTIVITY 1 Listen. Stand or sit. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and stand if they are correct and sit 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. 1 (Ben and Omar do play basketball).
- 3 Say **Stand if the sentence is correct or sit if the sentence is false**.

NOTE: We are encouraging the children to think for themselves. This strategy needs to be taught explicitly.

Audio 34

- 1 Ben and Omar do not play basketball.
- 2 Young, old, tall, short, fat, thin, light and heavy people can play basketball.
- 3 Dwight Howard plays basketball.
- 4 Dwight Howard is 50 kilos.
- 5 Basketball is a fast sport.
- 6 Girls can't play basketball.

Answers: 1 sit 2 stand 3 stand 4 sit/120 kilos 5 stand 6 sit/boys and girls can play

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. *You need to be clever and strong to play basketball*. Write on the board 1 ✓ but give a good reason, eg. this can be either right or wrong as it's a personal opinion.
- 2 Write 1, 2, 3, 4, 5 on the board. Elicit answers by asking questions to encourage the children to think about meaning and not focus on words in isolation, eg. *Why does your size make you run fast or slow?* (heavier=fatter might be slower)
Why do short people jump lower? (their legs are shorter, they are not very tall)
Why do you need to jump high in basketball? (to get the ball in the basket/hoop)

Answers: a tick or cross but with a good reason b cross but if tick then good reason c tick but if cross a good reason d tick e tick or cross and good reason f tick

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 circle the correct words. 5 mins

- 1 Say **Read and circle the correct words**. Get the children to read the sentences and circle the correct word. Model what you want the children to do with an example, eg. *Dwight Howard plays volleyball/basketball*.
- 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 basketball 2 basketball 3 wide 4 high/low (with reasons, it depends whether he's putting in a basket or dribbling) 5 boys and girls

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

- 1 Say **Read and write answers to the questions**. Get children to read the questions silently, look 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 boys and girls 2 five people 3 120 kilos
4 throw the ball low and high 5 He's stronger than me. He's amazing.

REVIEW 5 mins

- 1 Play *Charades*. Model what you want the children to do by playing the game 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 Work in pairs. Read the sentences and name the people. 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. Get the pairs to work out who the people are.
- 2 Say **Read and name the people**. Children read the sentences and work out who the characters are. They check their answers with a partner. Elicit answers and rest of children agree or disagree.

Answers: a Ali b Suhail c Jawad d Khalid

ACTIVITY 2 Write complete sentences. 10 mins

- 1 Say **Write complete sentences**. Get children to read the incomplete sentences and complete them.
- 2 Get children to write a comparative. 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 Khalid is shorter/fatter/heavier/younger than Ali. 2 Ali is taller/lighter/stronger/thinner than Jawad. 3 Suhail is shorter/fatter/heavier/younger than Khalid. 4 Suhail is shorter/fatter/younger than Khalid and Jawad. 6 Children's own sentences.

EXTENSION: if the children want to argue that an answer is wrong or could be a different answer then let the class discuss.

ACTIVITY 3 Read aloud. Then answer. 5 mins

- 1 Say **Read aloud**. 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.
Who can play basketball?
How do you play basketball?
Who's Dwight Howard?
How heavy is he?

Answers: 1 everyone can play basketball. 2 you need five people, girls or boys who can throw a ball 3 a famous basketball player 4 120 kilos

REVIEW 5 mins

- 1 Ask children to collect photos and pictures from magazines or newspapers of Palestine or other places, as well as people they are interested in and to bring them to class by Period 7. The pictures should not be bigger than 104 mm x 74 mm.
- 2 Show the children a postcard size 104 mm x 74 mm so the children can understand why their pictures should not be bigger.
- 3 Tell the children they can also draw their own pictures.

NOTE: Bring in some photos and/or pictures of Palestine or people you are interested in, eg. sports, music, art so that the children can conceptualise what you want them to do. You are going to make a postcard.

Period 5 – focus on writing PB page 44

ACTIVITY 1 Read. Then circle the correct words. 10 mins

- 1 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 comparative. *Amy is shorter/taller than Rania.*
- 2 Get children to look back at the pictures on page 40. Say **Circle 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 shorter 2 heavier 3 shorter 4 older 5 lighter
6 younger

ACTIVITY 2 Think and write complete sentences. 10 mins

- 1 Model what you want the children to do with an example. Write on the board:
I am _____ (heavy) than _____.
- 2 Encourage the children to tell you the name of any child in the room (they should all be lighter than you). Write their name in the second gap. Point to the first gap and the adjective *heavy* and say *How do complete this sentence?* Elicit *heavier*. Complete the sentence by writing *I am heavier than + child's name.*
- 3 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.
- 4 Elicit answers of the comparative and write them on the board. Help children to notice the endings of the comparatives depending on the last letter in the adjective. Children check their work and correct. Ask for other examples of adjectives, e.g. *old, short, red, round*, etc.

Answers:

adjective	comparative
heavy	1 heavier
light	2 lighter
thin	3 thinner
young	4 younger
clever	5 cleverer

ACTIVITY 3 Think and write true sentences about you. 10 mins

- 1 Add headings to activity 2, *Me and Me and my friend*. Say *Tell me about you*. Elicit anything reasonable using the unit vocabulary (you can display the word cards), eg. *I'm tall, short, thin, clever* etc. Put word cards or write adjectives.
- 2 Point to the right side column and elicit anything reasonable using a comparative eg. *I'm taller than + name of friend*.

- 3 Say **Think and write true sentences about you**. Get children to check their work with a partner.
- 4 Elicit answers with children reading out their sentence and the rest of the class agreeing or disagreeing.
- 5 Children correct their own work.

Example answers: 1 tall a taller 2 small b smaller
3 strong c stronger

ACTIVITY 4 Work in pairs. Read your answers to activity 3 aloud.

5 mins

- 1 Model what you want the children to do by inviting two children to come to the front of the class. Say **Work in pairs. Read your answers to activity 3 aloud**.
- 2 Get children to work in pairs. Monitor and make sure they are reading aloud to each other.

EXTENSION: children could ask each other questions to find the answer, eg.

Who's younger than Rania? (Amy)

Who's shorter than Ben? (Rania, Omar, Amy)

Who has longer hair than Amy? (Rania)

Who has shorter legs than Ben? (Amy, Rania, Omar)

REVIEW 5 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.
It's taller than me. It's heavier than me. What is it? (blackboard)
It's lighter than a schoolbag. It's fatter/wider than a pencil. What is it? (rubber/eraser)
It's stronger than a chair. It's higher than a chair. What is it? (desk, table)

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.

str_ng th_n t_ll

(NOTE: VOWELS MISSING)

a __o__ _e a__

(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 answer. Get the class to agree or disagree with the answers.

Audio 35

Rania: I'm tall. I'm taller than you, Amy.
 Amy: Yes you are, Rania. You're thin. You're thinner than me.
 Rania: I'm older than you, Amy. You're heavier than me.
 Ben: My fingers are long. My fingers are longer than Omar's. Look!
 Omar: Yes they are, Ben. You're taller than me, Ben. But I'm stronger than you.
 Ben, Rania, Amy: Yes you are strong Omar. You are heavier too.
 Narrator: Listen and answer.

- 1 Who's talking?
- 2 Who's shorter than Rania?
- 3 Who's thinner than Amy?
- 4 Who's younger than Rania?
- 5 Who's heavier than Rania?
- 6 Are Omar's fingers longer than Ben's?
- 7 Who's shorter than Ben?
- 8 Who's heavier and stronger than Ben, Rania and Amy?

Answers: 1 Amy, Rania, Ben, Omar 2 Amy 3 Rania 4 Amy
 5 Amy 6 no 7 Omar 8 Omar

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 answer and write them on the board. Children check and correct their own work.

Audio 36

- 1 The London Eye is a big wheel. It is bigger than the wheel of a car.
- 2 The Gate of Damascus is a heavy door. It is heavier than the door of my home.
- 3 The Olympic Stadium is bigger than a football stadium.
- 4 The Dead Sea is wide. It is wider than a river.
- 5 Ben is fast. Omar is faster than Ben. Omar is first.

Answers: 1 bigger 2 heavier 3 bigger 4 wider 5 faster

ACTIVITY 3 Listen and repeat. 10 mins

- 1 Say **Listen**. Get children to listen for meaning. Tell the children these words rhyme. Ask the children to listen out for two words in each line that have the same sounds.
- 2 Elicit *thin/bin fat/cat tall/football long/song* and write the words on the board.
- 3 Get the children to notice that these words end with the same letters which make the same sounds, eg. *fat/cat*.
- 4 Say **Listen and repeat**. Play the recording again and get the children to CHANT along.

Audio 37

She's thin and lives in a bin.
 He's fat and has a cat.
 They are tall and play football.
 It's long and sings a song.

EXTENSION: write the word *high* on the board and to the right of it, write the word *try, my, by* in a column. Get children to say the word *high* and then the words on the right. Ask *Does this rhyme?* They should say *yes*. Get them to look at the spellings of the words. Tell children that sometimes words have the same sounds but not the same spellings.

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 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 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. Then write sentences about the pictures. 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:
A is _____ than _____. A is _____ than _____.
Elicit possible answers eg. *A is slower than B. A is shorter than C.*

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

- 3 Say **Write correct sentences about the pictures**. 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: accept any reasonable answers which could include:
A is smaller/shorter than B/C/D. A is slower than B/C/D. A is lighter than B/C/D.

B is bigger/longer than A. B is faster than A. B is lighter than D.

C is bigger than A. C is faster than A/B/C.

D is bigger/longer than A/B/C. D is faster than A/B. D is heavier than A/B/C. D is taller than A/B/C.

ACTIVITY 2 Write correct questions. 10 mins

- 1 Get the class to read the text aloud. They should notice that it does not make sense and find it very funny! Write on the board:
? finish school do we When (When do we finish school?)
- 2 Model what you want the class to do with an example. Get the class to help you correct the question. Help them to focus on the use of capital letters and question marks.
- 3 Say **Write correct questions**. Get the children to correct the questions.

Answers: 1 *What are Amy and Rania doing?* 2 *What are Ben and Omar talking about?* 3 *Why is Dwight Howard good at basketball?* 4 *How heavy is Dwight Howard?*

ACTIVITY 3 Think and write sentences about your pictures of Palestine. 10 mins

- 1 Get the children in groups of four to share their photos and pictures of Palestine that they collected.
- 2 Get the group to agree to work with two photos/pictures. They draft some sentences using comparatives as a group.
- 3 Tell them that all the pictures/photos will be displayed. When they have finished working with two photos/pictures they work with two more and draft sentences using comparatives about them.
- 4 Collect in all the materials and keep them until Period 8.
- 5 Remind any children who have not contributed to bring something in for Period 8.

ACTIVITY 4 Write the words. Practise your handwriting. 10 mins

- 1 Say **Write the words**. Children write the words 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.
A is _____ than B.

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.

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

ACTIVITY 1 Listen 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/ (strong)*. Repeat with other words. Take the word cards down.
- 2 Say **Read**. Get children to read the incomplete sentences for meaning.
- 3 Say **Listen and complete the sentences**. Get the children to read the incomplete sentences and fill out 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.

Audio 38

- 1 *The yellow building is higher than the brown building. The brown building is lower than the yellow building.*
- 2 *The grey cat is fatter than the white cat. The white cat is thinner than the grey cat.*
- 3 *The eraser is heavier than the pencil.*
- 4 *The man is stronger than the boy. The boy is younger than the man.*
- 5 *The sea is wider than the river. The river is longer than the swimming pool.*
- 6 *Girl A is cleverer than girl B She can throw the ball higher.]*

Answers: 1 higher, lower 2 thinner, fatter 3 heavier
4 stronger, younger 5 wider, longer 6 cleverer, throw

ACTIVITY 2 Work in pairs. Make cards and play a game. 30 mins

- 1 Tell the children they are going to make a set of cards of the places and people they have chosen. Show them a set of cards you have made before the class with photos and descriptions. Tell the children they will need to use their best handwriting as the cards will be displayed in the classroom.
- 2 Get children to agree on vocabulary they can use to describe the materials. Get children to proof read each others adjectives. They write these on white cards.
- 3 Distribute glue and coloured card to glue pictures on.
- 4 Show the children how to play the card game. Put all the cards face down. Pick up two picture coloured cards and one white card. Make a sentence using the two pictures and the word, eg.
_____ is _____ than _____
- 5 Display the completed card sets.

EXTENSION: two groups can put their cards together and play. BUT make sure they have written their names on the cards so they are easily recognised.

Things around us

Period 1 – focus on listening PB page 48

Aims to practise comparatives; to introduce superlatives

Key language *beautiful (more . . . , most . . .) , expensive (more . . . , most . . .) , cheap (cheapest) , news, more, most, cool, warm, which, dirty, clean, TV programme*

Review *big, small, early, late, heavy, light, thin, short, tall, old, young, metres; classroom items, months of the year*

Language structures *... is beautiful. ; ... is more beautiful than ...; ... is the most beautiful. Which is the ...?*

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

LANGUAGE PRESENTATION 8 mins

- 1 Show Unit 7 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 *beautiful*. Say *What do you think is beautiful?* (accept any reasonable answer which means good to look at).
- 3 Repeat with flashcard of *expensive*. Write 4 dinar sign on the board. Say *What do you think is expensive?* (accept any reasonable answer which means something that costs a lot of money).
- 4 Repeat with *cheap*. Say *This is cheap*. Point to the pencil.
- 5 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 10 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. Children say the name.
- 4 Repeat 3.

Audio 39

TV programme news expensive cheap beautiful most more warm cool which dirty clean

LANGUAGE DEVELOPMENT 7 mins

Before the lesson:

Prepare word cards: *Which / is / the / most / beautiful / ? / is / more / beautiful / than / the most / dirty / clean / expensive / cheap / cool / warm*

- 1 Distribute and say *Which is the most expensive?* 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 Show a pencil and a bag. Say *Which is the most expensive?* encourage children to identify the bag.
- 3 Display word card *cheap*. Say *Which is the cheapest, the pencil or the bag?* Encourage the children to say the pencil. Say *cheap*. Add *-est* to the board by the word card.
- 4 Distribute word cards for months to 12 children. Say *January, February, March, April, May, June, July, August, September, October, November, December* and get them to stand in line in order. Get class to say the months aloud.
- 5 Say *Which months are cool?* Encourage the children to identify the cooler months. Repeat with *warm*. Get children to link the words *cool/warm* to months of the year.
- 6 Say *What words are missing?* Elicit: *dirty, clean, news, TV programme*.

ACTIVITY 2 Listen and answer the questions. 5 mins

- 1 Say **Listen**. Play recording. On first listening, the children focus on understanding.
- 2 Say **Listen and answer the questions**. Play recording again and ask the following questions:
 - Where can you read the TV programmes?* (in the newspaper, on the internet, anything reasonable)
 - Where can you find cheap and expensive cars?* (in the newspaper, on the internet, anything reasonable)
 - Why doesn't Rania's mum like big cars?* (they are difficult to clean)

Audio 40

Narrator: *These sports TV programmes are for Saturday.*
Omar: *I want to watch the football and the sports news.*
Rania: *OK, I want to watch the volleyball, it's earlier than the football.*
Narrator: *You can find how much a house is on the internet.*
Ben's mum: *Oh look! I like that house. It's not cheap!*
Ben's dad: *It's very expensive. That's the most expensive house in that street.*

- Narrator:** This book is about birds of Palestine. The green bee-eater is very beautiful.
- Amy:** What a beautiful bird! It's more beautiful than the birds in London. Do we have this bird in England?
- Ben:** No this bird doesn't live in England. It likes warm weather. It's very cool in England.
- Narrator:** You can look at cars to buy in this newspaper. There are cheap and expensive cars.
- Omar's dad:** We need a new car. Which car do you like?
- Omar's mum:** I like this one. It's not too expensive. It's not too big. It's difficult to clean big dirty cars.

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 dialogue 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 questions**. Play the recording and pause so children can answer the questions.

Audio 41

- 1 What TV programme tells you about sports?
- 2 When does the football start?
- 3 Who doesn't like big cars?
- 4 What's the name of a beautiful bird in Palestine?

Answers: 1 Sport news 2 14:30 3 Ben's mum 4 The green bee eater or anything reasonable

REVIEW 5 mins

- 1 Get children to identify and say the expressions in the dialogues: *It's not cheap! What a beautiful bird!*
- 2 Make this activity fun by getting the children to say the expressions in different voices, eg. happy, sad, excited, etc.

Period 2 – focus on reading PB page 49

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**. Get children to read text from Period 1 and find the words in the word box. Circle the words.
- 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 again.
- 4 Say **Match the words with the pictures**. Get children to check their answers with a partner.
- 5 Elicit answers, write them on the board. Get children to check their own work and make corrections.

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

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.

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 5. They take it in turns to read narration or dialogue in pictures 1, 2, 3 and 4 Period 1.
- 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.

ACTIVITY 4 Read. Then circle the correct words. 5 mins

- 1 Get children to read silently. Model what you want the children to do: say *Why is an old car cheap?* (accept any reasonable answer).
- 2 Say **Read. Then circle the correct words**. Model what you want the children to do on the board:
An old car is expensive / cheap.
- 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 cheap 2 warm 3 more expensive 4 which 5 dirty

REVIEW 5 mins

- 1 Display flashcards and word cards. Play *Teacher says*. Say *Teacher says Show me something beautiful*.
- 2 Repeat with *cheap, expensive, cool, warm, dirty, clean*.

Period 3 – focus on comprehension
PB page 50

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and asks children to match the word and flashcards.
- 2 Ask *What does 'expensive' mean?* Accept any reasonable answer that means it costs a lot of money. Ask for an example so you know the children have conceptualised the idea.
- 3 Repeat with *cheap*. Accept any reasonable answer that conceptualises the idea of cheap.
- 4 Ask *What words starts with the sound /n/?* Elicit *news*. Repeat with /e/ (expensive), /ch/ (cheap), /d/ (dirty), /c/ (clean, cool), /w/ (warm), /b/ (beautiful) . /t/ (TV)

! Note: don't restrict 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?* (more, most)

LANGUAGE DEVELOPMENT 7 mins

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

1 syllable	2 syllables	3 syllables
cheap	dirty	beautiful
news	TV	expensive
more	programme	
most		
cool		
warm		
which		
clean		

ACTIVITY 1 Listen. Hands up or down. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and put their hands up if they are correct and keep their hands 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. *You can read the TV programmes on the radio*. Elicit: keep hands down. Encourage the children to tell you why it is wrong and what is the correct answer (you can't read a radio!).

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

Audio 42

- 1 *You can read the TV programmes on the radio.*
- 2 *Rania likes volleyball.*
- 3 *Ben's dad likes expensive houses.*
- 4 *Amy thinks birds in Palestine are more beautiful than birds in England.*
- 5 *Omar's family need a new car.*
- 6 *Omar's mum does not like big cars.*

Answers: 1 down/you can't read a radio 2 up 3 down 4 up 5 up 6 up

ACTIVITY 2 Read. Then circle the correct words. 5 mins

- 1 Ask the children to refer to Period 1 Activity 2.
- 2 Say **Read. Then circle the correct words**. Ask the children to read the sentences silently and circle the correct words. Give a model as an example eg. *Volleyball is earlier/later than football.*
- 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. *Look at page 48. What time is volleyball? What time is football?*
Is January cool or warm?
How does the green bee-eater look?
Where can you see the news?
What's an expensive car?

Answers: 1 earlier 2 coolest 3 beautiful 4 internet (you don't see a radio, you hear/listen to it) 5 which

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 expensive 2 news 3 beautiful 4 clean 5 cooler

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 aloud 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: a TV programmes b sports news c warm weather d It's too cool/cold e The most expensive house in the street.

REVIEW 5 mins

- 1 Play *Shark attack*. Draw _____ (*cheap*) 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 Read and complete the sentences. 10 mins

- 1 Say **Read and complete the sentences.** Get children to read the incomplete sentences and complete.
- 2 Give a model as an example. Write on the board:
The red car is the _____ (big) car.
Encourage the children to guess the answer. Point to the word *the* to give them a clue that they need a superlative.
- 3 Elicit answers and invite a child to write them on the board. Children check and do their own corrections.

Answers: 1 biggest 2 most expensive 3 cheapest 4 most beautiful 5 widest 6 fastest

EXTENSION: help the children to notice the pattern for superlative +*est* or if the word is very long (3-syllables/claps) it takes *most* + adjective. Also show the doubling of the letter 'g' in biggest.

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 correct the sentences. 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 **Correct the sentences.** Model with an example, write on the board:
Sports news at 11:00 is the more earlier.
Encourage the children to identify the adjective *early*. Get them to clap the syllables (2 claps). If a child identifies that the word *more* is incorrect, praise them! Cross out the word *more*. Focus on the use of the word *the*. Elicit *earliest*. Get the children to read the sentence again.
- 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.

Answers: 1 earliest 2 most expensive 3 cheapest 4 dirtiest 5 warmest 6 cleanest

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

- 1 Say **Read aloud. Then answer the questions.** Get the children to read the sentences aloud. They can also look at the pictures on page 48.
- 2 Ask the following concept checking questions:
Who does not like big cars? Why? (Omar/Rania's mum)
Who does not like the most expensive house in the street? Why? (Ben's dad – it's too expensive)
At what time is the latest TV programme? (19:30)

REVIEW 5 mins

- 1 Ask children to collect photos or pictures of Palestine and other places, as well as people, things they think are beautiful/expensive, dirty/clean, warm/cool or they can make drawings of them. Bring to the class by Period 7. The pictures should not be bigger than a card measuring 12 cm x 6 cm.

NOTE: it would be useful if you could bring in some photos and/or pictures of 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 complete the sentences. 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 10 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 51. What can you see?* The children look at the pictures of the three cars.
- 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 comparative.
The red car is _____ than the blue car.
Point to the word *than* which should be the trigger for comparing two items. Elicit *cheaper*. 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 cheaper 2 more expensive 3 cheapest 4 most expensive

ACTIVITY 2 Think and write complete sentences. 10 mins

- 1 Model what you want the children to do with an example. Write on the board:
English is easy.
*English is easier **than** ...*
*... is **the** easiest.*
Encourage the children to identify another subject.
- 2 Say **Think and write complete sentences**. Encourage the class to notice the use of the word 'than' and the children can compare two items of their choice.
- 2 Help the children to notice the use of the word *the*.
- 3 Get children to check their answers with a partner.
- 4 Elicit some answers and write them on the board.

NOTE: you might like to write as a prompt:
 • *than + er (more)*
 • *the + est (most)*

ACTIVITY 3 Think and write complete sentences. 10 mins

- 1 Remind the children of the trigger words *than* and *the*. Get the children to look at the pictures.
- 2 Say **Think and write complete sentences**.
- 3 Get the children to check their answers with a partner.
- 4 Elicit answers and write them on the board. Get children to check and correct their own work.

Answers: 1 bigger 2 biggest 3 taller 4 tallest

ACTIVITY 4 Work in pairs and describe things in your classroom.

5 mins

- 1 Model what you want the children to do with an example.
- 2 Show the class a pencil and get them to say a sentence. Write it on the board:
The pencil is ...
- 3 Show the class a pencil and a ruler and elicit a sentence comparing them. Write it on the board:
The pencil is ... than the ...
- 4 Show the class a pencil, ruler and chair and elicit a sentence comparing the three items. Write it on the board:
The ... is the ...

REVIEW 5 mins

- 1 Play *I spy. I spy something expensive beginning with /w/, eg. watch.*
- 2 Whichever child guesses can be the teacher. You can write the words on the board:
I spy something expensive/cheap/beautiful/cool/warm etc. beginning with /.

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 expensive. It's big. It's very big. We are in it! What is it?* (the school)
It's cheap. It's good to eat. It's green. What is it? (an apple)
It's beautiful. It's small. It says meow. What is it? (a cat/kitten)
- 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 43

Omar: Dad, look at the black car. It's the biggest.
 Omar's dad: Yes, it's the biggest and it's the most expensive!
 Rania: I like the yellow car. It's wider than the red car. It's cheaper than the black car.
 Omar's mum: I like the red car. It's the smallest. It's the slowest. I don't like fast cars. And it's the cheapest.
 Omar's dad: Rania, I think the yellow car is the best. It's not the most expensive and not the cheapest.
 Omar's mum: Who has to drive this car?
 Narrator: Listen and answer.

- 1 *Who's talking?*
- 2 *What does mum say about the red car?*
- 3 *Who thinks the black car is expensive?*
- 4 *Which is the slowest car?*
- 5 *What does Omar's dad say?*
- 6 *Which car do you think the family is going to buy?*

Answers: 1 Omar's mum and dad, Omar and Rania 2 It is the smallest/cheapest/slowest 3 Omar's dad 4 the red car 5 the yellow car is not the cheapest and not the most expensive 6 the red car if it's for Omar's mum to drive and the yellow car if it's for the whole family

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 answer and write them on the board. Children check and correct their own work.

Audio 44

- 1 *January is cool. March is cooler than April. December is the coolest.*
- 2 *Shoes A are dirty. The boots are dirtier than shoes A. Shoes C are the dirtiest.*
- 3 *The carton of milk is cheap. The bottle of lemonade is cheaper than the carton of milk. The packet of chips is the cheapest.*
- 4 *Flower A is beautiful. Flower B is more beautiful than flower A. Flower C is the most beautiful.*

Answers: 1 cool/cooler/coolest 2 dirty/dirtier/dirtiest 3 cheap/cheaper/cheapest 4 beautiful/more beautiful/most beautiful

ACTIVITY 3 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 45

*The chair is big.
The table is bigger than the chair.
The sofa is the biggest.

The can is small.
The can is smaller than the carton.
The can is the smallest.*

*The giraffe is beautiful.
The giraffe is more beautiful than the elephant.
The giraffe is the most beautiful.*

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 *What's missing?* Display unit word cards or flashcards. Elicit the name one by one.
- 2 Mix them up and take one away. Say *What's missing?* Elicit the missing item.
- 3 Repeat with two or more word cards or flashcards.

Period 7 – focus on writing PB page 54

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

- 1 Warmer game: display the 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: Down: 1 dirty 2 more 3 expensive 4 cool 5 warm
Across: 6 programme 7 most 8 most 9 clean

ACTIVITY 2 Look at the pictures. Then think and write complete sentences. 10 mins

- 1 Say **Look at the pictures**. Model what you want the children to do with an example.
- 2 Say **Think and write complete sentences**. The children write the sentences in the back of their copybooks or scrap pieces of paper. Monitor and support the children who need help.
- 3 Elicit answers and write them on the board. Get the children to check and correct their work.

Possible answers: *the car is bigger than the bike. The plane is bigger than the bike. The ship is the biggest. The plane is the fastest. The train is faster than the ship. Accept any reasonable answer.*

ACTIVITY 3 Write correct sentences. 10 mins

- 1 Say **Read** and get the class to read the first sentences out loud. Write them on the board, eg.
Tiger, lions and cats are beautiful.
_____ are more beautiful than _____.
_____ are the most beautiful.
- 2 Tell the children they can decide! Elicit some answers.

- 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: NOTE: any combination is acceptable for 1 and 3.
a Cats/Lions b Tigers c Shoes/Slippers d Boots e Films and cartoons are more exciting than sports programmes. f Cartoons

ACTIVITY 4 Work in groups of four. Write about your photos of Palestine. 10 mins

- 1 Say **Work in groups of four**. Ask children to take out the photos/drawings of Palestine.
- 2 Elicit some question words and write them on the board
What (item) Why (reason)
Where (place?)
Who (is in the photo/picture?)
- 3 Say **Write about your photos**. Encourage the children to look back at the unit and elicit some sentence starters and write them on the board, eg.
_____ is _____
_____ is more _____ than _____
_____ is the most _____
- 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 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 write the homework in it.

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

ACTIVITY 1 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.
eachp (cheap)
oerm (more)
ostm (most)
- 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 out 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 *more/most* 2 *beautiful/beautiful/beautiful*
3 *expensive/expensive* 4 *cool/warmer/warmest* 5 *dirty/dirtier/cleanest* 6 *news/TV programme* 7 *Which*

ACTIVITY 2 Work in groups of four. Make a booklet about people and places in Palestine. 30 mins

- 1 Tell the children they are going to make a poster of the places and people they have chosen. 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.

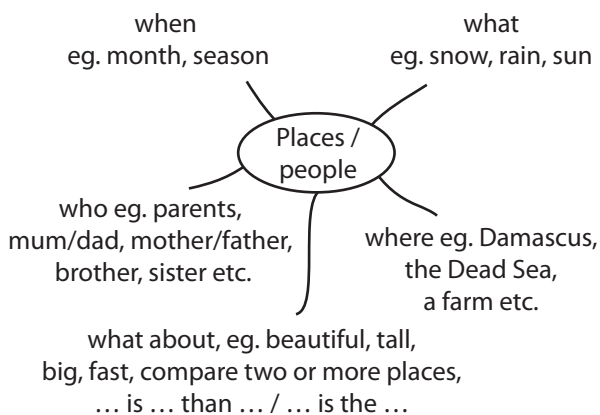
Write the following on the board as a check list of what they need to include:

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:



- 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 proof read 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 gluing, 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 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.

What I like doing and why

Period 1 – focus on listening PB page 56

Aims to practise comparatives and superlatives

Key language *exciting interesting, answer, ask, give, or, better, best, idea, worse, worst, healthy*

Review *good, clever, sports, hobbies, food, holidays*

Language structures present simple: comparatives eg. ... *is ... than ...* ; superlatives, eg. ... *is the ...*

Materials Pupil's Book, CD, Poster, Flashcards Unit 8, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 8 mins

- 1 Show Unit 8 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 exciting. Say *This is exciting. What do you think is exciting?* Accept anything reasonable that means something unusual, fast, interesting.
- 3 Repeat with flashcards of *interesting*.
- 4 Repeat with flashcards of *better, best*. Write on the board and place flashcards in this order:

		
<i>good</i>	<i>better</i>	<i>best</i>

- 5 Repeat with *bad, worse, worst*.

		
<i>bad</i>	<i>worse</i>	<i>worst</i>

- 6 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 10 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 46

interesting exciting ask answer or healthy best idea better worse worst give

LANGUAGE DEVELOPMENT 7 mins

Before the lesson:

Prepare word cards: *What's / good / better / best / bad / worse / worst / ? / exciting / interesting*

- 1 Distribute and say *What's good?* to three 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 board.
- 2 Distribute rest of word cards to seven children. Repeat with *What's better?* Write ideas on the board. Get class to agree/disagree.
- 3 Repeat with *best*.

		
<i>What's good?</i>	<i>better</i>	<i>best</i>

+ list of ideas under these three columns.

- 4 Repeat with *bad, worse, worst*. And make three columns.

		
<i>What's bad?</i>	<i>worse</i>	<i>worst</i>

- 5 Display all the flashcards. Get children to identify each flashcard. Concept check by asking the following questions: *What's 'an idea'?* (accept any reasonable answer which means something you think) *What's healthy?* (accept any reasonable answer which means something good, eg. food, exercise, action)
- 6 Repeat, getting the children to give you an example of a question = ask and answer.
- 7 Ask the children to identify the two words not covered: *give,* or. Say *What do you think these mean? What are your ideas?* Praise any child who gives examples.

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 see lots of animals?* (the zoo/Qalqilya) *What's something healthy to do?* (walking, swimming) *Why can't Omar and Bilal play football?* (it's going to be rainy) *Why can't Ben hear his dad?* (He's listening to music)

Audio 47

Narrator: *You can see lots of animals at the zoo in Qalqilya. These animals come from Africa and India.*

- Rania:** *My favourite animal is the tiger. It's more interesting than a lion. It's the most exciting animal.*
- Fatima:** *Let's go to the zoo and have a picnic! We can ask questions and have answers.*
- Narrator:** *Palestine has many interesting places to visit for children. You can go by car or bus.*
- Amy's mum:** *I have a great idea! Let's go to Gaza. We can go by car. We can do lots of walking and swimming. It's good and healthy.*
- Amy:** *That's the best idea mum!*
- Narrator:** *You can see the weather in the newspaper or on the internet.*
- Bilal:** *Oh no! Look the weather is going to get worse this afternoon. It's the worst weather to play football.*
- Omar:** *I've a better idea, let's watch the football on the TV!*
- Narrator:** *Ben likes to help his dad clean the dirty car.*
- Dad:** *Ben, can you give me the water, please? Ben, answer me please!*
- Ben:** *Oh, sorry dad. Which do you want, the water or this? Oh, here's the water.*

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.

- 1 Say **Listen**. Play recording and children listen for meaning.
- 2 Say **Listen and answer the questions**. Play the recording, pausing so that the children can answer the questions.

Audio 48

- 1 *Where do tigers come from?*
- 2 *What are the names of interesting places to visit in Palestine?*
- 3 *Is playing football healthy?*
- 4 *Why do we need to clean a car?*

Answers: 1 India 2 anything reasonable 3 yes 4 it gets dirty

REVIEW 5 mins

- 1 Get children to identify the expressions in the dialogues: *Let's go to the zoo. Can you give me the water please? Oh, sorry!*
- 2 Get children to work in a small group and ask and answer questions about themselves in a circle drill.

Period 2 – focus on reading PB page 57

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**. Get children to read text from Period 1 and 2 and find the words in the word box. Circle the words.
- 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 again.
- 3 Say **Match the them with the pictures**.

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

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 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. Model what you want the children to do with a group at the front of the classroom.

Repeat audio period 1 activity 12

ACTIVITY 4 Read. Then circle the correct words. 5 mins

- 1 Say **Read** and get children to read silently. Model what you want the children to do with an example.
- 2 Say **Read. Then 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. Children check their own work and make corrections.

Answers: 1 more exciting 2 most interesting 3 answer 4 give 5 healthy

REVIEW 5 mins

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

Period 3 – focus on comprehension
PB page 58

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and asks children to match the word and flashcards.
- 2 Ask *What does 'give' mean?* Accept any reasonable answer that means it is handing something over to another person, also accept an action.
- 3 Repeat with *When do you ask a question?* Accept any reasonable answer that includes when you want to know something.
- 4 Ask *What words starts with the sound /g/?* Elicit *give*. Repeat with /a/ (ask, answer), /w/ (worse, worst), /b/ (bad, better, best), /i/ (idea, interesting), /e/ (exciting), /h/ (healthy), /o/ (or)

! Note: don't restrict to the unit vocabulary, encourage the children to use any words they know with these sounds. CAUTION: the sound /i/ as in *idea* and is very different from *interesting*. One says the name of the sound (*idea*) and the other the sound (*interesting*).

LANGUAGE DEVELOPMENT 7 mins

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

1 syllable	2 syllables	3 syllables	4 syllables
ask	answer	exciting	interesting
best	better	idea	
or	healthy		
worse			
worst			
give			

ACTIVITY 1 Listen. Clap or stamp. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and clap if they are correct and stamp their feet if they are wrong.
- 2 Model what you want the children to do with an example, play the first sentence in the recording eg. *Rainy weather is the worst when you play football!* Elicit clapping hands. 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 49

- 1 *Rainy weather is the worst when you play football!*
- 2 *Rania thinks elephants are exciting.*
- 3 *Fatima has a good idea. They can visit the zoo to see the interesting animals.*
- 4 *Ben gives his dad the water.*
- 5 *Watching TV is a healthy thing to do.*
- 6 *Amy has a good idea! She wants to go to Gaza.*

Answers: 1 clap 2 stamp/tigers 3 clap 4 clap 5 stamp/playing sports 6 clap

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. *Eating lots of cake is bad. Eating lots of ice-cream is worse. Eating lots of chocolate is worst!* Elicit tick. Write on the board 1 ✓.
- 2 Write 1, 2, 3, 4, 5 on the board. Elicit answers by asking questions to encourage the children to think about meaning and not focus on words in isolation, eg. *Is it good to eat lots of bread and biscuits? Why?* (it's not healthy)
What do you like doing? Playing or watching sports? (playing)
Do you like listening to stories? Why? (it's interesting)
When someone asks you a question, what do you do? (answer)

Answers: 1 tick/help children see it's something getting worse
2 cross/not healthy 3 subjective, accept any reasonable answer explaining why 4 subjective, accept any reasonable answer explaining why 5 tick

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 interesting 2 which 3 worse 4 healthy 5 best

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 her favourite animal, a tiger 2 to go to the zoo 3 to walk and swim 4 watch football on the TV 5 clean the car

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 Read page 56 and complete the sentences. 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 answer 2 better 3 best 4 interesting

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 turn to read out their sentences.

ACTIVITY 3 Look and read the sentences. 5 mins

- 1 Say **Look and read the sentences.** Get children to read the sentences.

EXTENSION: if the children want to argue that a statement is wrong or could be a different answer then let the class discuss.

ACTIVITY 4 Read aloud. Then answer questions. 5 mins

- 1 Say **Look at page 56.** Get the children to read and look at the pictures.
- 2 Say **Read.** Children to read the sentences.
- 3 Say **Answer questions.** Ask the following questions and encourage the class to answer them:
Why does Rania like tigers? (she thinks they are exciting)
What does Amy's mum have? (she has a good idea)
Why are sports good for you? (they are healthy)
Why do you have to clean cars every week? (they get dirty)

REVIEW 10 mins

- 1 Play *Bingo*.
- 2 Ask children to collect photos and pictures from magazines or newspapers of sports, or any kind of exercise they are interested in, 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 sports, exercise, activities you are interested in so that the children can conceptualise what you want them to do.

Period 5 – focus on writing PB page 60

ACTIVITY 1 Read and complete the sentences. 10 mins

- 1 Warmer game: play *Shark attack*. Draw _____ (healthy) on the board. Get children to call out sounds of letters (focus on the sound not the name, so if they say the sound /th/ then you can write two letters). Continue with other words from unit vocabulary list.
- 2 Say *Look at page 59. 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 a superlative.
Amy thinks football games are the _____ . (worst)
Encourage the children to focus on the meaning. Ask *Do you think Amy likes football? Why?*
- 4 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 use of most.

Answers: 1 worst 2 most boring 3 most exciting
4 cartoons/ most interesting

ACTIVITY 2 Think and write complete sentences. 10 mins

- 1 Say **Think**.
- 2 Model what you want the children to do with an example. Write on the board:
Grace C is good. Grade B is _____. Grade A is the _____
Encourage the children to understand the meaning.
- 3 Say **Read the sentence aloud**. Encourage the class to identify the missing words as they read loud. Invite a pupil to write them on the board. Get the class to agree or disagree.
- 4 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.
- 5 Elicit answers and write them on the board. Help children to notice the use of the words *more* and *most* for the longer adjectives, eg. *interesting, exciting*. Children check their work and correct. Ask for other examples of comparatives and superlatives, e.g.

worse	worst
more beautiful	most beautiful
more expensive	most expensive

Answers: 1 better/best 2 faster/fastest 3 more exciting/most exciting 4 more interesting/most interesting

ACTIVITY 3 Think and complete the table and the sentences. 10 mins

- 1 Say **Think**. Get the children to focus on the timeline with the smiley faces.
- 2 Model with focusing on the example given (you could continue writing under the columns you've started for the feedback on activity 2), eg.
fast faster fastest
- 3 Say **Complete the table**. Monitor and support any child who needs help. They could work in pairs to complete the table.
- 4 Say **Complete the sentences**. Monitor and support those who need help.
- 5 Elicit answers by inviting a child to the board to write answers under the columns. Get the class to agree or disagree. Get children to check and correct their own work.
- 6 Elicit some of the sentences. Accept any reasonable answers. Remind the children to check the spellings. Help the children to notice that a word which ends in 'y' changes to *ier* or *iest*.

Answers: *wide, wider, widest / heavy, heavier, heaviest / exciting, more exciting, most exciting.*

REVIEW 10 mins

- 1 Play *Sequences*. Model with an example, invite three children to the front of the class.
- 2 Child 1 thinks of an adjective or adverb eg. *fast*. Child 2 has to think of the comparative, *faster* and child 3 has to think of the superlative *fastest*.
- 3 Divide the class into three groups. Group 1 agrees on an adjective or adverb and call it out. Group 2 has to think of the comparative. Group 3 has to think of the superlative.
- 4 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

- 1 Warmer game: Say *Work in groups of three*. Get each child to number themselves 1, 2, 3. Say *Teacher says number 1 you are good. Number 1 mimes good, number 2 says I'm better, number 3 says I'm the best!*
- 2 Repeat with the following (get the children to change roles, so that they all get a chance to do comparatives and superlatives):

<i>fast</i>	<i>faster</i>	<i>the fastest</i>
<i>beautiful</i>	<i>more beautiful</i>	<i>the most beautiful</i>
<i>thin</i>	<i>thinner</i>	<i>the thinnest</i>
<i>cold</i>	<i>colder</i>	<i>the coldest</i>
- 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 50

Omar: How are you going to go from here to Jericho?
 Amy: We're going by car. Mum and dad are driving. Dad is a good driver. Mum is a better driver than dad!
 Rania: That's interesting! Our mum says she's the best driver too!
 Ben: Mum is slower than dad. Dad is the fastest. It's exciting going in the car when he drives.
 Omar: Can I ask a question?
 Ben: Yes of course. We are friends!
 Omar: Do you like Palestinian food?
 Ben: Of course we do! It's the healthiest food. We all like it. Mum makes it.
 Omar & Rania: That's great!
 Rania: I've an idea! Let's go swimming. It's healthy!
 Narrator: Listen and answer.

- 1 Who's talking?
- 2 How are Amy's family going to Jericho?
- 3 Who's the fastest driver, Ben's mum or dad?
- 4 What food is the healthiest?
- 5 Who makes the food in Ben's home?
- 6 Why does Rania want to go swimming?

Answers: 1 Ben, Amy, Rania and Omar 2 by car 3 dad 4 Palestinian 5 Ben's mum 6 It's healthy, accept anything reasonable

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, write on the board, play the recording, pausing so the children can hear the sentences:
Omar runs better / best than Ben. Omar is the better / best.

NOTE: help the children to notice the use of the trigger words *than* and *the*.

- 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 answer and write them on the board. Children check and correct their own work.

Audio 51

- | | |
|--|--|
| 1 Omar runs better than Ben. Omar is the best. | 4 Ben gives the water to his dad. |
| 2 Amy has an idea. | 5 Rania answers Amy. |
| 3 Riding a bike is very healthy. | 6 It's rainy. It's going to get worse. |

Answers: 1 better/best 2 an idea 3 healthy 4 gives 5 answers 6 worse

ACTIVITY 3 Listen and complete. 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.
- 3 Say **Listen and complete**. Play the recording again and get the children to complete.
- 4 Get children to work in pairs, taking it in turns to read out an adverb/adjective, followed by comparative and superlative.

Audio 52

Good, better, ...	Cheap, cheaper, ...
Expensive, more expensive, ...	Exciting, more ...
Interesting, more interesting ...	Bad, worse, ...

Answers: best, most expensive, most interesting, cheapest, most exciting, worst

ACTIVITY 4 Read and chant. 5 mins 

- 1 Say **Listen and read**. Play the recording so the children listen for meaning.
- 2 Say **Read and chant**. Play the recording and get the children to repeat the chant.
- 3 Get children to say the chant without the recording.

Audio 53

Good, better, best, I'll not stop	Until my good is better and my better is best.
--------------------------------------	---

REVIEW 5 mins

- 1 Play *The chain game*. Invite six children to the front of the class and get them to stand in a circle. Get the first child to call out an adverb or adjective and takes a step forward, eg. *fast*, the first child who can think of the comparative calls it out and takes a step forward, the next child calls out a superlative and takes a step forward. The three children left call out an adverb/adjective and repeat. The last person starts the game again.

Period 8 – focus on integrated skills and project work PB page 63

ACTIVITY 1 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.
ievg
ro
- 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 out the gaps with unit vocabulary.
- Say **Work in pairs and read 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 exciting 2 interesting 3 ask/answer 4 healthy
5 better/best 6 worst

ACTIVITY 2 Work in groups of four. Make a brochure of healthy sports and/or food. 30 mins

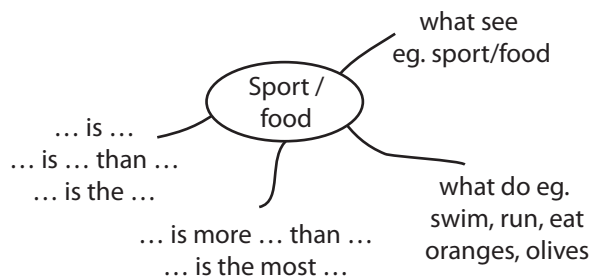
- Tell the children they are going to make a brochure about healthy sports and/or food using the pictures they have chosen. Show them a model of a brochure you have made before the class with photos and descriptions. Tell the children they will need to use their best handwriting as the brochure will be displayed in the classroom. Write the following on the board as a check list of what they need to include:

Title – name of booklet

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 them to add some more sentences.
- Get children to work in pairs and proof read 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 brochure. They need to agree who does the writing, who does the gluing. Who decides where the pictures/photos go.
- 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 brochure home to finish and bring back the next Period.
- Display the completed brochure.

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

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

Revision

Period 1 PB page 64

EVERYDAY ENGLISH 2 mins 

Listen and repeat. Play the audio, pause the recording so that pupils can listen and then repeat. Focus on the stress and intonation. Say **Get into pairs and say.** Pupils in turns to say an expression to each other. Pupils can look back through the units to find expressions they want to practise.

Audio 54

It's great fun.

Hey!

He's amazing!

It's not cheap!

What a beautiful bird!

Let's go to the zoo.

Can you give me the water, please?

Oh, sorry!

ACTIVITY 1 Listen and read. 10 mins 

- 1 Warmer: Play the *comparative and superlative sequencing* game. Get children to work in a line of three children. Child 1 gives an adverb/adjective, child 2 changes it to a comparative and child 3 a superlative.
- 2 Display the poster showing the story. Ask *What's this?* Point at the cats, the cheese and the monkey.
- 3 Say *What do you think is going to happen?*
- 4 Listen to what the children say and ask *Why?* Encourage the children to think of their answer, eg. *the cats are going to eat the cheese.*
- 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 the cats find? (cheese/some cheese)
Why do the cats not eat the cheese? (one cheese is bigger than the other cheese)
Who helps the cats? (the monkey)
What does the monkey do? (he eats the cheese)
Who is the cleverest? (the monkey, he gets the cheese)

Audio 55

I'm going to read you a story about the cats and the monkey. Two cats are friends. They find some cheese. The orange cat says 'Oh look, cheese!' The white cats says: 'You have this and I can have that.'

The orange cat says: 'Your cheese is the biggest!' They are not friends now.

Here is a monkey. The cats want the monkey to help them.

The monkey looks at the cheese. The monkey says that cheese A is bigger than cheese B. The monkey eats cheese A.

Cheese B is bigger than cheese A now. The monkey thinks. He eats cheese B. And now cheese A is bigger than cheese B. The monkey eats more and more cheese. There is no more cheese. The cats say 'Now we have no cheese!' The cats feel sad.

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 56

1 *What animals can you see?*

2 *What do the cats find?*

3 *Why don't the cats eat the cheese?*

4 *Who helps the cats?*

Answers: 1 cats/a monkey 2 cheese/some cheese 3 one cheese is bigger 4 The monkey

ACTIVITY 3 Listen and read activity 1 again 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 Listen and circle the correct words. 10 mins

- 1 Say **Listen and circle the correct words.** Model what you want the children to do with an example, eg.
The cats / monkey find the cheese.
- 2 Play the recording pausing so the children can listen and circle.
- 3 Get the children to check their answers with a partner.
- 4 Elicit the answers and write them on the board. Get the children to check their own answers and make corrections.

Repeat audio activity 1

Answers: 1 cats 2 bigger 3 happy 4 help 5 eats

ACTIVITY 5 Work in groups of four. Read each part aloud. 8 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, orange cat, white cat and monkey. Children need to listen to the narrator and do the actions, eg. Moving up to cheese, smelling cheese, hiding their cheese from each other, putting their backs to each other (not friends), monkey biting cheese, angry cats, happy monkey.
- 2 Get the children in groups of four. Say **Work in groups of four. Read each part aloud.**

Period 2 PB page 65**ACTIVITY 1 Listen. Clap or stamp. 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 show me something heavy.*
 - Show me something light.*
 - Teacher says throw.*
 - Show me something clean.*
- 2 Model what you want the children to do. Say **Listen. Clap or stamp.** Play recording and pause after 1.
 - 1 *Three cats find some cheese.*
 Get children to clap their hands if they think this is true or stamp their feet if they think this sentence is false.
- 3 Children stamp their feet. Ask *Why?* Encourage the children to say that two cats found the cheese.
- 4 Say **Listen. Clap or stamp.** Play recording pausing between sentences for children to listen and respond.

Audio 57

- 1 *Three cats find some cheese.*
- 2 *The cats are not happy. Cheese A is bigger than cheese B.*
- 3 *The monkey says 'Can I help you?'*
- 4 *The monkey gives cheese A to the white cat.*
- 5 *The monkey eats the cheese.*

Answers: 1 stamp/two cats 2 clap 3 clap 4 stamp/eats the cheese 5 clap

ACTIVITY 2 Read. Then tick the correct sentences. 10 mins

- 1 Get the children to read the sentences and tick if they are correct or X if they are false. Model what you want the children to do by doing the first one together with the class.
 - 1 *The monkey gives the cats cheese.* X
 Encourage the children to tell you why a sentence is false, eg. the cats found the cheese.

- 2 Say **Read. Tick the correct sentences.** 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 cross/cats find the cheese 2 cross/unhappy 3 tick 4 tick 5 cross/monkey eats the cheese

ACTIVITY 3 Complete the sentences with the correct words. 10 mins

- 1 Get the children to look at the pictures on page 64. Model what you want the children to do with an example.
 - 1 *Two cats find some _____ (cheese)*
- 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: 1 cheese 2 bigger 3 happy 4 help 5 eats

ACTIVITY 4 Look at the pictures and tell the story. 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 the children together with their partners.

Answers: Accept any reasonable answers: 1 *The cats find some cheese/cheese* 2 *Cheese A is bigger than cheese B* 3 *A monkey helps the cats* c *The monkey eats cheese A.* d *The monkey eats cheese B* e *The monkey is the cleverest./The cats are not clever./The cats have no cheese./The cats are not happy./The cats are sad.*

EXTENSION: this is a famous Aesop moral tale. The moral is that you should be happy with what you have and not envy other people's things. The monkey was the winner in this story because he saw the cats' greed and pretended to help but he cheated them.

Period 3 PB page 66

ACTIVITY 1 Look at the pictures and complete the sentences.

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. *thin/fat, strong, clever, heavy/light, beautiful, expensive/cheap*. 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 monkey is the _____.
- 3 Elicit some vocabulary eg. *fattest, cleverest, most exciting*. Write the vocabulary under the sentence. Get children to suggest how to complete the sentences, eg.
The monkey is the fattest.
The monkey is the cleverest.
The monkey is the most exciting.

NOTE: encourage the children to see that the first sentence has a lot of different ways of being completed.

- 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 *fattest* 2 *younger* 3 *the smallest* 4 *more expensive*

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 and check your answers to activity 1.

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 and check your answer to activity 1**. 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 2 aloud together.
Rania is heavier / lighter than the baby.
- 2 Say *What's the correct word?* Elicit *heavier*. Say *Why is heavier 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 in the picture.
- 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 *thinnest* 2 *heavier* 3 *most beautiful* 4 *cheapest* 5 *warmer*

EXTENSION: you might like to remind children of other adjectives/adverbs they could use for the pictures. Get them to call out the words and see if they can make comparatives from them, eg.

1 *long(er)/short(er)/fast(er)/slow(er)* 2 *big(ger)/small(er)/light(er)/heavy(ier)* 3 *light(er)/heavy(ier)/fast(er)/slow(er)/cheap(er)/more expensive* 4 *light(er)/heavy(ier)* 5 *cheap(er)/more expensive/more beautiful*

ACTIVITY 4 Read aloud. Then answer questions. 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:
Who is the cleverest? The monkey or the cats? Why?
Why do the cats watch the monkey eat the cheese?
What would you do?

EXTENSION: get the children to remember the moral of the story. That is it not about getting the biggest, it's about working hard to find a way to make everyone happy and not giving up. Hard work at finding a solution pays off in the end.

Period 4 PB page 67

ACTIVITY 1 Write complete sentences. 5 mins

- 1 Ask the children to look at the pictures. Say *What are they doing?*
- 2 Ask the children to read the incomplete sentences. Model what you want the children to do with an example. Write no. 1 on the board
The _____ are not happy.
Elicit *cats/two cats.*
- 3 Say **Write complete sentences.** Get children to check their answers with a partner.
- 4 Elicit the answers and get children to check and correct their own work.

Answers: 1 *The cats/two cats are not happy.* 2 *Cheese A is bigger than cheese B.* 3 *A monkey comes to help the cats/two cats.* 4 *The monkey eats more and more cheese.*

ACTIVITY 2 Listen and answer the questions. 5 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 58

Ben: *I can throw a ball higher than you Omar.*
Omar: *Yes, you can throw the ball the highest!*
Omar's dad: *This is heavy! You need to be strong and healthy.*
Ben's dad: *I know ... it's 10 kilos. It's the heaviest one!*
Rania: *My bike is cleaner than your bike. Yours is new!*
Amy: *I'm going to have the cleanest bike!*
Ben's mum: *Children, come for your juice!*
Rania & Amy: *What can we eat?*
Ben's mum: *Healthy food. Oranges, bananas and apples.*
Narrator: *Listen and answer.*

- 1 *Who's talking?*
- 2 *What are the boys doing?*
- 3 *Who can throw the ball the highest?*
- 4 *Omar's dad has something heavy. How heavy is it?*
- 5 *What are Rania and Amy eating?*

Answers: 1 *Ben, Omar, dads, Rania, Amy, Ben's mum* 2 *throwing a ball* 3 *Ben* 4 *10 kg* 5 *healthy food/bananas, oranges and apples*

ACTIVITY 3 Work in pairs. Ask and answer 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 A to read the question *What can you see?*
- 3 Get the child B to respond: *I can see ...*
- 4 Get child B to read the question *What are they doing?*
- 5 Get child A to respond: *They are ...*
- 6 Say **Work in pairs. Ask and answer questions about the pictures in activity 2.**

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 Read and complete the sentences. 10 mins

- 1 Get the children to look at the picture. Say *What can you see?* Elicit *flower, tree.*
- 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:
The flower is _____ than the tree.
Elicit *smaller*
- 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 *smaller* 2 *heaviest* 3 *warmer/hotter* 4 *exciting*

ACTIVITY 5 Work in pairs. Choose a unit task from Units 6–8. Then talk about it to another pair. 8 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 task 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 unit task in Units 6–8. Then talk about it to another pair.**

ACTIVITY 6 Sing one of the songs in Units 7 or 8. 5 mins

Ben and Amy's holiday

Aims to talk about events in the past

Key language *wedding, marry, look like, princess, also, about, hour, all, again, for, by, palace*

Review *take, wear, go, is, have, photos, mountains, boat, uncle, aunt, race, beautiful*

Language structures *What did you do? I/we/she/he took, wore, went, was, had*

Materials Pupil's Book, CD, Poster, Flashcards Unit 10, Word cards (see LANGUAGE DEVELOPMENT for details)

Period 1 – focus on listening PB page 4

LANGUAGE PRESENTATION 8 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 wedding. Say *This is a wedding.* Repeat with other flashcards.
- 3 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 10 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

wedding marry look like princess also about hour all again for by palace

LANGUAGE DEVELOPMENT 7 mins

Before the lesson:

Prepare word cards: *What / did / you / do / ? / went / wore / got married / looked like / a princess / She / took / We / to a wedding / a beautiful dress / lots of photos / He / .*

- 1 Distribute and say *What did you do?* 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 Distribute rest of word cards to 6 children. Say *We went to a wedding.* 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.
- 3 Repeat with other sentences and transfer to the right side of the board:
 - She looked like a princess.*
 - She wore a beautiful dress.*
 - She got married.* Etc.
- 4 Ask different children to match the flashcards to the sentences.
- 5 Ask class which flashcards are left. The flashcards of *also, about, all, again, for, by* are left. Get children to identify different ways of using these words, eg. *We also went on a boat. We all went on a boat again. We went on the boat for about an hour. We went by boat.*

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:
 - 1 *Where did the family go in the summer holiday?* (they went to Scotland)
 - 2 *What did the family do in the summer holidays?* (they went to a wedding)
 - 3 *What did Ben do?* (he went in a boat, took lots of photos)
 - 4 *What did Amy do?* (she read a story)

Audio 2

Narrator: *Amy went to her aunt's wedding in the summer. She wore a yellow dress. Her aunt wore a long, white dress. She got married.*

Rania: *Oh, Amy, your aunt was very beautiful! And I like your yellow dress.*

Amy: *Thanks Rania. My aunt Sarah looked like a princess!*

Narrator: *Ben also went to the wedding. Ben had an exciting time on holiday. Ben went in his uncle's boat. He took lots of photos of mountains.*

Omar: *You don't look very well in this photo, Ben. The boat is going fast.*

Ben: *It was a race. My uncle came first! Look this is Scotland! It has lots of mountains.*

Narrator: *The family went to Scotland for the wedding. They went by car. It took six hours.*

Ben mum: *Oh look there's grandma! Her dress was beautiful.*

Ben dad: *And here is all the family in Scotland. I liked going for lots of walks. I don't want to drive six hours again!*

Narrator: *Amy showed Rania her storybook. Its name was 'The princess and the three friends'. The princess lived in a palace.*

Rania: *What a beautiful princess! What's the story about Amy?*

Amy: *It's about a princess who doesn't feel well. And she gets ... oh no I don't want to tell you, we can read the story this evening.*

- 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 activity 1

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

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 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.

ACTIVITY 4 Read and circle the correct words. 5 mins

- 1** Say **Read** and get children to read silently. Model what you want the children to do. Ask *Where does a princess live?* (palace). 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 about 2 palace 3 again 4 all 5 also 6 looks like

REVIEW 5 mins

- 1** Draw a timeline on the board and write *past, present, now.*

NOW

past present →

- 2** Get children to identify the past tense verbs in the dialogues and write them under 'past': *went, took, wore, had, was, showed, married, liked, came.*
- 3** Get children to tell you what the present tense of the verbs is, eg. *go, take, wear, have, is, show, marry, like, come.* Write them under present/now.
- 4** Get children to work in a small group and take it in turns to say a present tense verb and the throw a paper ball to someone else in the circle who has to say the past tense.

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.
- 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 *Who looked like a princess?*
- 2 *How many hours was the family in the car?*
- 3 *What photos did Ben take?*
- 4 *Amy read a story. What was the story about?*

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 Period 1 and 2 and find the words in the word box in Period 1. Circle the words.

Period 3 – focus on comprehension
PB page 6

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and asks children to match the words and flashcards.
- 2 Ask *What does 'princess' mean?* Accept any reasonable answer that means someone with a lot of money, lives in a palace. Repeat with *What does 'again' mean?* Accept any reasonable answer that means you do something two times or more.
- 3 Ask *What words starts with the sound /b/?* Elicit *by*. Repeat with /a/ (about, again), /w/ (wedding), /m/ (marry), /l/ (look like), /p/ (princess, palace), /f/ (for).
- 4 Tell children that when /al/ are together they make a slightly different sound to /a/. Ask *What new words start with the sounds /al/?* (all, also).

LANGUAGE DEVELOPMENT 7 mins

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

1 syllable	2 syllables
all	about
by	again
for	also
hour	wedding
	palace
	Princess
	marry
	look like

ACTIVITY 1 Listen. Stand up or sit down. 5 mins 

- 1 Say **Listen. Stand up or sit down.** Play the recording. Pause after each sentence. Children stand up if the sentence is wrong and correct it and or sit down if the sentence is right.

Audio 3

- 1 *The wedding was in the winter.*
- 2 *Ben's uncle got married.*
- 3 *Ben went on his uncle's boat.*
- 4 *All the family went to Scotland.*
- 5 *The family were in the car for seven hours.*
- 6 *Amy read a book about a princess.*

Answers: 1 stand up/summer 2 stand up/aunt 3 sit 4 sit
5 stand up/six hours 6 sit

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 or a cross next to each sentence. Give a model as an example.

Answers: tick 2, 4, 6; cross 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: Accept any reasonable answers which include:
1 married 2 also 3 about 4 by 5 hours 6 for

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 in Scotland 2 about 6 hours 3 in a palace 4 all the family 5 a princess who doesn't feel well/ The Princess and the Three Friends 6 mountains

REVIEW 5 mins

- 1 Play *I spy*. Display flashcards. Say *I spy something with the sound /w/ (wedding), /a/ (about, again), /h/ (hour).*

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 Read and complete the sentences. 5 mins

- 1 Say **Read 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 about 2 all 3 by 4 again 5 also 6 for

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 table.
- 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 was 2 got 3 wore 4 looked 5 took 6 went

ACTIVITY 4 Read aloud. 5 mins

- 1 Say **Read aloud**.
- 2 Say **Answer the questions**:
 - 1 *Why do you think the family went to Scotland by car? (it's cheaper than flying)*
 - 2 *Why did the family go to the wedding? (Ben and Amy's aunt was getting married)*
 - 3 *Why did Ben's dad not want to drive for six hours again? (it's a long time)*

REVIEW 5 mins

- 1 Play *Shark attack*. Draw _____ 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 of their family holidays 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 of your family or a gift someone gave you so that the children can conceptualise what you want them to do.

Period 5 – focus on writing PB page 8

ACTIVITY 1 Complete the sentences with the 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 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 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 got 2 looked 3 took 4 went

ACTIVITY 2 Think and complete the sentences with the correct words. 10 mins

- 1 Say **Read**. Say *What did you do yesterday?* Get children to read the sentences. Model what you want the children to do with an example, eg. *I listened to music*.
- 2 Say **Think and complete the sentences with the correct words**.
- 3 Elicit correct sentences. Write them on the board. Get children to check their work and make corrections.
- 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 listened 2 looked 3 jumped 4 slept

ACTIVITY 3 Think and match the sentences with the picture. 10 mins

- 1 Write on the board: *I has/have two brothers and six sisters*.
- 2 Say **Read and match the sentences with the picture**. Encourage the class to identify the correct word and picture. Invite a pupil to match. Get the class to agree or disagree and to give a reason (it looks like he is putting the toothbrush away). Answer: *He brushed his teeth*.
- 3 Say **Read and match the sentences to the picture**. Get the children to read and match their answers. 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 past simple and present continuous and how the verb endings change according to the time, eg. *He brushed his teeth. He is brushing his teeth*.

Answers: 1b 2a

ACTIVITY 4 Think and complete the sentences with the correct words. 10 mins

- 1 Elicit some verbs by saying *What are you doing now?* Write the verbs under 'now' and focus on present continuous *-ing*.
- 2 Say *What did you do yesterday?* 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 under 'yesterday'.
- 3 Say **Complete the sentences with the correct words**. Get children to complete the sentences using the new verbs in the unit.
- 4 Elicit answers by inviting a child to the board and complete a verb table. Get the class to agree or disagree. Get children to check and correct their own work.

Answers: 1 cleaned / cleaning 2 answered / answering

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. *mlif, aerc, ieamnc* and get children to guess what words they make.
Answers: film, race, cinema.
- 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 answer. Get the class to agree or disagree with the answers.

Audio 5

Omar's mum: *Where did you go on your summer holiday?*

Ben's mum: *We went to Scotland. It was my sister Sarah's wedding. She got married in August.*

Ben's dad: *Ben took lots of the photos. Here is one he took of the beautiful mountains. There are lots of tall mountains in Scotland.*

Omar's dad: *Wow! Look at that fish! It looks about 5 kilos.*

Ben's dad: *Yes it was about 5 kilos. Ben got it. We all helped to cook it and eat it!*

Omar's mum: *How long did it take to cook?*

Ben's mum: *About two hours! We ate it after our bike ride. Ben also took this photo.*
Narrator: *Listen and answer.*

- 1 *Who's talking?*
- 2 *How many photos did Ben take? Which ones?*
- 3 *Ben got a fish. How heavy was it?*
- 4 *How long did the fish take to cook?*
- 5 *Who ate the fish?*
- 6 *Who went for a bike ride?*

Answers: 1 *Ben and Omar's parents* 2 *Four* 3 *About 5 kilos*
 4 *About 2 hours* 5 *All of the family* 6 *Amy and her mum*

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 answer and write them on the board. Children check and correct their own work.

Audio 6

- 1 *I read a nice story about a princess.*
- 2 *This is a photo of all my class.*
- 3 *I took this photo at my aunt's wedding.*
- 4 *The princess lived in a palace.*
- 5 *I slept for two hours.*
- 6 *That film was good! I want to see it again.*

Answers: 1 *about* 2 *all* 3 *wedding* 4 *palace* 5 *for* 6 *again*

ACTIVITY 3 Listen and repeat. 10 mins

- 1 Say **Read the tongue twister**. Get children to read the tongue twister 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 in the tongue twisters.
- 4 Get children to work in pairs taking it in turns to say the tongue twister until one makes a mistake and then it is the other one's turn.

Audio 7

*Ahmad also acted again and again.
 Princess Pam played in the palace.
 We watched William's wedding.*

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 the *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 page10

ACTIVITY 1 Find words in the word snake. Then complete the sentences. 10 mins

- 1 Warmer game: Play *I spy*. Display the unit vocabulary word cards. Say *I spy something with sound /a/ (about, again), /al/ (also, all), /m/ (married).*
- 2 Say **Read**. Get children to read the sentences. Get the children to look at the word snake.
- 3 Model what you want the children to do with an example. Write *allcbagaincbdabout* on the board. Ask the children what words can they see. Draw a circle around one of the words the children identify eg. *all* (or *again, about*).
- 4 Say **Complete the sentences**.
- 5 Elicit some answers and write them on the table. Get children to check and correct their work.

Answers: 1 princess/palace 2 all/wedding 3 also 4 for 5 by 6 married

ACTIVITY 2 Think and complete the table. 5 mins

- 1 Say **Think and complete the table**. Draw a time line on the board, with 'yesterday' on the left and 'now' in the centre.
- 2 Elicit verbs and write them in the now column. Elicit the past tense of these verbs and invite children to write them in the 'yesterday' column.
- 3 Write two incorrect past tense verbs, eg. *goed, wrieted* and get the children to read them aloud. Tell the children that there are two incorrect past sentence words and to say which they are.

NOTE: when children have had enough listening input they will know very quickly if a word is incorrect when they hear it so the process of getting them to read it aloud is very valuable as the processing when you hear is very different to reading.

- 4 Get children to check and correct their own work.

Answers: *played / watched / painted / went / wore / got / wrote*

ACTIVITY 3 Write correct sentences. 10 mins

- 1 Write on the board: *ben and omar at sports day, jumped*
- 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 letter at the beginning and full stop at the end. Help them to notice word order.
- 4 Say **Write correct sentences**. Get the children to check their sentences with a partner.

- 5 Elicit the answers and invite different children to come and write them on the board. If any 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 *Amy watched TV.* 2 *Omar played sports.* 3 *Ben painted a picture.* 4 *Rania wore a pink T-shirt.*

ACTIVITY 4 Think and write sentences about your pictures and photos of Palestine. 10 mins

- 1 Ask children to take out the photos/drawings or special item.
- 2 Say **Think and write sentences about your pictures and photos**. Encourage the children to look back at the unit and elicit some sentence starters and write them on the board, eg.

We went to ...

It was ...

We saw ...

Get children to check each other's work for punctuation.

This is a first draft. Encourage children to add more sentences about their holiday or gift, eg. name of people who went on holiday with them/gave them the gift, where they went, when the gift was given to them.

- 3 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 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.

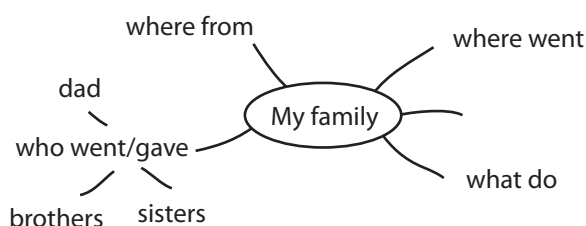
10 mins

- 1 Warmer game: Play the *Bingo* game. Draw a grid of 3 rows and 3 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 3 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 out 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 princess/palace 2 about/again 3 wedding/All
4 married/looked like 5 for 6 by/hour

ACTIVITY 2 Work in groups of three or four. Make postcards of your people, places and things. 30 mins

- 1 Tell the children they are going to write an online postcard. Show them a model of an online postcard you have made before the class with photos and descriptions. Tell the children they will need to use their best handwriting as the booklets 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 holiday or gifts.



- 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 proof read 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 postcard.
- 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 postcards home to finish and bring back the next period.
- 7 Display the completed postcards.

EXTENSION: children can work in a group of four presenting their postcards to each other. Two groups can work together presenting their holidays/items to each other.

NOTE: a washing line across the classroom or a window is a perfect place to display the postcards. Use washing pegs to attach the postcards to the washing line. If the children have access to the internet they could upload their work to a class Facebook page.

The wolf's shoes

Period 1 – focus on listening PB page 12

Aims practising past simple tense with negative and interrogative forms

Key language *wolf, hear, road, hide, both, look for, with, laugh, end, greedy, nothing, angry*

Review *buy, go, market, farmer, goat, big*

Language structures past simple, eg. *A farmer bought a big goat.*

Materials Pupil's Book, CD, Poster, Flashcards Unit 11, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 8 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 wolf. Say *This is a wolf. What is a wolf?* (a wild animal, a kind of dog, accept any reasonable answer).
- 3 Repeat with flashcard of farmer. Say *This is a farmer. Ask Why do you think the farmer has a goat?* Encourage the children to say he has bought it. Repeat with rest of flashcards.
- 4 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 10 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

wolf hear road hide both look for with laugh end greedy nothing angry

LANGUAGE DEVELOPMENT 7 mins

Before the lesson:

Prepare word cards: *Once / upon / a / time / , / bought / walked / clever / wolf / wanted / goat / hid / put / laughed / greedy / farmer*

- 1 Distribute word cards and say *Once upon a time* to four children and get them to stand in line to make the beginning of a story. Get class to confirm and read it aloud. Transfer to the left side of the board.
- 2 Distribute rest of word cards. Say *Look at the words, they don't make a sentence but put them in order or how you think the story might be* 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 past tense throughout.
- 6 Ask class which flashcards are left. The flashcards of *road, look for, hear, both, with, end, nothing, angry* are left. Get children to identify each flashcard.

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:
 - 1 *Where was the farmer going?* (home)
 - 2 *Why was the wolf clever?* (he had an idea to get the goat)
 - 3 *Why did the wolf get the goat?* (the farmer was greedy)

Audio 9

Once upon a time, a farmer bought a big goat at the market. The farmer and the goat walked home. A wolf heard the goat. 'Beeh, beeh' said the goat.

The clever wolf wanted the goat. 'I have an idea,' said the wolf.

The wolf put his left shoe on the road. He hid behind a tree. The farmer saw the shoe. That's a good shoe, but I don't want one shoe, said the farmer. He wanted two shoes. The wolf took his left shoe. The wolf was faster than the farmer.

Now the wolf put his right shoe on the road. He hid. The farmer saw the shoe. That's the second shoe. Lucky for me!' said the farmer. I want both shoes.

The farmer put the right shoe next to his goat. He went to look for the left shoe.

The wolf laughed. He took his right shoe and he took the goat. 'Come with me!' said the wolf to the goat. In the end the greedy farmer got nothing! The farmer was very angry.

- NOTE: tell pupils that 'Once upon a time' is a phrase used at the beginning of traditional stories.

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 dialogue stress and intonation.
- 3 Get children to notice the Everyday English box and 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 the questions.

Audio 10

- | | |
|--|---|
| 1 Where was the wolf? | 5 What did the wolf put on the road second? |
| 2 What did the wolf want? | 6 What did the farmer do? |
| 3 What did the wolf put on the road first? | 7 What did the wolf do? |
| 4 What did the farmer do? | |

Answers: 1 behind a tree/hiding 2 the goat 3 his left shoe
4 nothing 5 his right shoe 6 he went to find the left shoe
7 he took the goat

- NOTE: The moral of the story is to be happy with what you've got and not to be greedy.

REVIEW 5 mins

- 1 Get children to identify the way stories begin and end and the exclamations in the dialogues: *Once upon a time ... Lucky for me! I have a great idea! In the end ...*
- 2 Get children to work in groups and take it in turns to start and end a story, and say the exclamations in a circle drill.

Period 2 – focus on reading PB page 13

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**. Get children to read text from Period 1 and 2 and find the words in the word box. Circle the words.
- 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 again. They check they have circled all the key vocabulary words.

Repeat audio period 1 activity 1

Answers: 1b 2d 3a 4c 5f 6e 7h 8g 9l 10i 11k 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 Say **Work in groups of four or five. Read the passage on page 12 aloud**. Monitor groups. Children take it in turns to read narration or dialogue in pictures 1, 2, 3 and 4 Period 1.

ACTIVITY 4 Read 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 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. Children check their own work and make corrections.

Answers: 1 saw 2 road 3 looked for 4 both 5 nothing 6 laughed

REVIEW 5 mins

- 1 Display flashcards and word cards. Play *I spy*, eg. *I see something beginning with the sound /b/(both)*. Repeat with /w/ (wolf, with), /a/ (angry), /h/ (hid), /n/ (nothing), /l/ laugh, look for, etc.

**Period 3 – focus on comprehension
PB page 14**

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and asks children to match the word and flashcards.
- 2 Ask *What does 'laugh' mean?* Accept any reasonable answer that means it can be a feeling that makes you feel good, children can also laugh.
- 3 Repeat with *What does 'clever' mean?* Accept any reasonable answer that means you think well and can work things out.
- 4 Ask *What words starts with the sound /h/?* Elicit *hid* (hear). Repeat with /a/ (angry), /l/ (laugh/looks for), /gr/ (greedy), /w/ (wolf/with), /e/ (end)

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

- 5 Ask children *What three new words have you not said?* (road, both, nothing)

LANGUAGE DEVELOPMENT 7 mins

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

1 syllable	2 syllables
road	nothing
hide	greedy
both	angry
end	
wolf	
laugh	
hear	
look	
for	
with	

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 their hands if the sentence is correct. They stamp their feet if the sentence is wrong and correct it.

Audio 11

- | | |
|--|--|
| 1 <i>The farmer is clever.</i> | 5 <i>The wolf hides behind a tree.</i> |
| 2 <i>The goat wants the shoes.</i> | 6 <i>The farmer gets the shoes.</i> |
| 3 <i>The wolf wears shoes.</i> | |
| 4 <i>The wolf puts the shoes in the trees.</i> | |

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

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 or a cross next to each sentence. Give a model as an example eg. *The wolf was clever*. 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 *What can you say about the wolf?* (He was clever.)
 - 2 *What can you say about the farmer?* (He was not clever.)
 - 3 *What did the farmer see on the road?* (shoes)
 - 4 *Who put the shoes on the road?* (the wolf)
 - 5 *What did the wolf want?* (the goat)
 - 6 *Why do you think the wolf did not take the goat when he saw it?* (accept any reasonable answer which means the farmer might hurt the wolf so he had to be clever.)

Answers: tick: 1, 4, 6; cross: 2, 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 road 2 hid 3 both 4 looked for 5 angry 6 nothing

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

- 1 Say **Read and write answers to the questions**. Get children to read the questions silently, look at the pictures on page 13 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 on the road 2 behind a tree/he didn't want the farmer to see him 3 both shoes/he was greedy, he wanted something for nothing 4 yes/the farmer was greedy and thought he could get shoes for nothing 5 angry/he got nothing

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 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences**. Get the children to read the words in the word box.
- 2 Children complete the sentences.
- 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 heard 2 looked for 3 laughed 4 both

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 Say **Read and circle the correct words**. Get children to read the sentences.
- 2 Elicit answers and invite a child to write them on the board. Children check and do their own corrections.

Answers: 1 heard 2 angry 3 greedy 4 end

ACTIVITY 4 Read aloud. 5 mins

- 1 Say **Read aloud**.
- 2 Say **Answer the questions**:
 - 1 *Why didn't the farmer take the left shoe?* (one shoe is no good)
 - 2 *Why did the farmer leave the right shoe with his goat?* (he didn't want to walk with the goat and the shoe to where he saw the left shoe)
 - 3 *How did the farmer feel?* (angry, he gets nothing)

REVIEW 5 mins

- 1 Ask children to collect photos and pictures from magazines or newspapers of Palestine and other places they are interested in. Bring to the class by Period 7.

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

Period 5 – focus on writing PB page 16

ACTIVITY 1 Think and complete the sentences. 10 mins

- 1 Warmer game: play *Shark attack*. Draw _ _ _ _ _ (*angry*) 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 *Today*. Ask the children when does the word 'today' mean? Elicit a meaning that infers this day, the day we are in now. Say *What did I do yesterday?* 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 _____ nothing. Elicit: *Ben did nothing.*
- 4 Get children to look back at the pictures on page 12 Period 1 Activity 2. Say **Think and 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 *-ing*.

Answers: 1 *did* 2 *laughed* 3 *needed* 4 *played*

ACTIVITY 2 Think and circle the correct words. 10 mins

- 1 Say *What did you do yesterday?* Encourage children to focus on where they were and what they did. Elicit anything reasonable eg. *listened (to you), sat* etc. Write on the board: *What did you do yesterday?*
- 2 Say **Read the words aloud**. Encourage the class to identify the ending. Invite a pupil to write it on the board. Get the class to agree or disagree. *Answer: I sat.*
- 3 Say **Think and circle the correct words**. Get the children to read, think and circle the words. 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 past simple and how the verb endings change eg. *is = was*. Help the children notice that the verb changes depending on whether it is singular or plural. Children check their work and correct.

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

ACTIVITY 3 Think and complete the sentences. 10 mins

- 1 Write on the board:
go
see
hide
take
- 2 Ask *How do we use this word in the past?* (point to *go*). Elicit: *went*.

- 3 Say **Think and complete the sentences**. Get children to complete the sentences using the given verbs.
- 4 Elicit answers by inviting a child to the board and write answers. Get the class to agree or disagree. Get children to check and correct their own work.

Answers: 1 *went* 2 *saw* 3 *hid* 4 *took*

ACTIVITY 4 Think and complete the sentences. 10 mins

- 1 Draw two columns on the board and write headings *yesterday* (left) and *now* (right).
- 2 Say *What did you do yesterday?* Elicit anything reasonable but using the past tense form of the verb. Point to the left side of the board 'yesterday' column. Write the suggestions under this column.
- 3 Say *What are you doing now?* Elicit anything reasonable using present continuous form of the verb, eg. *I'm eating, I'm sitting* etc. Point to right side of the board, to column 'now'. Write suggestions under this column.
- 4 Say **Think and complete the sentences**. Children complete the sentences. They check their work with a partner.
- 5 Elicit answers and write them under the correct columns. Children check and correct their work. Help the children to notice how the question and answers match, eg. *yesterday = +ed/change completely; now = present continuous -ing*.

Answers: 1 *a read b reading* 2 *a listened b is listening*
c wrote d is writing

Period 6 – focus on integrated skills PB page 17

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Warmer game: Say *What did I do yesterday?* Mime *hid* (hide behind a door). Elicit: *hid*.
- 2 Repeat with *angry* (look angry), *clever* (write 100 on the board and look pleased with yourself), *laugh* (laugh out loud), *both* (use two fingers to show two, invite a child to the front to show two people).
- 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's mum: Omar's bedroom is always very messy. He can't find his football boots. Now he's getting angry.

Omar: Where are my football boots? Rania always hides them.

Omar's mum: Rania never hides your boots. You always throw them off. Did you lose them again?

Ben: Omar come on, Rania didn't take your boots. Oh look what I can see ... what's that under your bed?

Omar: Ahah, one boot. Now where is the second boot? Mmm, under the chair, no nothing here. I need both boots.

Omar's mum: Boys, Ben's dad is waiting in the car outside. He's going to take you to football.

Omar: I heard you mum! I can't find my second boot ... oh there it is ... it's in my cupboard. Now come on Ben, let's go!

Narrator: Listen and answer:

- 1 Who was talking?
- 2 Why was Omar angry?
- 3 What did Omar's mum say?
- 4 Where did Ben find one boot?
- 5 Who took the boys to football?
- 6 Where did Omar find his second boot?

Answers: 1 Omar, Ben, Omar's mum 2 he couldn't find his football boots 3 that he's messy and is always throwing his boots 4 under Omar's bed 5 Ben's dad 6 in his cupboard

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 answer and write them on the board. Children check and correct their own work.

Audio 13

1 Both of Amy's dancing shoes were behind the bin.

2 Ben's bike was on the road.

3 There was nothing in Rania's schoolbag.

4 Amy played hide and find.

5 Amy was angry that she didn't find her dancing shoes.

6 Omar laughed. He found both his boots.

7 Ben didn't feel well. He was greedy.

Answers: 1 both 2 road 3 nothing 4 hide 5 angry 6 laughed 7 greedy

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 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

Round and round the garden

Raced the greedy goat.

First, second, third, fourth, fifth. Got you!

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 *Teacher says*. Say *Teacher says you're angry*. Children have to pretend they are angry.
- 2 Repeat with *clever*, *laugh*, *both* (get together with a partner), *with* (get a partner), *greedy* (pretend to eat a lot).

Period 7 – focus on writing PB page 18

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

- 1 Warmer game: display 4 flashcards from Unit 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 a different sets of cards.
- 2 Say **Read**. Get children to read the clues. If necessary, get the children to look at the poster which explains how to do a crossword puzzle.
- 3 Model what you want the children to do with an example. Read the first clue aloud and elicit the 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 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: Down: 1 nothing 2 hear 3 angry 4 hide
Across: 1 both 2 road 3 laugh 4 greedy*

ACTIVITY 2 Think and write words. Then make a crossword. 5 mins

- 1 Write the letter 'g' on the board and elicits all the words the children know beginning with the letter /g/. eg. *goat, green, gate, garden* and anything else reasonable. Write the words on the board.
- 2 Model what you want the class to do with an example, think of a sentence with one of the words, eg. *Goats eat lots of things. They are _____.*
- 3 Displays the rest of the unit word cards and flashcards on the board.
- 4 Puts the class in groups of four. Each group is given 30 x 3cm square pieces of paper. Each child in the group has to choose a word from the board, each word in the group has to be different.
- 5 Children make their crossword puzzle writing each letter of their word on one piece of paper. Children then work out how to fit their words together on the table. Children make a sentence using their word.
- 6 Show the class how to make the crossword puzzle by writing the longest word on the board, explaining that in crossword puzzles they can write in capitals eg.

G	R	E	E	D	Y
O					
A					
T					

- 7 Then fit the other words around it. Tell the children that crosswords are very clever because you have to fit the words in so you can read the words across and down. The squares with no letters you colour in black.

ACTIVITY 3 Put the pictures in the correct order. Then write complete sentences. 10 mins

- 1 Say **Look** and get the class to look at the flashcards from the unit. Draw two dialogue bubbles on the board and ask *What are they saying?* eg. *Mmmm I want to eat him. Where are they going?*
- 2 Ask the class to help you correct the sentences. Help them focus on the use of capital letters and full stops or question marks.
- 3 Say **Write correct sentences**. Get the children to write 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: 1 The farmer bought a goat. 2 The wolf hid. 3 The farmer saw a left shoe. 4 The farmer saw a right shoe. 5 The farmer tied the goat to the tree. 6 The wolf took the goat. Also accept any reasonable answer that makes meaning of the picture.

ACTIVITY 4 Think and write sentences about your pictures of Palestine. 10 mins

- 1 Say **Work in groups of four**. Ask children to take out the photos/drawings of Palestine or places they are interested in. Tell the children they are going to write a story using the pictures.
- 2 Elicit some question words and write them on the board:

<i>What (is it?)</i>	<i>What (did they do?)</i>
<i>What (could you do here?)</i>	<i>Where (is it?)</i>
<i>Who (is in the photo/picture?)</i>	
- 3 Say **Write sentences**. Encourage the children to look back at the unit and elicit some sentence starters and write them on the board, eg.
*Once upon a time ...
It had ...
They were ...
One day ...
In the end ...*

- 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. Encourage the children to use the past tense.
- 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 write the homework in it.

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: __ __ __ (*goat*). 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 out 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 greedy 2 end 3 road 4 hide 5 nothing 6 hear 7 angry 8 laughed 9 Both 10 looked for/ was looking for 11 with 12 wolf

ACTIVITY 2 Work in pairs. Make a story book. 30 mins

- 1 Tell the children they are going to write about the people and places they have chosen. 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 their people:

where eg. place country, town, valley, mountain what see eg. snow, rain, sun



where eg. parents, 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 4. Get children to add some more sentences.
- 4 Get children to work in pairs and proof read 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 gluing. 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 posters.

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 washing pegs to attach the books to the washing line.

Omar and Rania's visit to Qalqilya

Period 1 – focus on listening PB page 20

Aims to practise the past simple tense regular and irregular

Key language *any, fruit, vegetable, plant, then, some, us, last, those, out, them, move*

Review *drive, sing, going to, eat, visit, like, is* (changed to past simple tense); *beautiful, clever, high, down, exciting*

Language structures past simple: *I went, we drove, we ate, we visited, I liked*

Materials Pupil's Book, CD, Poster, Flashcards Unit 12, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 8 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 *fruit*. Say *This is fruit. What fruits do you know?* (banana, apple, orange: accept any reasonable answer). Repeat with flashcard of *vegetable* (potatoes, carrots, onions).
- 3 Repeat with flashcard of *plant*. Say *This is a plant*. Point to the fruit and vegetable flashcards. Say *These are plants*. Put the flashcard of fruit next to you and vegetable some way away. Say *These fruits. Those vegetables*. Help the children to conceptualise the difference between 'these' being near you and 'those' being further away.
- 4 Show flashcards of *move*. Say *This is move*. Say *Teacher says stand up*. Say *You have moved*. Invite four children to the front of the class. Ask two children to stand apart from you. Say *This is 'us'*. Stand by the children and circle them and yourself. Say 'them' and point to the other two children.
- 5 Put the four children in a line. Say *First, second, third, fourth*. Point to the fourth child and say *last*.
- 6 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 10 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 the name and use their bodies to conceptualise eg. *us* (circle themselves and children next to them), *them* (point to children on other side of the class), *move* (stand up), *out* (point to door).
- 4 Repeat 3.

! NOTE: these are difficult to conceptualise: *any, some, then*.

Audio 15

*any then some us last those out them move
fruit vegetable plant*

LANGUAGE DEVELOPMENT 7 mins

Before the lesson:

Prepare word cards: *Where / did / the / family / go / ? / What / did / the / family / do / ?*

- 1 Distribute *Where did the family go?* 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 *What did the family do?* word cards to six children. Get children to stand in line to make a question. Get class to confirm and read it aloud. Repeat with other word cards.
- 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:
 - 1 *Where did the family go at the weekend?* (Qalqilya)
 - 2 *What did they do there?* (visited the zoo, played in the water, ate in a restaurant)
 - 3 *Why did dad get angry?* (there were lots of cars on the road)
 - 4 *What did mum do?* (she sang)

Audio 16

Narrator: *Omar's family drove to Qalqilya last weekend. There were lots of cars on the road. Their car couldn't move. Mum, Omar and Rania sang.*

Dad: *Look at the cars behind us!*

Mum: *Don't be angry. Keep calm! We're going to have an exciting day at the zoo. Let's sing!*

Narrator: *The family visited the zoo. It was very beautiful. It had lots of animals. Omar's favourite animal was the giraffe. It could eat fruit from your hand. Rania liked the rabbits.*

Rania: *These rabbits are more beautiful than the giraffe.*

Omar: *Those rabbits aren't more beautiful, Rania! Look at this clever giraffe. It can put its head up high and down to my hand.*

Narrator: *Then the family visited Wadi al Badan. There were lots of small pools. Omar and Rania liked to play in the water. The water was very cold.*

Omar: *Brrrr, I'm getting cold. Do we have any sweaters?*

Mum: *Oh, look at the children, they are blue with cold. Get out of the water! Please give them their sweaters.*

Narrator: *The family went to a restaurant for dinner. Rania and Omar liked the fruit and vegetables. The parents sat in the restaurant.*

Omar: *There were lots of plants on the farm. Did you see them?*

Rania: *Of course! Look at these olives, are they fruit or vegetables?*

Man's voice: *Olives are fruit!*

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 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 say**. Play the recording. Pause so that the children can listen and say the answer.

Audio 17

- 1 *Who didn't like lots of cars?*
- 2 *What was Omar's favourite animal? Why?*
- 3 *Why did Omar get out of the pool?*
- 4 *What's an olive: a fruit or a vegetable?*

REVIEW 5 mins

- 1 Get children to identify the phrases in the dialogues: *Keep calm! Of course!*
- 2 Get children to work in a small group and ask and answer questions about themselves in a circle drill.

Period 2 – focus on reading PB page 21

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.

Repeat audio activity 1

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

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. Children 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 Children take it in turns to read narration or dialogue in pictures 1, 2, 3 and 4 Period 1.
- 2 Say **Work in groups of four or five. Read the passage on page 20 aloud**. Monitor groups. If necessary model what you want the children to do with a group at the front.

ACTIVITY 4 Read and circle the correct words. 5 mins

- 1 Say **Read 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. Invite a child to come to the board and tick the answer next to the number. Children check their own work and make corrections.

Answers: 1 visited 2 went 3 see 4 sing 5 fruit 6 then

REVIEW 5 mins

- 1 Play *Missing letters* in teams. Write on the board some of the key vocabulary with letters missing.
- 2 The team with the most correct spellings is the winner.

Period 3 – focus on comprehension
PB page 22

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and asks children to match the word and flashcards.
- 2 Ask *What does 'some' mean?* Accept any reasonable answer that means it can be more than two items. Encourage the children to use their hands the number, eg. show me two fingers, show me some fingers.
- 3 Repeat with *What does 'any' mean?* Accept any reasonable answer that means a quantity but you don't know how many. The difference between 'some' and 'any' is that 'some' is more than 2 and 'any' can be from 1+. Encourage the children to conceptualise using 'any', ask *Do you have any pencils?* Elicit *yes How many pencils do you have? Show me.* Elicit: get the children to show you their pencils. Say *'ah you have some pencils'*.
- 4 Ask *What words starts with the sound /f/?* Elicit *fruit*. Repeat with /v/ (vegetable), /p/ (plant), /th/ (those, then, them), /j/ (just), /l/ (last), /u/ (us), /s/ (some), /e/ any.

Note: don't restrict 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. 3 claps =veg-ta-ble (note the second 'e' is silent). Get the children to say the words and clap the syllables.

1 syllable	2 syllables	3 syllables
fruit	any	vegetable
plant		
then		
some		
us		
those		
last		
out		
them		
just		

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 *Omar's family never visited Qalqilya.*
- 2 *Ben's dad was angry. Mum didn't like that.*
- 3 *Rania liked the monkeys at the zoo.*
- 4 *Omar touched the giraffe.*
- 5 *Omar liked the cold water.*
- 6 *Fruit and vegetables are plants.*

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

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 and 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. *The family visited Qalqilya.* 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, 3; cross 2, 4, 5, 6

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 last 2 move 3 some 4 out 5 them 6 then

ACTIVITY 4 Read page 20 and 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, look 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 there were lots of cars 2 last weekend 3 have a coffee 4 fruit and vegetables/plants 5 a sweater 6 tomatoes, bananas, grapes, oranges

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 Read and complete the sentences. 5 mins

- 1 Say **Read 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 *us* 2 *some* 3 *any* 4 *those* 5 *move* 6 *then*

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 questions and answers. Model what you want the children to do with an example, write on the board: *The family go / went to Qalqilya*. Elicit: *went*.
- 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.

Answers: 1 *went* 2 *saw* 3 *thought* 4 *got* 5 *played* 6 *were*

ACTIVITY 4 Read aloud. 5 mins

- 1 Say **Read**. Ask children to read the sentences in Activity 4 silently.
- 2 Say **Read aloud**. Ask children to read the sentences in Activity 4 aloud.
- 3 Say **Answer the questions**.
- 4 Ask the following concept checking questions:
Why did the car not move? (lots of cars on the road)
Why did mum and children sing? (dad was angry/the car did not move)
Why did the children get out of the water? (it was cold)
Who gave the children their sweaters? (Omar's dad)

REVIEW 5 mins

- 1 Ask children to think about different places or people in Palestine who are interesting. They should bring in photos, pictures from magazines or newspapers. They will be working on this in Period 8. They are going to make a brochure.

NOTE: it would be useful if you could think of some places that you have visited so the children can conceptualise what you want them to do, eg. places to visit at the weekend, interesting people to meet.

Period 5 – focus on writing PB page 24

ACTIVITY 1 Complete the sentences with the correct words. 10 mins

- 1 Warmer game: play *Teacher says*. Say *Teacher says stand with some classmates. Teacher says Who are 'us'?* (get children to point to themselves and their group) *Who are 'them'?* (get them to point to another group).
- 2 Say *What did you do last holiday?* Elicit, *played, walked, sang, went to the zoo* or anything reasonable. Write the question: *What did I do last holiday?* on the board (left hand side).
- 3 Say **Read**. Get children to read the sentence starters and complete them with their own information. Get the class to read out the first sentence together, eg: *We _____ (play) skipping games.* Elicit: *played.*
- 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. Help children notice the endings of some verbs end with *-ed*.

Answers: 1 went 2 wanted 3 sang 4 liked 5 touched

ACTIVITY 2 Think and write sentences. 10 mins

- 1 Say *What did you do yesterday?* (stress the last word). Encourage children to focus on what they did yesterday, elicit anything reasonable eg. *ate, slept, spoke, wrote, read* etc. Write on the board: *Did you _____ yesterday?*
- 2 Say **Read the words aloud**. Encourage the class to make a sentence using the pictures, eg. *Did you sleep yesterday?* Ask an individual child the question, get them to reply *Yes, I did//No, I didn't.*
- 3 Say **Think and write sentences**. 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 past simple and how the structure remains the same, eg.
Did you eat cheese? Did you play?

Answers: (a) *yes, I did. No, I didn't. No, I didn't.* (b) *No, he didn't. Yes, he did. Yes, he did.* (c) *Yes, she did. No, she didn't. Yes, she did.*

ACTIVITY 3 Think and match. Then write complete sentences.

10 mins

- 1 Revise the concept of 'these' and 'those'. Invite 4 children to the front of the class and say *These children*. Point to children at the back of the class, say *Those children*.
- 2 Say **Think and match. Then write complete sentences**.
- 3 Get children to check their answers with a partner.
- 4 Elicit feedback and write on the board.

Answers: 1 *these, those* 2 *these, those* 3 *these, those*

REVIEW 10 mins

- 1 Play *Teacher says*. Practise the concepts of *us* and *them*, eg. *Teacher says get into a group of four. Teacher says Who are 'us'?* (children point to their group). *Teacher says Who are 'them'?* (children point to another group further away).
- 2 Teacher says *Who are these children?* (children point to a group near them). *Who are 'those' children?* (children point to group further away).

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 _____ (*fruit*) on the board. Get children to call out letters until someone guesses the word.
- 2 Say **Listen**. Play the recording, pause after each dialogue.
- 3 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

- Mum:* Ahhh that's better! The car's moving now.
Rania: It's a beautiful day. I like singing with you, mum. Those songs were great.
Mum: I know, it's fun to sing. Rania, here's some fruit. Can you give some to Omar please? ...
Dad: Here we are at Qalqilya. Omar, we are going to the zoo, then what do you want to do?
Omar: I don't have any idea. We came here last weekend. I know ... let's visit a farm. I want to see a fruit and vegetable farm.
All: Great idea!
Narrator: Listen and answer.

- 1 *Who's talking?*
- 2 *Why was mum happy?*
- 3 *Why did Rania like singing?*
- 4 *What did mum give to Rania?*
- 5 *What did Omar want to do?*
- 6 *What did the family think about his idea?*

Answers: 1 *Rania, Omar, mum and dad* 2 *the car was moving* 3 *it's fun to sing* 4 *some fruit* 5 *Didn't know/visit farms/visit vegetable and fruit farms* 6 *Agreed/great idea*

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. *I can see some/a vegetables*. Elicit: *some*.
- 4 Get children to check their answers with a partner by taking it in turns to read aloud a sentence each.
- 5 Elicit answer and write them on the board. Children check and correct their own work.

Audio 20

- 1 *I can see some vegetables.*
- 2 *The cars can't move.*
- 3 *Are there any grapes?*
- 4 *Get out of the water now!*
- 5 *I'd like those books please.*
- 6 *Which plants are those?*

Answers: 1 some 2 move 3 any 4 out 5 those 6 plants**ACTIVITY 3 Listen and repeat. 10 mins** 

- 1 Say **Read the words of the joke**. Get children to read.

NOTE: explain the concept of 'jokes' to pupils. These are sentences or questions which play on words and meanings and make you laugh (hopefully!). The teacher helps the pupils to understand why the jokes are funny, eg. *black, white and read all over ... you read a newspaper and it's black and white, but a zebra is also black and white and when it gets hot, it becomes red (same sound as past tense 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 tell the jokes.
- 4 Get the children to work in pairs, taking it in turns to ask the questions and answer

Audio 21*What's black and white and read all over?**Answer: a hot zebra!**Which month has 28 days?**Answer: all of them!**Take 3 apples from a box with 12 apples. How many apples would you have?**Answer: 3 (they are in your hand!)***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 *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. These are some ideas of what to say:
Do you have some fruit?
Do you have any vegetables?
Give it to us.
Write and then speak.

Period 7 – focus on writing PB page 26

ACTIVITY 1 Read and write answers to the riddles. 5 mins

- 1 Warmer game: play *What's missing?* Display unit vocabulary flashcards randomly on the board BUT do not display the flashcard for fruit and vegetables
- 2 Ask children to look at the flashcards and say *What's missing?* Elicit *fruit, vegetables*.
- 3 Repeat the game. Invite four children to come to the front, give them a flashcard each eg. any, some, them, us and ask them to make a group to show the meaning. Get class to agree or disagree.
- 4 Say **Read**. Get children to read the words. Explain that the activity are riddles. A riddle is another game with words. They have to think about the words they have been learning and which words would fit in.
- 5 Model what you want the children to do with an example. Read the sentence aloud and elicit answer, invite a child to write the word on the board, eg. some
- 6 Say **Write the words**. 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 some 2 out 3 fruit 4 those

ACTIVITY 2 Think and write sentences. 5 mins

- 1 Get the class to look at the timeline. Ask the children to look through the unit and identify the past tense and present tense verbs.
- 2 They should write them under *yesterday* or *now* in a sentence.
- 3 Elicit feedback and write sentences under the columns. Class agrees or disagrees.

Possible answers, but accept any reasonable answer:
yesterday: stayed, enjoyed, liked, visited, were, had, was, went, could; now: like, see, is, are, swim.

ACTIVITY 3 Write correct sentences. Use the past tense. 10 mins

- 1 Get children to read the sentences aloud. Write a sentence on the board,
dad is very angry
- 2 Get class to help to correct the sentence. Help the class to focus on the use of the past tense, capital letter and full stop.
- 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 *Dad was very angry.* 2 *Rania touched the rabbit at the zoo.* 3 *Mum said that olives are fruit.* 4 *Omar got out of the cold river.* 5 *The family could not move in the car.*

ACTIVITY 4 Think and write sentence about your photos and pictures of Palestine. 10 mins

- 1 Help the children brainstorm some ideas about what they would like to put into a brochure about Palestine eg.

<i>What you can do</i>	<i>Where you can visit</i>
<i>What is interesting</i>	<i>Who is interesting</i>

ACTIVITY 5 Write the words. Practise your handwriting. 10 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 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*. with *Who are 'us'?* *Who are 'them'?* *What are 'some'?* *What are 'any'?* *What are these?* *What are those?* *What's last?*
- 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 out 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 some/any 2 us/out 3 them/some 4 e.g. plants/ Those 5 vegetables 6 run/last

ACTIVITY 2 Work in groups of four. Make a brochure about interesting people and places in Palestine. 30 mins

- 1 Tell the children they are going to make a brochure about places or people they have chosen.
- 2 Get children to get into their groups of 8 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.
- 4 Display the completed games.

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.

Ben's blog

Period 1 – focus on listening PB page 28

Aims to practise past simple tense (regular and irregular)

Key language *tell, blog, him, break, hospital, busy, nice, moon, mirror, too, place, after*

Review *internet, ideas, every day, photos, watch, put, see, jump, read, take, end*

Language structures *What happened to Ben? What did Ben do?*

Materials Pupil's Book, CD, Poster, Flashcards Unit 13, a diary and/or a print out of a blog from the internet, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 8 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 diary and/or the print out of an internet blog that you have brought in. Say *What's this?* Encourage children to call out *a book, a copybook to write ideas, dates of things you are going to do, share photos.*
- 3 Show the key language flashcards. Point to flashcard of blog. Say *This is a blog. What can you do on it?* (write what you have been doing, upload photos).
- 4 Repeat with flashcards of *after* = similar to *next* in a sequence of events, numbers; *busy* = active, doing something not always physical can be busy thinking; *him* = male, boy or man; *hospital* = where doctors and nurses work, you go there you are very ill; *break* = bones, cups, chairs; *tell* = when you speak to someone; *moon* = in the sky, you can see it at night time; *nice* = not a strong word, means something is OK; *place* = building, town/city, room; *mirror* = an object that you can see yourself in; *too* = as well, to be included.
- 5 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 10 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 3.

Audio 22

tell blog him break hospital busy nice moon mirror too place after

LANGUAGE DEVELOPMENT 7 mins

Before the lesson:

Prepare word cards: *told / broke / hospital / nice / busy / mirror / moon / too / place / after / blog / him / What / happened / to Ben / ? /*

- 1 Distribute word cards and say *What happened to Ben?* 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 Distribute rest of word cards to twelve children. Say *told* and *broke* and pause so that children can look at their word cards and get them to think about the present tense of the verbs, eg. *tell, break*. Get class to confirm and say it aloud. Transfer to the right side of the board.
- 3 Get children to show their word cards to the rest of the class. If a child can say the word, explain what it means or use it in a sentence they can put the word card on the right side of the board. The whole class can take part in this activity. Then get children to identify each flashcard. Concept check by asking the following questions: *What has the meaning of 'as well' (too). What can you use to see yourself? (mirror).*
- 5 Repeat with rest of words, eg. *a lot of work (busy), where you go if you are in an accident (hospital), a diary on the internet (blog), a boy (him), in the sky at night (moon), a school, your home (a place), good (nice), same meaning as 'next' (after).*

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:
 - 1 *What are Ben and Omar doing?* (looking at Ben's blog)
 - 2 *Where can you see a blog?* (on a computer/the internet)
 - 3 *When did Ben break his leg?* (last summer)
 - 4 *Where did Ben and Omar's families eat?* (in a restaurant)

Audio 23

Narrator: *Ben tells Omar about his blog. The blog is on the internet. Ben writes his ideas every day and he puts photos in the blog. Omar reads about Ben in his blog. Last summer Ben broke his leg at the football game.*

Ben: *This is me at the Manchester United football game last summer. It was a very exciting game. Manchester United won.*

- Ben: *I broke my leg at the football game. I couldn't move. My dad took me to the hospital. It was very busy.*
- Omar: *How's your leg?*
- Ben: *Better, thanks.*
- Narrator: *Ben told Omar about his hobby. He enjoys taking photos. He took this photo of the sea and the moon.*
- Ben: *Look at the moon on the water. The sea looked like a mirror that day!*
- Omar: *Wow! It's beautiful.*
- Narrator: *Amy and Rania looked at the blog, too.*
- Amy: *Look at this photo. Our families were in a restaurant. It was a nice place. We ate rice and chicken. We went to the park after the restaurant. We had a great time.*

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 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 24

- 1 *When did Ben break his leg?*
- 2 *What's Ben's hobby?*
- 3 *What did Ben and Omar's families do after they ate at the restaurant?*

Answers: 1 last summer 3 taking photos 4 They went to the park

REVIEW 5 mins

- 1 Get children to identify the expressions in the dialogues: *How's your leg?/ Better, thanks. Look at the moon on the water / Wow! It's beautiful!*
- 2 Get children to work in a small group and ask and answer questions about themselves in a circle drill.

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.

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

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. They take it in turns to read narration or dialogue in pictures 1, 2, 3 and 4 Period 1.
- 2 Say **Work in groups of four or five. Read the passage aloud**. Monitor groups.

ACTIVITY 4 Read and circle the correct words. 5 mins

- 1 Say **Read** and get children to read silently. Model what you want the children to do. Ask *When did Ben break his leg?* (last 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 Write 1, 2, 3, 4, 5, 6, 7 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 make corrections.

Answers: 1 broke 2 blog 3 mirror 4 was 5 after 6 liked

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 asks children to match the word and flashcards.
- 2 Ask *What does 'nice' mean?* Accept any reasonable answer that means it is good, not very good, just good.
- 3 Repeat with *What happened to Ben?* Accept any reasonable answer that includes he broke his leg.
- 4 Ask *What words starts with the sound /b/?* Elicit *blog, break, busy*. Repeat with /m/ (mirror, moon), /h/ (him, hospital), /p/ (place), /t/ (too, tell), /a/ (after).

! Note: don't restrict 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. *after* (2).
- 2 Children repeat the word and clap the syllables.

1 syllable	2 syllables	3 syllables
blog	after	hospital
him	busy	
break	mirror	
moon		
nice		
place		
tell		
too		

ACTIVITY 1 Listen. Thumb up, thumb 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 up.

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

Audio 25

- 1 *Ben broke his leg last summer.*
- 2 *Omar's uncle works in a hospital.*
- 3 *Ben watched a football game last weekend.*
- 4 *The sea looks like a mirror. You can look at the moon in it!*
- 5 *Ben's family ate fish and rice.*
- 6 *Both families went to a bad restaurant.*

Answers: thumbs up: 2, 3, 4; thumbs down: 1, 5, 6

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. *Ben broke his arm*. Elicit *Ben broke his leg*.
- 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.
 - 2 *When did Ben visit England?* (last summer)
 - 3 *Who read Ben's blog?* (Omar)
 - 4 *What's Ben's hobby?* (taking photos)
 - 5 *Which families had dinner at the restaurant?* (Omar and Ben's)
 - 6 *Where did Omar and Ben play after dinner?* (in the park)

Answers: tick: 2, 3, 6

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 *blog* 2 *busy* 3 *after* 4 *too* 5 *him* 6 *nice*

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, look 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 *They are looking at Ben's blog.* 2 *Ben's friends*
3 *You write, put photos, music and pictures link to websites you like* 4 *a mirror* 5 *a restaurant/park* 6 *after eating/the restaurant*

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. *nice*. 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 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences**. Get the children to read the words in the word box.
- 2 Children complete the sentences.
- 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 busy 2 nice 3 place 4 too 5 after 6 him

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 looked 2 told 3 broke 4 took 5 liked 6 went

ACTIVITY 4 Read aloud. 5 mins

- 1 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:
When did Ben break his leg? (last summer)
How do Ben's friends in England know about his broken leg? (they can read his blog)
Why did Amy talk about the restaurant? (she saw the photo)
What did the families do at the restaurant? (went to the park)

REVIEW 5 mins

- 1 Ask children to collect photos, pictures in magazine or newspapers in Palestine or they can make drawings of them. They are going to design a blog. Bring to the class by Period 7.

NOTE: it would be useful if you could bring in some photos and/or pictures of Palestine so that the children can conceptualise what you want them to do. If you have a blog even better!

Period 5 – focus on writing PB page 32

ACTIVITY 1 Complete the sentences with the correct words. 10 mins

- 1 Warmer game: play *Shark attack*. Draw _____ (*broke*) on the board. Get children to call out sounds of letters. Continue with other words from unit vocabulary list.
- 2 Say **yesterday – today**. Ask the children when does the word 'today' mean? Elicit a meaning that infers this day, the day we are in now. Say *What do you do every day?* Elicit *stand, talk, teach, sit, walk* and anything reasonable. Write the question: *What did you do yesterday?* on the board (left hand side).
- 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. *Ben _____ (tell) Omar about his blog.* 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 told 2 put/wrote 3 asked 4 won 5 went 6 broke

ACTIVITY 2 Look and complete the sentences. 10 mins

- 1 Invite two pupils to the front of the class (boy and girl ... if in single sex school then they will need to draw a stick person on the board for the gender not present).
- 2 Write *I, he, she, they* in 4 columns on the board.
- 3 Hold a pencil and says *Give him/her the pencil*. Say *him/her* (whichever pronoun you have used) and get the pupils to identify the one used. Point to the board and get pupils to tell you in which column you should put the pronoun, e.g. *him* goes under *he*, *her* goes under *she*. Say *Give me the pencil*. Get pupils to tell you the pronoun (or word which tells you who you are talking about) and which column it goes under, eg. *me* goes under column *I*. Repeat with *Give them the pencil* (point to the class) and get pupils to notice which column the word *them* goes under, ie. *they*.
- 4 Say **Read the words aloud**. Encourage the class to identify the ending. Invite a pupil to write it on the board. Get the class to agree or disagree. *Answer: Listen to him. That's a nice song.*
- 5 Say **Look and complete the sentences**. Get the children to read, think and complete the sentences. Get the children to think of who is in the picture. Get them to check their answers with a partner.
- 6 Elicit answers and write them on the board. Help children to notice the use of masculine and feminine pronouns.

Answers: 1 him 2 her 3 them 4 me

ACTIVITY 3 Think and complete the sentences. 10 mins

- 1 Help the pupils understand how adjectives work. Model with showing two items in the classroom, one which they know the pupils would consider to be attractive and one which they would not consider to be attractive. Say *What do you think?* Elicit *It's beautiful/nice*. If pupils disagree you might like to show them a gauge:



very beautiful
beautiful
nice
not nice
bad
very bad

NOTE: be careful that this activity does not become a deliberate negative labelling one between genders. Pupils can make their own choices about the degree.

- 2 Say **Think and complete the sentences**. Get children to complete the sentences using the given adjectives.
- 3 Elicit answers by inviting a child to the board and write answers. Get the class to agree or disagree. Get children to check and correct their own work.

Answers: adjectives are very personal, what one person likes another might not, so accept anything reasonable.

REVIEW 10 mins

- 1 Play *Bingo*. Get children to draw a grid with 9 boxes. Model what you want the children to do with an example on the board. Write in 9 adjectives or pronouns
- 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 happened?* Mime breaking a finger. Elicit: *Your finger is broken./You broke your finger.*
- 2 Repeat with *mirror* (pretend to look in a mirror), *moon* (look up at the sky), *busy* (tidy your desk), *blog* (pretend to be typing on a laptop), *him* (point to a boy or draw a stick boy on the board).
- 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: OK Omar, this is how to make a blog. First write your name.
- Omar: OK ... I'm going to write about my family.
- Ben: Good and then write about your weekend and put some photos in the blog.
- Omar: ... OK. I wrote about our visit to Qalqilya zoo and after that I wrote about Wadi al Badan. And here is a photo of the giraffe.
- Ben: Wow, you were busy last weekend!
- Omar: I liked your photo of the sea in your blog. It looked like the moon was in the water!
- Ben: I like that photo too. I watched the moon all month. I took the photo when the moon was very big.
- Narrator: Listen and answer.

- 1 Who's talking?
- 2 Who's making a blog now?
- 3 What did Ben tell Omar to do in his blog?
- 4 What photos did Omar put in his blog?
- 5 Which photo did Omar like in Ben's blog?
- 6 Why did Ben watch the moon all month?

Answers: 1 Ben and Omar 2 Omar 3 to write about his holidays, to put some photos in it 4 Qalqilya zoo, Wadi al Badan and the giraffe. 5 the photo of the moon and the sea, because the sea looks like a mirror 6 to get a good photo of the moon

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 answer and write them on the board. Children check and correct their own work.

Audio 27

- 1 The market was very busy. There were many people and animals.
- 2 The girls played and the small boy wanted to play too.
- 3 The mother said, 'Let him play with you.'
- 4 The small girl told her mother a nice story.
- 5 The park looked like a nice place.
- 6 The small girl saw her new sister in hospital.

Answers: 1 busy 2 too 3 him 4 told 5 nice 6 hospital

ACTIVITY 3 Listen and repeat. 10 mins

- 1 Say **Read the words of the song**. Get children to read.
- 2 Get children to read the words.
- 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 repeat**. Play the recording again and get the children to repeat.

Audio 28

We're all going to see the moon tomorrow,
Moon tomorrow, moon tomorrow.
We're all going to see the moon tomorrow.
To see it all night long!

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 *I spy* game. Say *I spy something with the sound /p/*. Elicit: *place*.
- 2 Repeat with other unit words.

Period 7 – focus on writing PB page 34

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

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

Answers: Down: 1 place 2 mirror 3 busy Across: 3 nice 4 blog 5 him

ACTIVITY 2 Think and write words. Then make a crossword. 10 mins

- Write the letter 'p' on the board and elicits all the words the children know beginning with the letter /p/ eg. place, pen, pencil. Write the words on the board.
- Model what you want the class to do with an example. Displays the rest of the unit word cards and flashcards on the board.
- Puts the class in groups of four. Each group is given 30 3cm square pieces of paper. Each child in the group has to choose a word from the board, each word in the group has to be different.
- Children make their crossword puzzle writing each letter of their word on a 3cm square piece of paper. Children then work out how to fit their words together on the table. Children make a clue for their words, eg. *hospital, him*.
- Show the class how to make the crossword puzzle by writing the longest word on the board, explaining that in wordsearch puzzles they can write in capitals eg.

H	O	S	P	I	T	A	L
I							
M							

- Then fit the other words around it. Tell the children that crossword puzzles are very clever because you have to fit the words in so you can read the words across and down.

ACTIVITY 3 Write correct sentences. 10 mins

- Say **Read** and get the class to read the sentences aloud. Write them on the board, eg.
Omar made a blog and ben helped her
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 *her* when talking about a boy or a girl.
- 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.
- 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 Omar made a blog and Ben helped **him**. 2 Rania is **his** sister. 3 Omar wrote about a giraffe, he fed **him**. 4 Dad was angry, **he** didn't like busy roads. 5 Rania and Amy liked **their** families eating at the restaurant. 6 Amy told Omar **he** was a busy boy.

ACTIVITY 4 Think and write sentences about your pictures and photos of Palestine. 10 mins

- Say **Work in groups of four**. Ask children to take out the photos/drawings of interesting things to write about in Palestine. Remind the children this is going to be their blog.
- Elicit some question words and write them on the board:
What (happened?) *When (did it happen?)*
Who (is in the photo/picture?) *Where (did it happen?)*
- Say **Write sentences about your pictures and photos**. Encourage the children to look back at the unit and elicit some sentence starters and write them on the board, eg.
It was in ... (place)
It was in ... (month)
It happened to ... (person)
- 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.
- 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

- Say **Read**. Get the children to read the unit vocabulary.
- 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.
- Tell the children they are going to practise their spelling in Period 8 so they should learn how to spell the words well.

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

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.
eaclp oonm
imh oimrrr
- 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 out 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 after/at 2 busy 3 blog 4 him 5 hospital 6 broke
7 tell 8 moon 9 place 10 mirror 11 too

ACTIVITY 2 Work in groups of four. Make a blog about people and places. 30 mins

- 1 Tell the children they are going to write a blog about people and places in Palestine. Show them a model of a blog or diary you have made before the class with photos and descriptions. Tell the children they will need to use their best handwriting as the booklet will be displayed in the classroom.

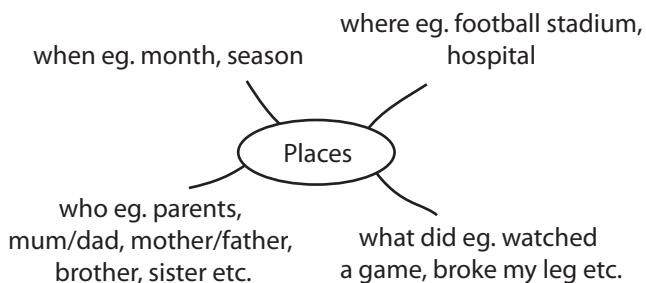
Write the following on the board as a check list of what they need to include:

Title – name of blog

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 4. Get children to add some more sentences.
- 4 Get children to work in pairs and check 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 blog. They need to agree who does the writing, who does the gluing. 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 blog home to finish and bring back the next Period.
- 7 Display the completed booklets.

EXTENSION: children can work in groups of four presenting their blog to each.

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

Period 1 PB page 36

EVERYDAY ENGLISH Listen and repeat. 2 mins 

Say **Listen and repeat**. Play the audio, pause the recording so that pupils can listen and then repeat. Focus on the stress and intonation. Say **Get into pairs and say**. Pupils in turns to say an expression to each other. Pupils can look back through the units to find expressions they want to practise.

Audio 29

Oh no! Oh, look there's ... Once upon a time ... Lucky for me! I have an idea! In the end ... Keep calm! Of course! It's beautiful! How's your leg? Better, thanks. Wow! She's lovely. She's gorgeous.

ACTIVITY 1 Listen and read. 10 mins 

- 1 Warmer: Play the *When?* game to practise tenses.
- 2 Display the poster showing the story. Ask *Who's this?* Pointing at the princess, the rug, the men, the apple, the mirror.
- 3 Say *Once upon a time there was a princess. Where did she live?* (a palace)
- 4 Listen to what the children and ask *Why?* Encourage the children to think of their answer, eg. *Princesses are rich, they have a lot of money.*
- 5 Say **Read and look at the pictures.**
- 6 Ask some concept checking questions:
What did Hassan find? (a mirror)
What could the mirror do? (see all things)
What did Murad find? (a rug)
What could the rug do? (fly)
What did Murad find? (an apple)
What could the apple do? (make people get better)
- 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 30

Three friends liked a princess. They wanted to marry her. She asked them for a present.

Hassan: She's lovely.

Basim: She's gorgeous.

Narrator: Hassan found a mirror. He could see all things in it.

Basim found a rug. He could fly on it and see all things.

Murad found an apple. It helped people when they did not feel well.

They looked in the mirror and saw the princess.

She was not well. They flew very fast to her palace on the rug.

Murad gave her the apple. She ate it. She got better. Who did the princess marry?

Princess: Murad gave me all he had. I am going to marry Murad.

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 31

1 *How many friends were there in the story?*

2 *Who did the friends want to marry?*

3 *What did the princess want?*

4 *What did the friends see in the mirror?*

5 *What did the friends do?*

6 *Who did the princess marry? Why?*

Answers: 1 three 2 the princess 3 a present 4 the princess was not very well 5 fly to the palace to help the princess 6 Murad. He gave her his apple and it was all he had.

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.

Repeat audio period 1 activity 2

ACTIVITY 4 Work in groups of four. Read the passage aloud. 8 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. the princess, Murad, Hassan, Basim. Children need to listen to the narrator and do the actions, eg. look into a mirror, sit on the floor (rug), hold an apple, feel ill, eat the apple
- 2 Get the children in groups of four. Say **Work in groups of four. Read the passage aloud.**

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 re-write the script.

Period 2 PB page 37**ACTIVITY 1 Listen. Clap or stamp. 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 on a rug.
Teacher says look in a mirror.
Don't feel well.
Teacher says eat an apple.
- 2 Model what you want the children to do. Say **Listen. Clap or stamp.** Play recording and pause after 1.
Two friends wanted to marry a princess.
- 3 Get children to clap their hands if they think this is true or stamp their feet if they think this sentence is false. This is not true so they should stamp their feet. Ask *Why is this false?* Elicit: *there were three friends.*
- 4 Say **Listen. Clap or stamp.** Play recording pausing between sentences for children to listen and respond.

Audio 32

- 1 *Two friends wanted to marry a princess.*
- 2 *The princess wanted to give a present to the friends*
- 3 *One friend found a mirror.*
- 4 *One friend found a clever goat.*
- 5 *The friends heard the princess on the TV.*
- 6 *The princess married the friend with the apple.*

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

ACTIVITY 2 Read and match. 10 mins

- 1 Get the children to read the sentence halves and match them. Model what you want the children to do by doing the first one together with the class. Say *Three friends liked a princess.* Elicit *e. and wanted to marry her.*
- 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: 1e 2a 3b 4d 5f 6c

ACTIVITY 3 Look at the pictures on page 36 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 *Three friends liked a princess and wanted to marry her.*
- 2 Say **Look at the pictures on page 36 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. Children can copy sentences from activity 2.

ACTIVITY 4 Look and complete the sentences. 10 mins

- 1 Get the children to look at the six pictures. Write the incomplete sentence on the board. Get class to read out the incomplete sentence
Three friends ...
- 2 Say *How can we finish this sentence?* Elicit: *liked a princess,* 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 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.

EXTENSION: this is a famous Arabian moral tale. The moral is that the man who gave away all he had to save the princess's life won her heart. He also had the smallest gift and was not rich, the others had a rug and a mirror. The moral is that you do not need expensive, special things, you just need to be willing to give all away if someone needs it more than you.

Period 3 PB page 38

ACTIVITY 1 Look at the pictures and complete the sentences.

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. *wedding, holiday, angry, nothing*. 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 family went to the _____.
- 4 Elicit some vocabulary, *Mum, Dad, Ben, Amy, wedding*, and write the vocabulary under the sentence. Get children to suggest how to complete the sentences, eg. *Ben, Amy and the family went to the wedding.*
All the family went to the wedding.

NOTE: encourage the children to see that the first sentence has a lot of different ways of being completed. Help the children notice that the second part is limited because of the use of 'to the'.

- 5 Get two pairs to make a group to check each others 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 or any reasonable answer that is appropriate to the picture: *All/wedding 2 by/for 3 about*

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

10 mins

- 1 Model what you want the children to do by inviting two children to stand up. They 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 no. 1 aloud together.
All the family went/go to the wedding.
- 2 Say *What's the correct word?* Elicit *went*. Say *Why is 'went' 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 'went' is in the past and 'go' is now.
- 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 *went* 2 *were not* 3 *didn't want* 4 *was/hid*
5 *laughed/lost* 6 *did/worked*

ACTIVITY 4 Read aloud. Look at page 36. 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:
Why was the mirror good? (the friends could see the princess was not feeling well)
Why was the rug better? (the friends could fly and help the princess)
Why was the apple best? (the princess wanted to marry him)

EXTENSION: get the children to remember the moral of the story. That is it not about having the most expensive item, it's about how you share and help others.

ACTIVITY 5 Complete the sentences. 10 mins

- 1 Remind the children that an answer needs to match a question. Say *What did I do yesterday?* Elicit: *stood, talked*, etc. Write the question on the board:
What did they do?
Ask the children to look at page 38. Say *What did they do?*
- 2 Ask the children to read the incomplete sentences. Model what you want the children to do with an example. Write 1 on the board.
The friends looked in the _____. Elicit *mirror*.
- 3 Say **Complete the sentences**. Get children to check their answers with a partner.
- 4 Elicit the answers and get children to check and correct their own work.

Answers: 1 *mirror* 2 *rug* 3 *apple* 4 *married*

Period 4 PB page 39

ACTIVITY 1 Listen and answer the questions. 5 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 33

- Ben's dad: Hey boys, could you help me please? I'm putting some carrots and potatoes here.
- Ben: Yes, dad. How can we help? Did you put in some fruit plants too?
- Ben's dad: Yes, Ben! We put the fruit plants over there last month.
- Omar: Ohhhh! I thought we helped you put them in. Wow, they are tall now!
- Ben's dad: Yes, they are. We can pick the fruit in two years.
- Omar and Ben: Two years? ...
- Amy's mum: Here's some lemonade. Now, you started to tell me about Rania. How did she break her arm?
- Rania's mum: Oh yes I told you Rania jumped on her bed last night and broke her arm.
- Amy's mum: Oh no! What did you do?
- Rania's mum: We took her to the hospital. It was very busy. We were there for four hours.
- Amy's mum: Well, that was a long time! ... Do you need some more lemonade?
- Rania's mum: Yes please ...
- ...
- Amy: Now tell me how you broke your arm?
- Rania: Omar laughed at me. He made me angry and I went to my bedroom. I had nothing to do. I started jumping on my bed and then I broke my arm.
- Amy: Wow! Did it hurt?
- Rania: Of course! ... Oh, twin brothers!
- Narrator: Listen and answer.

- 1 Who's talking?
- 2 When did the boys help to put in the fruit plants?
- 3 When can they pick the fruit?
- 4 What did the mothers drink?
- 5 How many hours did the family stay at the hospital?
- 6 Why was Rania angry with Omar?
- 7 How did Rania break her arm?

Answers: 1 Ben's dad/father, Ben, Omar, Rania and Amy's mum/mother, Rania and Amy 2 last month 3 in about two years 4 lemonade 5 four hours 6 he laughed at her 7 she jumped on her bed and broke her arm

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 B to read the question *What did Rania and her parents do last night?*
- 3 Get child A to respond: *They ...*
- 4 Say **Work in pairs. Ask and answer the questions.**

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:
These are the vegetables, _____ are the fruit plants.
Elicit *those*. Write the word 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 *those* 2 *out* 3 *some*

ACTIVITY 4 Work in pairs. Choose a unit task from Units 11–13. Then talk about it to another pair. 10 mins

- 1 Take out all the children's unit task work from Units 11–13. Get them to work in pairs and select which of the unit task 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 unit task from Units 11–13. Then talk about it to another pair.**

ACTIVITY 5 Sing one of the songs in Unit 11 or 13. 2 mins

- 1 Say **Sing one of the songs in Unit 11 or 13**. Whole class turns to the appropriate page and sing together.

The 'Best of Palestine' tour

Period 1 – focus on listening PB page 40

Aims to use going to for future plans

Key language *next, tour, arrive, meet, travel, ruin, before, float, leave, near, tomorrow*

Review *holiday, map, days of the week, morning, afternoon, places in Palestine, going to + visit/see/eat/buy*

Language structures *When are you going to have a holiday? What are you going to do there?*

Materials Pupil's Book, CD, Poster, Flashcards Unit 15, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 8 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 *ruin*. Say *This is a ruin. Do you know any other words?* Elicit eg. *old/famous building*. Repeat with rest of flashcards. Say *These are the words we can use to talk about holidays*.
- 3 Show flashcard *tomorrow*. Say *This is tomorrow*. Draw a timeline on the board, show *yesterday, now, tomorrow*.
- 4 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 10 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 34

*next tour arrive meet travel ruin before float
leave near tomorrow*

LANGUAGE DEVELOPMENT 7 mins

Before the lesson:

Prepare word cards: *When / are you / going to / have / a / holiday / ? / What / are / you / going to / do / ? / next / tour / arrive / meet / travel / ruin / before / float / leave / near / tomorrow /*

- 1 Distribute and say *When are you going to have a holiday?* 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 Get children to call out months when they have holidays.
- 3 Distribute word cards and flashcards to 24 children. Say *Find your partner* and children match flashcard and word card.
- 4 Repeat with *What are you going to do?* to seven children and get them to stand in line to make a question. Get class to confirm and read aloud. Transfer to left side of board.
- 5 Get children to identify each flashcard. Concept check by asking: *What's the opposite of far?* (near). *What's the opposite of arrive?* (leave). *What's the opposite of after?* (before).

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:
 - 1 *How many days are Amy's family going to travel?* (7 days)
 - 2 *Where are the family going?* (Jerusalem, Ein Kenya, etc.)
 - 3 *What are they going to do?* (visit old ruins, go to markets, drive, see the olive farms, swim/float, see a church)
 - 4 *Why is the family going on holiday in October?* (the weather is cooler)

Audio 35

Narrator: *Ben's family are going to have a holiday. They are going on a tour of Palestine. They look at a map of Palestine.*

Ben: *When are we going to have a holiday?*

Ben's dad: *We're going next October. The weather is cooler. I can't wait.*

Ben: *Oh wow, we're going to visit Ein Kenya. I'm going to tell Omar tomorrow. I'm so excited!*

Ben's dad: *This is what we are going to do on holiday. We're going to visit Jerusalem before Ramallah:*

The best of Palestine 7-day tour

Tuesday *Arrive in Jerusalem. Omar to meet us for a tour. Visit the old market.*

Wednesday *Morning: travel to Ramallah. Drive in the mountains and valleys to Ein Kenya.*

Afternoon: arrive at Ein Kenya. Eat a picnic lunch. Walk and see the animals and birds.

Thursday *Morning: drive to Nablus. Visit the market. Go to Sabastiya to see the old ruins.*

Afternoon: drive to Jenin. See the olive farms. Pick olives.

Friday Morning: travel to Jericho. Before lunch visit the old ruins and Hisham Palace.

Afternoon: go to the Dead Sea. Float in the water at the Dead Sea.

Saturday Morning: travel to Bethlehem.

Afternoon: visit Bethlehem. See the famous Church of the Nativity.

Sunday Morning: travel to Hebron. Meet the Smith family. Visit the Ibrahimi Mosque.

Afternoon: travel to Gaza. Swim in the sea. Leave in the evening.

Period 2 – focus on reading PB page 41

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**. Play recording and children listen for meaning.
- 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 it.
- 3 Say **Match the words with the pictures**. Get children to check their answers with a partner.
- 4 Write 1, 2, 3 – 12 on the board. Elicit answers and invite children to write the letter next to the number.
- 5 Get children to check their answers and correct their work.

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

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 on page 40**. 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 the narration, dialogue and itinerary in Period 1.

ACTIVITY 4 Read 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 word. Circle the word *next* in no. 1.
- 3 Get children to check their answers with a partner.
- 4 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.

Answers: 1 next 2 tomorrow 3 before 4 ruins 5 travel 6 leave

REVIEW 5 mins

- 1 Play **What am I?** riddles, eg. *I'm not yesterday. I'm not today. What am I?* (tomorrow). Repeat with other words.

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 Everyday English box and to repeat the language using appropriate stress and intonation.

Repeat audio activity 2

ACTIVITY 4 Listen and answer the questions.

- 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 36

- 1 What month are Ben's family going to take a holiday?
- 2 What's the family going to do on holiday?
- 3 Who's going to meet the family in Jerusalem?
- 4 What's the family going to do before lunch in Jericho?

Answers: 1 October 2 see many places/cities, eat, swim, visit markets, see animals and birds, have a picnic 3 Omar 4 see ruins

REVIEW 5 mins

- 1 Get children to identify the expressions in the dialogues: *I can't wait! I'm so excited!*
- 2 Get children to work in a small group and ask and answer questions about themselves in a circle drill.

Period 3 – focus on comprehension
PB page 42

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and asks children to match the word and flashcards.
- 2 Ask *What does 'next' mean?* Accept any reasonable answer that means it is a sequence.
- 3 Repeat with *What's near?* Accept any reasonable answer that indicates proximity, a child might do an action and that is acceptable..
- 4 Ask *What words starts with the sound /f/?* Elicit *float*. Repeat with /t/ (tour, tomorrow, travel), /tr/ (travel), /a/ (arrive), /l/ (leave), /r/ (ruins), /n/ (neat, next), /aʊ/ (our).

! NOTE: start to introduce common consonant clusters, eg./ tr/ (travel, try, trainers, tree, trousers, tracksuit)and /fl/ (flour, fly) so that the children can recycle the words they know with those sounds.

LANGUAGE DEVELOPMENT 7 mins

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

1 syllable	2 syllables	3 syllables
tour	before	tomorrow
meet	ruins	
near		
our		
float		
arrive		
leave		
next		

ACTIVITY 1 Listen. Clap or stamp. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and stand if they are correct and sit 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. 1 Omar's family are going to take a holiday next October – it is Ben's family who are taking a holiday in October.
- 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 37

- 1 Omar's family are going to take a holiday next October.
- 2 The weather is cooler in October.
- 3 They are going to travel for 5 days.
- 4 First they are going to visit Jerusalem.
- 5 In Hebron, they are going to meet the Smith family.
- 6 They are going to leave Gaza in the morning.

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

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. 1 *Ben's family are going to take a holiday in Jordan*. Write on the board and ask the children if they think it is right or wrong and why. Elicit: *Ben's family are going to Palestine*.
- 2 Write 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.
 - 2 *Who knows Jerusalem very well?* (Omar)
 - 3 *What things can you go in Palestine?* (accept all the answers to show there are many things)
 - 4 *Where is Ein Kenya near?* (Ramallah)
 - 5 *What can you see in Sabastiya?*
 - 6 *How would you travel to Gaza?* (accept anything reasonable)

Answers: tick: 2, 3, 5

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. *Ben is going to tell Omar about his holiday _____*. Elicit: *tomorrow*.
- 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 tomorrow 2 meet 4 arrive 5 before 6 next

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, look 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 Looking at a map 2 next October 3 Jerusalem
4 The Dead Sea 5 Ramallah 6 Accept anything reasonable
including Dome of the Rock, shops

REVIEW 5 mins

- 1 Play *Charades*. Model what you want the children to do by playing the game 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 Read and complete the sentences. 5 mins

- 1 Say **Read and complete the sentences**. Get children to read the words in the word box and read the sentences. Model with an example, write on the board:
Ben's mum said, 'Omar is going to meet us for _____ tour.'
Elicit: *our*
- 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 our 2 next 3 arrive 4 near 5 arrive 6 before

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 word. Give a model as an example:
Ben's family went/is going to take a holiday. Elicit: *is going*.
Ask the children why this is correct? Elicit: *the family has not been on holiday yet, it's in the future, next October*.
- 2 Elicit answers and invite a child to write them on the board. Children check and do their own corrections.

Answers: 1 is going 2 take 3 arrive 4 is going to tell 6 leave

EXTENSION: if the children want to argue that an answer is wrong or could be a different answer then let the class discuss.

ACTIVITY 4 Read aloud. 5 mins

- 1 Say **Read aloud**. 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.
 - 1 *Why is the family going to travel around Palestine in October? (it's cooler)*
 - 2 *What are they going to see in Sabastiya? (ruins)*
 - 3 *What are they going to do in Jenin? (visit the olive farms, pick olives)*
 - 4 *Where are they going to visit before Gaza? (Hebron)*

REVIEW 5 mins

- 1 Ask children to collect photos and pictures from magazines or newspapers of Palestine that they are interested in and to bring them to class by Period 7. They are going to make a tour brochure about Palestine.
- 2 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 Palestine or a tour brochure so that the children can conceptualise what you want them to do.

Period 5 – focus on writing PB page 44

ACTIVITY 1 Complete the sentences with the correct words. 10 mins

- 1 Say **Read**. Get children to read the sentences. Model one example so children know what to do and say *Tomorrow*. Get the class to read out the first sentence together Ben and Amy are _____ a holiday. Elicit: *going to take*
- 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 *going to take* 2 *going to draw* 3 *going to buy*
4 *going to drive* 6 *going to meet*

EXTENSION: Help the children notice that the verb does not change when used with *going to*

ACTIVITY 2 Think and complete the sentences with the correct words. 10 mins

- 1 Model what you want the children to do with an example. Write on the board:
TOMORROW
I'm _____ (give) my friend a present. Elicit:
going to give
- 2 Say **Think and complete the sentences with the correct words**. Get the children to read, think and complete the sentences. Get them to check their answers with a partner.

Answers: 1 *going to give* 2 *going to work* 3 *going to play*
4 *going to help*

ACTIVITY 3 Think and complete the sentences. 10 mins

- 1 Say **Think and complete the sentences**. Model with an example, write on the board:
TOMORROW
Omar is _____ volleyball. Elicit: *going to play*
- 2 Elicit answers with children reading out their sentence and the rest of the class agreeing or disagreeing.
- 3 Children correct their own work.

Answers: 1 *going to play volleyball* 2 *going to swim* 3 *going to play tennis* 4 *going to play with friends*

ACTIVITY 4 Think and complete the sentences. 5 mins

- 1 Model what you want the children to do by writing a timeline on the board:

now	tomorrow
_____→	
<i>I am _____ (read)</i>	<i>I am _____</i>
<i>a newspaper.</i>	<i>(read) a story.</i>

- 2 **Read**. Say *What are you doing now?* Elicit: *I am reading a newspaper.*
- 3 Say **Think and complete the sentences**. Get children to check their answers with a partner.
- 4 Elicit answers and write them on the board. Get the children to check and correct their work.

Answers: 1 *reading* 2 *going to read*

REVIEW 5 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.
You didn't do it yesterday. You didn't do it today. You are going to do it. When is it? (tomorrow)
Ein Kenya, Jericho and Jerusalem. What are they? (places)

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.

pl _ c _ n _ xt r _ _ n

(NOTE: VOWELS MISSING)

_ ea _ _ _ oat _ _ _ a _ e _

(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 answer. Get the class to agree or disagree with the answers.

Audio 38

Ben: Mum says you are going to show us Jerusalem, Omar.

Omar: Yes, I like Jerusalem. I'm going to take you to lots of nice places.

Rania: Are you going to visit Ein Kenya?

Amy: Yes, we're going to see the animals and birds and have a picnic!

Narrator: Listen and answer.

- 1 Who's talking?
- 2 Who's going to take Ben and his family for a tour?
- 3 Where are they going?
- 4 What are they going to do at Ein Kenya?

Answers: 1 Ben, Omar, Amy and Rania 2 Omar 3 Jerusalem/ Ein Kenya 4 see animals and birds, have a picnic

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 answer and write them on the board. Children check and correct their own work.

Audio 39

- 1 Rania is going to float in the Dead Sea.
- 2 Rania and Omar are going to play a game after lunch.
- 3 Omar and Bilal are going to play football tomorrow.
- 4 Omar and his dad are going to hike up a mountain next month.

Answers: 1 float 2 after 3 tomorrow 4 next

ACTIVITY 3 Listen and repeat. 10 mins

- 1 Say **Listen**. Get children to listen for meaning. Tell the children this is a chant.
- 2 Say **Listen and repeat**. Play the recording again and get the children to CHANT 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.

Audio 40

I'm going to float on a boat before you.
I'm going to float on a boat next holiday.
Where?
There! By the ruins near the Dead Sea.
By the ruins?
Yes the ruins!

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 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 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 Find words in the word snake. Then complete the sentences. 10 mins

- 1 Say **Find words in the word snake**. Get children to find the words in the word snake.
- 2 Model what you want the children to do with an example. Write on the board:
rhtrggeourthgeg
- 3 Circle a word in the word snake. Give the children 3 minutes to find all the words and check with a partner.
- 4 Say **Then complete the sentences**. Read 1 *Omar is going to come on _____ tour*. Elicit: *our*.
- 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: 1 *our* 2 *near* 3 *float* 4 *meet* 5 *before* 6 *travel*
7 *arrive* 8 *leave* 10 *tomorrow*

ACTIVITY 2 Complete and correct the sentences. 10 mins

- 1 Get the class to read the text aloud. They should notice that it has errors. Write on the board:
omar is going to help us. please give _____ the map
- 2 Model what you want the class to do with an example. Get the class to help you correct the sentence. Help them to focus on the use of capital letters and missing word.
- 3 Say **Write correct sentence**. Get the children to correct the questions.

Answers: 1 *him* 2 *them* 3 *her*

! NOTE: help the pupils to notice the use of *him* = boy; *her* = girl; *them*=plural, more than one.

ACTIVITY 3 Think and write sentences about what you are going to do. 10 mins

- 1 Get the children in groups of four to share their photos and pictures of Palestine that they collected.
- 2 Write on the board and elicit some answers. Write under the headings:
Where are you going?
What are you going to do?
What are you going to see?
Sunday morning
afternoon
Monday morning
afternoon
Tuesday morning
afternoon
Wednesday morning
afternoon
- 3 Get the group to agree to work with their photos/pictures.
- 4 Collect in all the materials and keep them until Period 8.
- 5 Remind any children who have not contributed to bring something in for Period 8.

ACTIVITY 4 Write the words. Then write the words in sentences.

Practise your handwriting. 10 mins

- 1 Say **Write the words**. Children write 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. *The chair is near the desk*.

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.

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 /n/* (near, next). 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 out 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 tour 2 before 3 near 4 our 5 Tomorrow 6 next
7 ruins 8 float 9 travel 10 arrive 11 going to leave 12 meet

ACTIVITY 2 Work in groups of four. Make a tour itinerary of places in Palestine to visit. 30 mins

- 1 Tell the children they are going to make a tour itinerary brochure of places in Palestine to visit. Show them a brochure or an itinerary you have downloaded from the internet 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 Get children to agree on vocabulary they can use. Get children to proof read each others' sentences.
- 3 Distribute glue and coloured card to glue pictures on.
- 4 Display the completed brochures.

EXTENSION: two groups can present their brochures to each other.

Can I use it?

Period 1 – focus on listening PB page 48

Aims to introduce modal can for permission

Key language *laptop, screen, turn on, use, click, choose, borrow, press, button, try, remote control, mobile phone*

Review *nice, easy, light, blog, looks like, games, play a game, please, news programme, cartoons*

Language structures *Can I play a game? Can I try your mobile phone please? Can we watch the cartoons?*

Materials Pupil's Book, CD, Poster. Flashcards from Unit 16. Realia: remote control, mobile phone, laptop would be excellent authentic materials. Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 8 mins

- 1 Show Unit 16 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 or real remote control. Say *This is a remote control. What do you think you do with a remote control?* (accept any reasonable answer which means you can change TV programmes, music).
- 3 Repeat with flashcard or real *mobile phone*. Say *This is a mobile phone. Say Who has used a mobile phone?*
- 4 Repeat with *laptop*. Say *This is a laptop. It is lighter than a computer.*
- 5 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 10 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 41

laptop screen turn on use click choose borrow press button try remote control mobile phone

LANGUAGE DEVELOPMENT 7 mins

Before the lesson:

Prepare word cards: *Can / try / your / mobile / phone / please / ? / laptop / screen / turn on / use / click / choose / borrow / press / button / try / remote control / mobile phone*

- 1 Distribute word cards and say *Can I borrow your mobile phone please?* 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 Display the word cards and flashcards on the right and invite children to match them.
- 3 Get children to identify each flashcard. Concept check: *What's the opposite of turn on?* (turn off) *What's another kind of computer?* (a laptop) *What's another kind of phone?* (mobile phone)

ACTIVITY 2 Listen and answer the questions. 5 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: *Name the four things you need to write an email.* (computer, screen, keyboard, mouse/laptop) *How do you choose and play a game on the computer?* (click the mouse) *What do you need to do to use a mobile phone?* (first turn on the mobile phone) *How do you change the TV programmes?* (use the remote control)

Audio 42

Screen – *You can read blogs on it. When you turn it on, it looks like a TV.* **Laptop** – *It's easy to take this computer with you. It's very light.* **Keyboard** – *you use it to write.*

Mouse – *you choose things on the screen with it.*

Narrator: *Ben and Omar are using the computer. Omar turns on the computer. He uses the mouse and clicks the picture on the screen.*

Omar: *That's a nice laptop. Can I use it?*

Ben: *Sure! Click on the mouse. Look at these games. You can choose a game and play it.*

Omar: *OK! Can I play this game?*

Ben: *Sure!*

Narrator: *Amy borrows Rania's new mobile phone. Rania tells her, 'You press the blue button to turn on*

the mobile phone. You press the telephone numbers. Next you press the green button.'

- Amy: Can I try your mobile phone please?
 Rania: Sure! Here you are.
 Narrator: Omar's family are in the living room. Omar has the remote control.
 Omar's dad: Omar, give me the remote control please. It's time for the news.
 Omar: Dad, can we watch the cartoons?
 Omar's dad: OK, after the news programme.

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

NOTE: this is for fluency to encourage the children to repeat the vocabulary they have just been introduced to in a meaningful context. There may be grammatical errors. Don't stop to correct at this point.

Audio 43

- 1 What do you need to write on a computer?
- 2 How do you choose things on the screen?
- 3 What computer is light?
- 4 How do you use a mobile phone?

Answers: 1 a keyboard 2 click the mouse 3 a laptop 4 turn it on and press the buttons with the numbers

REVIEW 5 mins

- 1 Get children to identify the expressions in the dialogues: *Sure! Can I try your mobile phone please?*
- 2 Make this activity fun by asking the children to do it in different voices, eg. happy, sad, excited etc.
- 3 Children could do this in groups of 4–5, taking it in turn to say the expression in different voices and the rest of the group have to guess how they feel.

Period 2 – focus on reading PB page 49

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**. Get children to read text from Period 1 and 2 and find the words in the word box. Circle the words.
- 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 again. They check they have circled all the key vocabulary words.
- 3 Say **Match the words with the pictures**. Get children to check their answers with a partner.
- 4 Elicit answers, write them on the board. Get children to check their own work and make corrections.

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

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 on page 48**. 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 five. They take it in turns to read narration or dialogue in pictures 1, 2, 3 and 4 Period 1.
- 2 Say **Work in groups of four or five. Read the passage on page 48 aloud**. Monitor groups. Model what you want the children to do with a group at the front of the classroom.

ACTIVITY 4 Read and then circle the correct words. 5 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 and to think.
- 2 Say **Read and circle the correct words**. Model what you want the children to do with an example: *You look at the screen / remote control to see the pictures and writing*. Elicit: *screen*.
- 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 screen 2 press 3 mobile phone 4 use 5 laptop 6 mouse

REVIEW 5 mins

- 1 Play *I spy*. Say *I spy something beginning with the sound /scr/ (screen)*. Repeat with /cl/ (click, clothes, cloudy, clean) /pr/ (press, programme, princess, present).

Period 3 – focus on comprehension
PB page 50

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and asks children to match the word and flashcards.
- 2 Ask *What does 'borrow' mean?* Accept any reasonable answer that means you don't have something and you ask someone else. Ask for an example so you know the children have conceptualised the idea.
- 3 Repeat with *click*. Accept any reasonable answer or action that conceptualises the idea of click.
- 4 Ask *What words starts with the sound /tr/?* Elicit 'try'. Repeat with /ch/ (choose), /m/ (mobile), /f/ (phone), /b/ (borrow, button), /r/ (remote), /t/ (turn), /l/ (laptop).

! Note: don't restrict to the unit vocabulary, encourage the children to use any words they know with these sounds. If the children 'chunk' the words like *remote control* and *mobile phone* together, that is fine.

LANGUAGE DEVELOPMENT 7 mins

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

1 syllable	2 syllables
try	mobile (phone)
use	remote
choose	control
press	laptop
screen	borrow
click	button
turn on	
(mobile) phone	

ACTIVITY 1 Listen. Turn around or head down. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and stand up and turn around if they are correct and put their heads down on the desk if they are wrong.
- 2 Model what you want the children to do with an example, play the first sentence in the recording eg. *Ben wants to write an email*. Elicit: heads down. Encourage the children to tell you why it is wrong and what is the correct answer (he's playing a computer game).

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

Audio 44

- 1 Ben wants to write an email.
- 2 Amy wants to borrow Rania's mobile phone.
- 3 You click on a keyboard to choose a programme.
- 4 You press the buttons on a mobile phone to speak to a friend.
- 5 You use a remote control to turn on the computer.
- 6 You put a laptop in your schoolbag.

Answers: stand up: 2, 4, 6 heads down: 1, 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.
You use a keyboard to write on the computer. (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, eg.
Which can you put in a school bag, a laptop or computer? (laptop)
How do you choose a computer programme or game? (you click the mouse)
How do you speak to your friend on a mobile phone? (you turn it on and you press the number buttons)
How do you see the games on a computer or laptop? (you look at the screen)

Answers: tick: 1, 3, 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 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 borrow 2 computer 3 mobile phone 4 turn on 5 click 6 remote control

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

- 1 Say **Read page 48 and 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 screen 2 click on a mouse 3 choose one 4 press buttons 5 a computer 6 borrow one

REVIEW 5 mins

- 1 Play *Shark attack*. Draw _ _ _ _ _ (choose) 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 Read and complete the sentences. 10 mins

- 1 Say **Read and complete the sentences**. Get children to read the incomplete sentences and complete.
- 2 Give a model as an example. Write on the board:
Look at the _____ to read the email.
Encourage the children to guess the answer. Point to the word *email* to give them a clue that they need something to look at in order to read the email: a screen.
- 3 Elicit answers and invite a child to write them on the board. Children check and do their own corrections.

Answers: 1 screen 2 mobile phone 3 button 4 try 5 remote control 6 laptop

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**. 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:
Omar borrow / borrowed Ben's computer.
Encourage the children to identify the use of the past simple tense. Explain that this action has already happened. Help the children to notice the use of *-ed* for regular verbs. Elicit *borrowed*. Get the children to read the sentence again.
- 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.

Answers: 1 borrowed 2 chose 3 helped 4 click 5 press 6 turn

ACTIVITY 4 Read aloud. 5 mins

- 1 Say **Read aloud**. Get the children to read the sentences aloud. They can also look at the pictures on page 48.
- 2 Ask the following concept checking questions:
What does Amy want to do with Rania's mobile phone?
(borrow/use it)
How do you use the mobile phone? (press buttons/speak)
How do you choose programmes or games on the computer or laptop? (click the mouse)
What do you need to choose TV programmes? (a remote control)

REVIEW 5 mins

- 1 Ask children to collect photos or pictures of machines that they think are useful 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 machines so that the children can conceptualise what you want them to do.

Period 5 – focus on writing PB page 52

ACTIVITY 1 Complete the sentences with the 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 10 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**. The children look at the pictures on page 48.
- 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 are they going to do in five minutes?* Omar and Ben are _____ (play) a computer game. Repeat the word *in five minutes* which should be the trigger for using *going to*. Elicit *going to play*. Praise the child.
- 4 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 going to play 2 going to watch 3 going to borrow
4 going to help 5 going to press

ACTIVITY 2 Think and complete the sentences with the correct words. 10 mins

- 1 Model what you want the children to do with an example. Say *What are you going to do this afternoon?* Write on the board:
I'm _____ (walk) home.
Encourage the children to identify the use of *going to* + verb eg. *going to walk*.
- 2 Say **Think and complete the sentences**. Encourage the class to notice the use of the word 'than' and the children can compare two items of their choice.
- 3 Get children to check their answers with a partner.
- 4 Elicit some answers and write them on the board.

Answers: 1 going to walk 2 going to eat 3 going to do
4 going to listen 5 going to use

ACTIVITY 3 Think and complete the sentences. 10 mins

- 1 Remind the children of the trigger words *Can I*. Get the children to look at the pictures.
- 2 Say **Think and complete the sentences**.
- 3 Get the children to check their answers with a partner.
- 4 Elicit answers and write them on the board. Get children to check and correct their own work.

Answers: 2 Can I come in, please? 3 Can I use your mobile phone, please? 4 Can I borrow your book, please?

ACTIVITY 4 Think and complete the sentences. 5 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 words in the word box aloud. Get the class to read the sentences with gap fill aloud. Children complete the sentences and check their answers with a partner.
- 3 Elicit the answers and write them on the board. Children check and correct.

Answers: 2 We have a family **computer**. My father **uses** it for his **work**. Ben and I use it to play **games**.

REVIEW 5 mins

- 1 Play *I spy*. *I spy something beginning with /scr/ eg. screen.*
- 2 Whichever child guesses can be the teacher. You can write the words on the board:
I spy something beginning with //. (laptop, light etc)

Period 6 – focus on integrated skills PB page 53

ACTIVITY 1 Listen and answer the questions. 10 mins

- 1 Warmer game: Say *It's expensive. You use it to look at emails and the internet. What is it?* (laptop/screen/computer)
It's useful. You use it to change TV programmes. What is it? (a remote control)
It's useful. It's small. You press numbers on it You speak to your friends. What is it? (a mobile phone)
- 2 Say **Look at the pictures**.
- 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 45

Omar: Ben, can I use your computer, please?

Ben: Sure. What do you want to do?

Omar: Can I play a game?

Ben: OK. There are lots of games. Look at the names and choose one.

Omar: How do I start?

Ben: First turn on the computer. Now move the mouse on the name of the game. Click the button on the mouse.

Amy: Rania, can I borrow your mobile phone again, please?

Rania: Sure, here you are.

Amy: How do I turn it on?

Rania: Press this blue button. Then press the number buttons.

Narrator: Listen and answer.

- 1 Who's talking?
- 2 What does Omar want to do?
- 3 What does Ben tell him?
- 4 What does Omar need to do?
- 5 What does Amy want to do?
- 6 What does Rania tell her?

Answers: 1 Ben, Omar, Amy, Rania 2 Play a computer game/ use/borrow the computer 3 to choose a game 4 turn on the computer, click the mouse 5 borrow the mobile phone 6 press the blue button then press the number buttons

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 answer and write them on the board. Children check and correct their own work.

Audio 46

- 1 Omar is going to play a computer game.
- 2 Omar is reading the screen. He wants to find a game.
- 3 Omar needs to choose a game.
- 4 Ben tells Omar to turn on the computer.

Answers: 1 play 2 screen 3 choose 4 turn on

ACTIVITY 3 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 47

Everyone join in!
Click your fingers, like this, like that.
Press them together, show me how!
Can I click my fingers?
Of course you can, come on do it.
Like this and like that!

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 *What's missing?* game. Display unit word cards or flashcards. Elicit the name one by one.
- 2 Mix them up and take one away. Say *What's missing?* Elicit the missing item.
- 3 Repeat with two or more word cards or flashcards.

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 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 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: Down: 1 remote control 2 laptop 3 choose 4 use 5 borrow 6 button 7 screen Across: 5 mobile phone 8 press 10 try 11 turn on 12 click

ACTIVITY 2 Think and write sentences. 10 mins

- 1 Say **Think and write sentences**. Encourage the children to look back at the unit and elicit some sentence starters and write them on the board, eg. *Can I use your laptop? Can I borrow your mobile phone?*

Answers: accept any reasonable answers, e.g. *Can I use your laptop, please? Can I borrow/try your mobile phone, please? Can you give me the remote control, please? Can I play/choose a game, please? Can I press the button/click the mouse, please? Can I turn on the computer/TV, please? etc.*

ACTIVITY 3 Think and write sentences about your photos and pictures of machines. 10 mins

- 1 Ask children to take out the photos/drawings or special item.
- 2 Say **Think and write sentences about your pictures and photos of machines**. Encourage the children to look back at the unit and elicit some sentence starters and write them on the board, eg.
This is a ... It is very ...
This is a ... When you ..., it ...
This is a ... You use it to ...
- 3 Get children to check each other's work for punctuation. This is a first draft. Encourage children to add more sentences about their machines. What is it? Who uses it? What does it do? How do you use it?
- 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

- 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.
uonbtt (button)
esspr (press)
oowrrb (borrow)
- 2 Say **Read**. Get children to read the incomplete sentences for meaning.
- 3 Say **Read and complete the sentences**. Get the children to read and fill out 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 try 2 use 3 choose 4 borrow 5 press 6 turn
7 laptop 8 mobile phone 9 button 10 remote control
11 screen 12 click

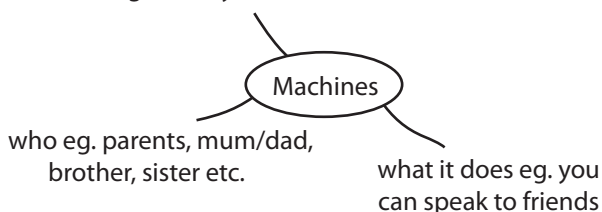
ACTIVITY 2 Work in groups of four. Make a poster of your machines.

30 mins

- 1 Tell the children they are going to make a poster of their machines. 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.

when eg. when you are not at home



- 3 Get children to look at the sentences they drafted in Period 7 Activity 4. Get them to add some more sentences.
- 4 Get children to work in pairs and proof read 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 gluing, 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 machines 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.

What will happen?

Period 1 – focus on listening PB page 56

Aims to introduce and practice the future simple tense

Key language *robots, rescue, future, everyone, spacesuit, planet, spaceship, scientist, science lab, outer space, grow*

Review *live, happen, wear, clothes, cold, moon, help, look like, police officers, travel, other, work, play*

Language structures future simple tense – *What will happen in the future? There will be robots. They will look like police officers.*

Materials Pupil's Book, CD, Poster 17, Word cards (see LANGUAGE DEVELOPMENT for details)

LANGUAGE PRESENTATION 8 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 robot. Say *This is a robot. What do you think a robot can do?* Accept anything reasonable that means something unusual and helpful.
 - 3 Repeat with flashcards of spacesuit. Say *This is a spacesuit. Who do you think wears this?* Accept any reasonable answer which means someone who travels in space.
- NOTE:** The children may have very different ideas about what the future will be like. It is very personal. Accept what they say BUT ask them to try and explain WHY they think this.
- 4 Repeat with flashcards of *spaceship* and *science lab*.
 - 5 Display in different parts of the classroom.

ACTIVITY 1 Listen and repeat. 10 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 48

robots rescue future everyone spacesuit planet spaceship scientist science lab outer space grow

LANGUAGE DEVELOPMENT 7 mins

Before the lesson:

Prepare word cards: *What / will / happen / in / the / future / ? / robots / rescue / future / everyone / spacesuit / planet / spaceship / scientist / science lab / outer space / grow*

- 1 Distribute and say *What will happen in the future?* 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. Encourage the children to give you ideas about what will happen in the future and write them on the board.
- 2 Distribute rest of word cards to twelve children. Get the children to match the word cards to the flashcards.
- 3 Say *What will people wear?* Elicit: *spacesuits*. *Where will people live?* Elicit: *spaceships*. *Who will do the work?* Elicit: *robots*.

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 do you think will be police officers in 100 years?* (robots or anything reasonable)
 - What will people wear on the moon?* (spacesuits)
 - How will people travel to outer space?* (in spaceships)
 - What will computers look like in 100 years?* (lighter, smaller)

Audio 49

- Teacher:** *What will happen in the future? There will be robots. They will look like police officers. They will help to rescue us.*
- Omar:** *That sounds so cool!*
- Amy:** *People will live on the moon. Everyone will wear spacesuits. It will be very cold on the moon.*
- Omar:** *People will travel in spaceships to other planets in outer space. Scientists will grow new plants in science labs.*
- Rania:** *Robots will do all the work. Children will play all day!*
- Ben:** *Children won't go to school. They will learn at home with computers.*
- Teacher:** *Everyone will use computers. They will be smaller and cheaper than the computers today. They will be lighter.*
- Rania:** *That's amazing!*

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.

Repeat audio activity 2**ACTIVITY 4 Listen and answer the questions.** 

- 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 50

- 1 *Where will scientists live in the future?*
- 2 *Who will do all the work in the future?*
- 3 *How will children learn in the future?*
- 4 *What will people wear on the moon?*

Answers: 1 in space labs 2 robots 3 using computers
4 spacesuits

REVIEW 5 mins

- 1 Get children to identify the expressions in the dialogues:
That sounds so cool!
That's amazing!
- 2 Get children to work in a small group and ask and answer questions about themselves in a circle drill.
- 3 Get them to repeat the language using appropriate stress and intonation.

Period 2 – focus on reading PB page 57**LANGUAGE PRESENTATION 8 mins**

As for Period 1.

LANGUAGE DEVELOPMENT 7 mins

As for Period 1.

ACTIVITY 1 Listen and tick 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 like a plane. It goes in to space. What is it? (a spaceship)
We live on one. They are in space. What are they? (planets)
You need help. You need to get out of the house. You need to be _____. (rescued)
A person who likes science. Their work is science. What are they? (a scientist)

- 2 Say **Read and tick**. Get children to read text from Period 1 and find the words in the word box. Tick the words.
- 3 Say **Listen and tick the words you hear**. Play the recording pausing when you hear a key word so that children can find it in the text and tick again. They check they have ticked all the key vocabulary words.
- 4 Say **Match the sentences with the pictures**.

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

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 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 five. They take it in turns to read the dialogues in the pictures on page 56.
- 2 Say **Work in groups of four or five. Read the passage on page 56 aloud**. Monitor groups. If necessary model what you want the children to do with a group at the front of the class before getting the children to work in their groups.

Repeat audio period 1 activity 2**ACTIVITY 4 Read and circle the correct words. 5 mins**

- 1 Say **Read** and get children to read silently. Model what you want the children to do with an example: *One hundred years from now robots / cats will help us*. Encourage the children to read for meaning and circle the correct word.
- 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. Invite 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 robots 2 spaceships 3 spacesuits 4 planets
5 Everyone 6 science labs

REVIEW 5 mins

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

Period 3 – focus on comprehension
PB page 58

LANGUAGE PRESENTATION 8 mins

- 1 Show the word cards and asks children to match the word and flashcards.
- 2 Ask *What does 'rescue' mean?* Accept any reasonable answer that means helping someone.
- 3 Repeat with *When will you wear a spacesuit?* Accept any reasonable answer that includes *in the future*.
- 4 Ask *What words starts with the sound /sp/?* Elicit spacesuit, spaceship, space. Repeat with /sc/ (science lab, scientist), /f/ (future), /p/ (planet), /w/ (wear), /aʊ/ (outer space), /r/ (rescue, robot), /e/ (everyone), /gr/ (grow).

! Note: don't restrict 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. ask (1).
- 2 Children repeat the word and clap the syllables

1 syllable	2 syllables	3 syllables
be	planet	everyone
grow	rescue	scientist
(outer) space	robot	
(science) lab	spaceship	
	spacesuit	
	future	
	outer (space)	
	Science (lab)	

ACTIVITY 1 Listen. Clap or stamp. 5 mins 

- 1 Say **Listen**. Children listen to the sentences and clap if they are correct and stamp their feet if they are wrong.
- 2 Model what you want the children to do with an example, play the first sentence in the recording eg. *Robots will rescue and help people*. Elicit clapping hands. 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 51

- 1 *Robots will rescue and help people.*
- 2 *Everyone will use big and heavy computers.*
- 3 *Children will learn in schools.*
- 4 *Children will play all day.*
- 5 *People will live on the moon.*
- 6 *Scientists will work in spacesuits.*

Answers: Clap: 1, 4, 5 Stamp: 2, 3, 6

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. *In the future people will use small and cheap computers*. 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, eg. *Who will do the work in the future?* (robots) *Where will people live?* *What will they wear?* *Why?* (moon, spacesuits, no air) *Why will robots be useful to rescue people?* (they can go into fires, they don't get hurt) *How will people travel in space?* (spaceships)

Answers: 1, 3, 4, 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 spacesuits 2 Everyone 3 Robots 4 planets
5 future 6 rescue

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 page 56 and 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 *On other planets / in spaceships / on the moon*
2 *robots* 3 *at home* 4 *in the future* 5 *in spaceships* 6 *spacesuits*

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 Read and complete the sentences. 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 *spacesuits* 2 *everyone* 3 *future* 4 *rescue* 5 *be*
6 *outer space*

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 turn 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.

Answers: 1 *won't* 2 *will* 3 *will* 4 *will* 5 *won't* 6 *will*

EXTENSION: if the children want to argue that a statement is wrong or could be a different answer then let the class discuss.

ACTIVITY 4 Read aloud. 5 mins

- 1 Say **Look at page 56.** Get the children to read and look at the pictures.
- 2 Say **Read.** Children to read the sentences.
- 3 Say **Answer questions.** Ask the following questions and encourage the class to answer them:
 - 1 *Why will children play all day?* (robots will do the work)
 - 2 *Why will people travel in spaceships?* (you need special transport to travel to outer space)
 - 3 *Why will there be no teachers?* (computers will be the teachers)
 - 4 *Where will people live?* (on other planets)

REVIEW 10 mins

- 1 Play *Bingo*.
- 2 Ask children to collect photos and pictures from magazines or newspapers of living in the future, 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 futuristic life so that the children can conceptualise what you want them to do. This could include clothes, shoes, transport, food or homes.

Period 5 – focus on writing PB page 60

ACTIVITY 1 Complete the sentences with the correct words. 10 mins

- Warmer game: play *Shark attack*. Draw _____ (outer space) on the board. Get children to call out sounds of letters (focus on the sound not the name, so if they say the sound /sp/ then you can write two letters). Continue with other words from unit vocabulary list.
- Say *Look at page 56. What do you think?*
- 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
One hundred years from today ... What will we do?
Robots and police officers _____ (rescue) us when we need help. Elicit: *will rescue*
Encourage the children to focus on the meaning. Ask *Do robots rescue us now?* Elicit: *no*.
- Say **Complete the sentences**.
- Get children to check their sentences with a partner.
- Elicit answers and write them on the board. Help children notice the use of *most*.

Answers: 1 will rescue 2 will use 3 will travel 4 won't learn
5 will wear 6 will live

ACTIVITY 2 Think and complete the sentences. 10 mins

- Say **Think**.
- Model what you want the children to do with an example. Write on the board:
What will people do in the future?
1. *They won't live in buildings. They _____ live under the sea.*
Elicit: *They will live under the sea.*
Ask Why do you think people will live under the sea?
Encourage the children to understand the meaning and think for themselves.
- Say **Read the sentence aloud**. Encourage the class to identify the missing words as they read loud. Invite a pupil to write them on the board. Get the class to agree or disagree.
- Say **Think and complete the sentences**. Get the children to read, think and complete the sentences. 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 words *will* + verb. Children check their work and correct.

Answers: 1 will live 2 will travel 3 will read 4 will grow

ACTIVITY 3 Think and complete sentences about the future. 10 mins

- Say **Think**. Get the children to focus on the pictures to get meaning. Remind the children that they are thinking about life in the future.
- Model with an example:
Draw a hot sun and ask *How does it feel?* Elicit: *hot / very hot.*
It _____ very hot. Elicit: *will be*.
- Say **Complete the sentences**. Monitor and support those who need help.
- Elicit answers by inviting a child to the board to write answers under the columns. Get the class to agree or disagree. Get children to check and correct their own work.

Answers: 1 will be 2 will be 3 a doctor 4 will be

ACTIVITY 4 Think and complete sentences with the correct words. 10 mins

- Get the children to look at the timeline so they can conceptualise time.
- Model what you want the children to do with an example, say *What do you do every day?* Elicit: *read, write, sleep, eat.*
- Say *What will you do in the future? Do you think you won't read?* Elicit: *I will read.*
- Get children to complete the sentences and check their answers with a partner.
- Elicit answers and write them on the board. Children check their own work and correct.

Answers: 1a read 1b will read 2a uses 2b will use

REVIEW 10 mins

- Play *Sequences*. Model with an example, invite three children to the front of the class.
- Start by saying *In the future there will be ...* any child in the class can add something. And from then on let children add on another sentence using *will*.
- 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 four. It's a competition! Think and write down 3 words with the sound /sp/ in them. Think and write down 2 words with the sound /s/ in them. Think and write down 1 word with the sound /aʊ/ in it.* The first group to come to the front (only one person in the group) with correct words is the winner.
- Say **Listen**. Play the recording. Get children to listen for meaning.

- 3 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 52

Rania: *I don't like making my bed. One hundred years from now children won't make their beds or clean their bedrooms.*

Amy: *Who will make the beds and clean the bedrooms?*

Rania: *Oh, robots will do this work. It's very boring!*

Amy: *Well I think that people will wear purple or pink spacesuits!*

Omar: *I think scientists will live in big science labs in outer space.*

Rania: *How will they get there?*

Omar: *They will travel by spaceship to other planets in outer space. They will grow new plants.*

Ben: *I think children won't go to school!*

Omar: *How will they learn?*

Ben: *They will learn at home! Everyone will have very small computers. They will be cheaper and lighter than computers today.*

Amy: *I like learning with friends at school!*

Rania: *me too!*

Narrator: *Listen and answer.*

- 1 *Who's talking?*
In the future ...
- 2 *Who will do make the beds and clean the bedrooms?*
- 3 *What clothes will people wear?*
- 4 *How will scientists travel to their science labs?*
- 5 *What will scientists do in their science labs?*
- 6 *How will children learn?*

Answers: 1 Rania, Amy, Ben and Omar 2 robots 3 spacesuits 4 spaceships 5 grow new plants 6 small computers

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, write on the board, play the recording, pausing so the children can hear the sentences:
Robots / people will clean the bedrooms. Elicit: *Robots.*
- 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 answer and write them on the board. Children check and correct their own work.

Audio 53

- 1 *Robots will clean the bedrooms.*
- 2 *Girls will wear pink or purple spacesuits.*
- 3 *Scientists will grow new plants in the future.*
- 4 *Small robots will help scientists in space labs.*
- 5 *People will travel to planets by spaceship.*
- 6 *Scientists will travel to planets in outer space.*

Answers: 1 robots 2 spacesuits 3 future 4 help 5 spaceship 6 planets

ACTIVITY 3 Listen and repeat. 5 mins

- 1 Say **Listen and repeat**. Play the recording so the children listen for meaning.
- 2 Say **Listen and repeat**. 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 54

<i>In the future</i>	
<i>What will we wear?</i>	<i>Spacesuits of course!</i>
<i>How will we travel?</i>	<i>By spaceship!</i>
<i>Where will we go?</i>	<i>To planets in outer space!</i>

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

- 1 Get the class to read the questions. Model what you want the children to do with an example. Say *One hundred years from now what will you see?* Elicit anything reasonable eg. *spacesuits, flying cars, flying bicycles* etc.
- 2 Get the children to work in pairs taking it in turn to ask and answer the questions.

REVIEW 5 mins

- 1 Play *Charades*. Say *We're going to play charades. What am I doing? What am I wearing?*
- 2 Mime walking in a spacesuit. It is very big and bulky and you have to walk very slowly. Elicit: a spacesuit.
- 3 Using word cards: *spaceship, robot, science lab, scientist, rescue, grow*, invite a child to the front, they choose a word card (they check with you if they don't understand the meaning) and mime the word. Whoever guesses correctly mimes next.

Period 7 – focus on writing PB page 62

ACTIVITY 1 Read and match the sentences with the pictures. Then write them by the pictures. 10 mins

- 1 Warmer game: display the 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 **Read and match the sentences**. Get children to read the sentences and look at the pictures. Model with an example:
Robots will cook and clean.
- 3 Say **Write the sentence**. 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 b 2c 3a 4f 5d 6e

ACTIVITY 2 Think and write sentences about life in the future.

10 mins

- 1 Say **Work in groups of four**. Ask children to take out the photos/drawings of life in the future. Elicit some question words and write them on the board.
What (travel)
Where (live)
How (learn)
- 4 Say **Write sentences about life in the future**. Encourage the children to look back at the unit and elicit some sentence starters and write them on the board, eg.
In the future people will ...
Children will ...
Children won't ...
- 5 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.
- 6 Take in materials the children have brought in and keep in a safe place until Period 8.

ACTIVITY 3 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 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.
aeuitspsc (spacesuit)
oosbtr (robots)
- 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 out 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 *spaceship* 2 *spacesuits* 3 *scientists/science labs*
4 *outer space/spaceships* 5 *Everyone/future robots/rescue*
7 *grow* 8 *grow*

ACTIVITY 2 Work in groups of four. Make a report about what things will be like in 100 years' time. 30 mins

- 1 Tell the children they are going to write a report about what things will be like in 100 years' time. They need to use their pictures to show what it will be like. Show them a model of a report you have made before the class with photos and descriptions. Tell the children they will need to use their best handwriting as the report will be displayed in the classroom.

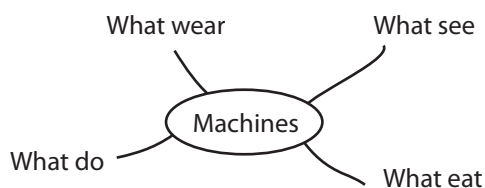
Write the following on the board as a check list of what they need to include:

Title – name of report

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 4. Get them to add some more sentences.
- 4 Get children to work in pairs and proof read 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 gluing. 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 report home to finish and bring back the next Period.
- 7 Display the completed report.

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

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

Period 1 PB page 64

EVERYDAY ENGLISH Listen and repeat. 2 mins 

Say **Listen and repeat**. Play the audio, pause the recording so that pupils can listen and then repeat. Focus on the stress and intonation. Say **Get into pairs and say**. Pupils sit in turns to say an expression to each other. Pupils can look back through the units to find expressions they want to practise.

Audio 55

<i>I can't wait!</i>	<i>I'm so excited!</i>
<i>Oh great!</i>	<i>Sure!</i>
<i>Can I try your mobile phone please?</i>	
<i>That sounds so cool!</i>	<i>That's amazing!</i>
<i>I don't feel well.</i>	<i>What do you think?</i>

ACTIVITY 1 Listen and read. 10 mins 

- Warmer: Play the *What's missing?* game.
- Display the poster showing the story. Ask *What's this?* Point at the science lab, scientist, police car.
- Say *What do you think happened?*
- Listen to what the children say and ask *Why?* Encourage the children to think of their answer, eg. *something happened to the scientist, she is writing an email, the police rescued her.*
- Say **Listen and read**. Play the recording so the children can listen and read following the text. They are listening for meaning.
- Say **Answer the questions**. Read the questions:
 - Why could Tarja not get out of her science lab? (she could not open the door)*
 - How did Tarja feel? (not well)*
 - What did Tarja do? (she wrote an email)*
 - Who rescued Tarja? (the police)*

Audio 56

*I'm going to read you a story about a rescue.
Tarja was from Finland. She was a scientist. She worked in a science lab. One day she worked late. Everyone went home. Tarja could not open the door. She did not feel well. There was no telephone in the science lab. There was a computer. She used the computer and wrote an email to ask for help.
A boy in the USA read her email and told his mother. His mother spoke to the police.
The police in the USA spoke to the police in Finland. The police in Finland rescued Tarja.*

Today we have mobile phones and can speak to police officers. They can come and rescue us. In the future how will we get help? What do you think?

ACTIVITY 2 Listen and answer the questions. 5 mins 

- 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?*
- 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 57

- How many countries are in the story?*
- Who could not get out of the science lab? Why?*
- What was her job?*
- How did she get help?*
- Who helped her? How?*
- Who rescued her?*

Answers: 1 two – the USA and Finland 2 Tarja/a scientist; she could not open the door 3 scientist 4 she wrote an email/used the computer 5 a boy in the USA read her email, he told his mother and she phoned the police in the USA, they phoned the police in Finland 6 the police in Finland

ACTIVITY 3 Listen and say. 5 mins

- 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

- Model what you want the children to do by inviting four children to the front of the class. Each child takes a part, eg. the narrator, the scientist, the police, the child in the USA reading the email or the mother in the USA calling the police. Children need to listen to the narrator and do the actions, eg.
 - Scientist: not feeling well; typing an email; collapsing.*
 - Child in USA: reading email; telling his mother.*

Mother in USA: calling the police and telling them what their child had read.

Police in Finland: breaking down door of science lab; rescuing scientist.

- 2 Get the children in groups of four. Say **Work in groups of four. Read the passage aloud.**

Period 2 PB page 65

ACTIVITY 1 Listen. Thumbs up or down. 8 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 wear a spacesuit.
Press a button.
Teacher say write an email.
Use a mobile phone.
- 2 Model what you want the children to do. Say **Listen. Thumbs up or down.** Play recording and pause after 1.
1 *The scientist lived in the USA.*
Get children to put their thumbs up if they think this is true or thumbs down if they think this sentence is false.
- 3 Children put their thumbs down. Ask *Why?* Encourage the children to say the scientist lived in Finland.
- 4 Say **Listen. Thumbs up or down.** Play recording pausing between sentences for children to listen and respond.

Audio 58

- 1 *The scientist lived in the USA.*
- 2 *The scientist worked in a science lab.*
- 3 *Her name was Tarja.*
- 4 *Tarja went home with everyone.*
- 5 *Tarja wrote an email.*
- 6 *A girl in the USA helped her.*

Answers: thumbs up: 2, 3, 5 thumbs down: 1, 4, 6

ACTIVITY 2 Look and number the pictures 1–4 in the order they happen. 10 mins

- 1 Get the children to look at the pictures. Model what you want the children to do by identifying the first picture together with the class.
c1
- 2 Say **Read. Then look and number the pictures 1–6 in the order they happen in the story.** 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: a3 b4 c1 d2

ACTIVITY 3 Write the sentences in the correct order. 10 mins

- 1 Get the children to look at the pictures on page 64. Model what you want the children to do with an example:
1 *Tarja did not feel well.*
- 2 Say **Write the sentences in the correct order.** 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: 1 *Tarja did not feel well* 2 *She sent an email from her computer* 3 *A boy in the USA read her email* 4 *He told his mother. She phoned the police.* 5 *The police in the USA phoned the police in Finland.* 6 *The police in Finland rescued Tarja.*

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.
Everyone went home.
- 2 Put the children in pairs and the children tell the children together with their partners.

Answers: Accept any reasonable answers: 1 *Everyone went home. They closed the door. Tarja felt unwell.* 2 *She sent an email.* 3 *A boy in the USA read her email. He told his mother. His mother called the police.* 4 *The police in the USA called the police in Finland. The police in Finland rescued her.*

EXTENSION: this is a true story about how an email saved the life of a scientist.

Period 3 PB page 66

ACTIVITY 1 Look at the pictures and complete the sentences.

10 mins

- 1 Display posters from Units 16–17. Ask *What can you see?* Model what you want the children to do with an example. Elicit some vocabulary, eg. *remote control, press, button, mobile phone, spaceship*. 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:
In the future everyone will travel to _____ by spaceship. People will have _____ to do their cleaning.
Elicit: *outer space / robots*.
- 3 Elicit some vocabulary eg. *planets / outer space / robots / machines*. Write the vocabulary on the board. 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: any reasonable answer that is appropriate to the picture: *outer space / robots 2 float / rescue 3 meet / tomorrow*

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 in activity 1 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 **Work in pairs and read your 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 2 aloud together.
In the future people will / won't travel by spaceship.
- 2 Say *What's the correct word?* Elicit *will*. Say *Why do you think we will travel by spaceship?* 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. *people will live on different planets, spaceships are very fast.*

- 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 will 2 meet 3 won't 4 borrow 5 going to 6 is going

EXTENSION: you might like to remind pupils of the use of the verb to be. Get them to you and write on the board and getting them to call out the answer:

I (am)

You (are)

He/She/It (is)

We (are)

They (are)

You can get pupils to call out the verb if you use a different person/pronoun, eg. 1. I/he/she/we/you/they – help pupils notice that the structure does not change.

Help pupils notice that the meaning of *going to* and *will* has a similar meaning. Neither of them have structures which change with the pronouns.

ACTIVITY 4 Read aloud. Look at page 64. 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 the questions.** Ask the following concept checking questions:
 - 1 *Who is the story about?* (a scientist)
 - 2 *Where does she live?* (in Finland)
 - 3 *Who helps her?* (a boy in the USA)
 - 4 *How does her help her?* (he shows his mother the email and his mother speaks to the police)

Period 4 PB page 67

ACTIVITY 1 Read and complete the sentences. 5 mins

- 1 Ask the children to look at the pictures. Say *What are they doing?*
- 2 Ask the children to read the incomplete sentences. Model what you want the children to do with an example. Write no. 1 on the board
I use a + flashcard of computer everyday.
Elicit: *laptop/computer*
- 3 Say **Complete the sentences.** Get children to check their answers with a partner.
- 4 Elicit the answers and get children to check and correct their own work.

Answers: 1 laptop/computer b screen/computer c mouse/keyboard d remote control

ACTIVITY 2 Listen and answer the questions. 5 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 59

- Ben: Look at our tour for Ein Kenya, Omar.
- Omar: That looks great! We arrive at 8 o'clock, eat breakfast and then see the plants.
- Ben: Yes I want to see the plants before the zebras. Then we are going to walk to the elephants. They are near the zebras.
- Omar: OK and then meet Bilal and Ali at 12 o'clock. Who's going to make the picnic? Can we make the picnic?
- Ben: [laughing] Yes, sure. We're going to have our picnic near to the birds. I like looking at the ducks floating on the water.
- Omar: Ok and then we leave at 3 o'clock. We travel home by bus.
- Ben: Great!
- Narrator: Listen and answer.

- 1 What are Ben and Omar going to do?
- 2 What will they do before they see the elephants?
- 3 When will they meet their friends?
- 4 Where will they have a picnic?
- 5 What time will they leave?
- 6 How will they travel home?

Answers: 1 Go on a tour of Ein Kenya 2 see the plants and the zebras 3 At 12 o'clock 4 near the birds 5 At 3 o'clock 6 by bus

ACTIVITY 3 Work in pairs. Ask and answer 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 A to read the question *Where are Ben and Omar going to have their picnic?*
- 3 Get the child B to respond: *They are going to have their picnic near the birds.*
- 4 Get child B to read the question *What does Ben like doing there?*
- 5 Get child A to respond: *He/Ben likes seeing the plants/zebras/elephants.*
- 6 Say **Work in pairs. Ask and answer questions about the pictures in activity 2.**

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 Read and complete the sentences. 10 mins

- 1 Say **Read**. Get the children to read the incomplete sentences and words in the box quietly.
- 2 Say **Read aloud**. Get the children to read the incomplete sentences aloud.
- 3 Model what you want the children to do with an example. Write on the board:
Please _____ my cat, it is in the tree.
Elicit *rescue*.
- 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 rescue 2 borrow 3 Press

ACTIVITY 5 Work in pairs. Choose a unit 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 task 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 unit task from Units 15–17. Then talk about it to another pair.**

ACTIVITY 6 Sing or chant one of the songs in this book. 5 mins

Grade 5 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 60

Example:

Ben: Omar, What do you like doing?

Omar: I like watching films at the cinema.

Amy: Rania, what are you doing?

Rania: Oh, I'm looking at photos on the internet.

Omar: Ben, when's your birthday?

Ben: When's my birthday? It's the fourth day of the third month of the year.

Omar: Oh that's easy! The fourth of March!

Rania: Amy, I'm doing my homework. Please help me. Which is the biggest animal that doesn't live in the sea?

Amy: Let me think ... I think it's the elephant!

Omar: Rania, what's more interesting, the news or a TV programme on tortoises?

Rania: That's easy! The TV programme on tortoises!

Amy: Ben, what's your favourite subject at school?

Ben: Science is my favourite subject.

Rania: Amy, how many brothers and sisters does Fatima have?

Amy: I think she has five sisters and four brothers.

Omar: Ben, when are you going on holiday?

Ben: Dad said we are going in July.

Amy: Rania, can I borrow your laptop please?

Rania: Yes, here you are.

Answers: 1 Rania 2 Omar 3 Amy 4 Rania 5 Ben 6 Amy 7 Ben 8 Rania

ACTIVITY 2 – 6 marks

Audio 61

Example: Ben likes writing emails. He's writing an email to Omar.

- 1 Amy's in a cable car. She's looking at a valley.
- 2 Omar comes third in the running race.
- 3 Rania's birthday is on the fifth of November.
- 4 The Dome of the Rock is taller than me.
- 5 Today is Monday. Our tour is tomorrow.
- 6 Please can I borrow your mobile phone?

Answers: 1 a 2 b 3 a 4 b 5 a 6 b

ACTIVITY 3 – 6 marks

Audio 62

Amy: Rania, how do I use your laptop?

1 Rania: It's easy. Press this button to turn on the laptop.

Omar: Ben, do you think we will live in outer space in the future?

2 Ben: Yes, I think we will wear spacesuits in the future.

Rania: Amy, tell me a story.

3 Amy: OK, once upon a time a princess looked in a mirror.

Ben: Omar, which do you think is more interesting. A cable car or duck boat?

4 Omar: I think a duck boat is the most interesting!

Amy: Rania, how fast can you run one hundred metres?

5 Rania: I can run one hundred metres in one minute.

Omar: Ben, what's the tenth month in the year?

6 Ben: It's October.

Answers: 1 turn on 2 spacesuits 3 mirror 4 boat 5 metres 6 October

READING 20 mins 30 marks**ACTIVITY 1 – 8 marks**

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

ACTIVITY 2 – 6 marks

Answers: 1 throwing 2 laughing 3 travelling 4 clicking
5 clever 6 dirty

ACTIVITY 3 – 6 marks

Answers: 1 works 2 wheels 3 clever 4 wedding 5 busy 6 blog

ACTIVITY 4 – 6 marks

Answers: 1 both 2 him 3 our 4 these 5 everyone 6 those

ACTIVITY 5 – 4 marks

Answers: 1 He invited everyone. 2 They went to a farm. 3 They had a picnic and picked olives. 4 Ben wanted to pick oranges.

WRITING 20 mins 30 marks**ACTIVITY 1 – 8 marks**

Answers: (completed with the children's own information)
1 My name is ... 2 I like ... 3 I like TV programmes about ...
4 My father works in / at / ... / doesn't work. 5 I think ... are ...
and ... 6 My birthday is in ... 7 My favourite animal is ...
8 In the future I think everyone will live on / in ...

ACTIVITY 2 – 6 marks

Answers: 1 younger 2 longest 3 cheaper 4 worse 5 healthier
6 best

ACTIVITY 3 – 6 marks

Answers: 1 Can I borrow your mobile phone please? 2 How many planets are there in outer space? 3 What time are you going to leave tomorrow? 4 Why is he hiding behind the old building? 5 What did you come in the swimming race? 6 Why are those clothes warm?

ACTIVITY 4 – 6 marks

Answers: 1 I didn't laugh. 2 I was angry. 3 I wasn't greedy. / I didn't eat. 4 I pressed the button. 5 I borrowed the mobile phone. 6 I didn't click the mouse.

ACTIVITY 5 – 4 marks

Answers: 1 borrowed 2 broke 3 laughed 4 hid

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 two questions and three statements 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 question and response.

Assessment: 3 marks for statements, 2 marks for the questions.

ACTIVITY 2 – 5 marks

Preparation: put the children in pairs. Identify a dialogue for each pair to use. The children play the roles of friends asking to borrow items from each other (1) and how to use the item (2).

Possible answers:

Dialogue 1

A: Can I borrow your remote control / laptop / mobile phone, please?

B: Yes, here you are.

B: No, you can't.

Dialogue 2

A: How do I use the remote control / laptop / mobile phone?

B: You press the / this button.

B: You click the mouse.

B: You turn on the remote control / laptop / mobile phone.

ACTIVITY 3 – 10 marks

Preparation: the children bring in something special they want to share with the class, eg. a toy, a book, etc. They 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, e.g. *This is my ... I like ... My ... gave it to me.* 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 for content and 5 marks for answering questions.

Listening

Name: _____

Class: _____

1 Listen and write. 8 marks

I like watching films at the cinema.

Omar

1 Oh, I'm looking at photos on the internet. _____

2 Oh, that's easy! The fourth of March. _____

3 Let me think ... I think it's the elephant! _____

4 That's easy! The TV programme on tortoises! _____

5 Science is my favourite subject. _____

6 I think she has five sisters and four brothers. _____

7 Dad said we are going in July. _____

8 Yes, here you are! _____

2 Listen and tick. 6 marks









1

2





3





4





5





6





3 Listen and circle. 6 marks

Watching sports is healthy / exciting.

1 It's easy. Press this button to turn on / click on the laptop.

2 Yes, I think we will wear spaceships / spacesuits in the future.

3 OK, once upon a time a wolf looked in a moon / mirror.

4 I think a duck car / boat is the most interesting!

5 I can run 100 metres / minutes in one minute.

6 It's August / October.

Total: _____ / 20

Reading

Name: _____

Class: _____

1 Read and match. 8 marks

- 1 How many brothers and sisters do you have?
- 2 Who are your parents?
- 3 How do you go up a very high mountain?
- 4 What is the fourth month of the year?
- 5 What is taller, a flower or a tree?
- 6 What is more expensive, a bike or car?
- 7 Who lives in a palace?
- 8 Is an apple a vegetable or a fruit?

- a A princess lives there.
- b It is a fruit.
- c They are my mum and dad.
- d A car is more expensive.
- e It is April.
- f In a cable car.
- g I have two brothers and three sisters.
- h A tree is taller.

2 Read and circle. 6 marks

- | | |
|---|---|
| 1 She's throwing / hiding a ball. | 2 He's leaving / laughing at the cartoon. |
| 3 They're travelling / floating on a plane. | 4 She's marrying / clicking the mouse. |
| 5 The wolf is very clever / nice. | 6 His t-shirt is greedy / dirty. |

3 Read and write. 6 marks

blog busy wedding clever wheels works

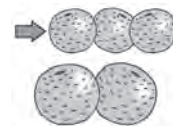
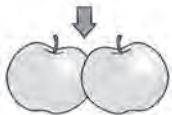
- 1 Ben's father is an engineer. He _____ at the Olympic Stadium.
- 2 A car has four _____.
- 3 Rania is very _____. She came first!
- 4 My aunt got married last year. The _____ was beautiful!
- 5 The hospital was very _____. I waited 45 minutes.
- 6 My cousin started a _____ last Tuesday. He wrote about his holiday.

4 Read and write. 6 marks

both us him these those everyone



- 1 Amy and Rania are _____ girls.
- 2 Give it to _____
- 3 They are _____ friends.



- 4 I want _____.
- 5 _____ come!
- 6 I want _____ oranges.

5 Read and write. 4 marks

Omar invited all his friends. They went to a farm. They had a picnic and picked olives. Ben wanted to pick oranges too.

- 1 Who did Omar invite? _____
- 2 Where did they go? _____
- 3 What did they do? _____
- 4 What did Ben want to do? _____

Total: _____ / 30

Writing

Name: _____

Class: _____

1 Read about Amy. Write about you. 8 marks

I'm Amy.
I like taking photos.
I like watching TV programmes about animals.
My birthday is in July.

I think lions are strong and clever.
I think lions are more interesting than insects.
In the future I think everyone will live on the moon.

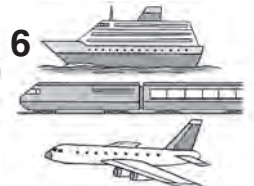
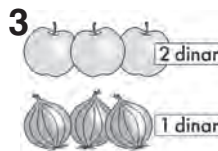
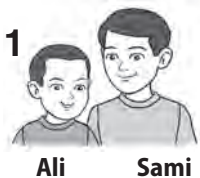


- 1 What is your name?
- 2 What do you like doing?
- 3 What TV programmes do you like?
- 4 What does your father do?
- 5 What animal do you like and why?
- 6 What month is your birthday?
- 7 Write about your favourite animal.
- 8 Where do you think people will live in the future?

My name is _____

2 Write. 6 marks

cheaper healthier best younger worst longest



- 1 Ali is _____ than Sami.
- 2 Rania's hair is the _____.
- 3 Onions are _____ than apples.
- 4 In a swimming race coming ninth is bad. Coming tenth is worse. Coming twelfth is the _____.
- 5 Eating an orange is _____ than eating an ice-cream.
- 6 Travelling by boat is good. Travelling by train is better. Travelling by plane is the _____!

3 Read and write. 6 marks

1 can / i / borrow / please / your / mobile phone / ?

2 how / planets / many / there / are / in / outer space / ?

3 tomorrow / to leave / what / are / you / going / time / ?

4 why / behind / is / he / hiding / the / old / building / ?

5 what / did / come / you / swimming / race / the / in / ?

6 clothes / why / warm / are / those / ?

4 Write. 6 marks

I didn't drive.



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Yesterday



3 Write. 4 marks

borrow break laugh hide

What did the children do last night?

- 1 Omar _____ Ben's mobile phone.
- 2 Rania _____ the mirror.
- 3 Amy and Rania _____ at the story.
- 4 Ben _____ under the bed.

Total: _____ / 30

Speaking

Name: _____

Class: _____

1 Look at the poster and write. Say. 5 marks

I think ...

1 _____

2 _____

3 _____

What? Where? When? Who?

My questions are:

4 _____

5 _____

2 Say. 5 marks

Dialogue 1

Can I ..., please?

Yes, ...

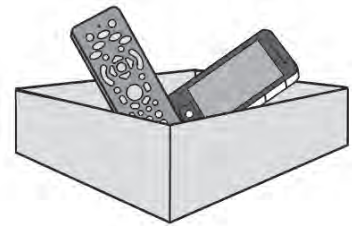
No, ...



Dialogue 2

How do I ...?

You ...



3 Show and tell. 10 marks

Show your special item to the class. Talk about it. Answer questions.

5 marks for content and 5 marks for answering questions.

Total: _____ / 20