

2



Connect

Primary 2

Teacher's Guide

Term 2



2022-2023

غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم والتعليم الفني



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Moira Dutton

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, Connect, with the accompanying digital learning materials that capture its vision of the transformational journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Central Administration of Curriculum Development (CACD) and specifically, the CACD Director and the amazing team there. MOETE is also very grateful to the minister's three senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future.

At a time when our world is witnessing successive industrial revolutions, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level. This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally _ curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Doctor Reda Hegazy

Minister of Education and Technical Education

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Scope and Sequence

Theme 3: How the world works

Unit	Vocabulary	Language	Phonics
7 Into the countryside	flower, park, tree, grass, plant, river, beautiful, rainbow, bench; wave, high, low; pick, protect, environment, throw, trash, recycle, trash can States of water: liquid, solid, gas; water, ice, steam	Is there a park? Yes, there is. No, there isn't.	ar: park, farm, star, arm, car, garden, art, jar or: sport, horse, corn, shorts, story, morning, forty
8 A trip to the store	coins, bills, pounds, money, numbers 1-100; stationery shop, toys, school items, pencil case, pen; sell, buy; nut, apple, orange, banana, lemon, fig; useful, currency, sweets, house, eat, flag, people; metal, paper, plastic, glass	Are there any (bananas)? Yes, there are. No, there aren't.	oi: coin, oil, soil, point oy: boy, toys
9 On the farm	farm, animal, cow, donkey, duck, fish, goat, horse, sheep, bird, cat, hen; baa, moo, quack; food, water, shelter, space, need	There is a (cow). There are (twelve goats).	o-e: home, rose, nose, stone oa: goat, boat, goal, coat ow: yellow, rainbow, arrow, snow
Review 3	Revision of units 7-9		

Theme 3: How the world works

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Collaboration: An Earth collage Critical thinking: Observation: Differentiation between reality and imagination: Connect with Art	Independence: Self-responsibility: A walk in the park	Environmental responsibility: Protecting the environment	Science: Different states of water Art: Water in art
Communication: Shopping role-plays Problem-solving: Provision of resources at the market/ fruit stall Collaboration: Make a money box Critical thinking: Defining relationships between different objects using money	Curiosity: Money		Math: Simple sums with money (up to 100) Science: Materials
Collaboration: Make a farm Critical thinking: Observation: Caring for animals	Cooperation: Our farm Curiosity: Connect with Science: Caring for animals; products from animals	Environmental responsibility: Protecting animal rights	Math: Simple sums with animals Music: Sounds of animals Science: Products from animals
Communication Self-management			

Scope and Sequence

Theme 4: Communication

Unit	Vocabulary	Language	Phonics
10 It's home time	apartment, house; armchair, TV, picture, bed, computer, cupboard, couch, wardrobe; bedroom, kitchen, living room; oasis; triangle, circle, square, rectangle; igloo	I have an armchair and a cupboard in my living room.	ai: tail, train ay: play, say a-e: cake, plate, face, grapes
11 At the toy store	kite, robot, doll, book; big, small, tall, short; fine, OK, not bad, sad; climb; cell phone, tablet, computer, keyboard, video game, mouse, internet, camera	This is a big, blue balloon. That's a small, red robot. How are you? I'm fine / happy / sad / angry.	i-e: five, write, line, nine, time ie: pie, fries y: fly, my, sky
12 Go straight on	ride, cycle, walk, drive; taxi, plane; left, right, straight, turn, next to; street, city, village, country, town, world; park, library, school, store, museum, beach	He rides a bicycle. She drives a car. Turn right. Turn left. It's next to the park.	igh: night, firefighter, right
Review 4	Revision of units 10-12		
Fiction reader: The Water Pump			

Theme 4: Communication

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Collaboration: A 3D house Respect for diversity: Houses or apartments; homes around the world	Compassion: Helping others	Loyalty and belonging: Homes in Egypt	Social Studies: Different homes Math: A bar graph
Communication: Self-expression Collaboration : A toy store Empathy: Understand how others feel	Curiosity: Technology devices	Technological awareness: Digital technology	ICT: Develop an understanding of digital technology
Collaboration: Our town Critical thinking: Observation: Where is it?	Independence: Navigating around the local area Love of home: My world	Loyalty and belonging: My world	Geography: Places in the local area; using a map

Communication
Self management

Communication
Problem-solving
Creativity

Introduction

Introduction

Welcome to *Connect Primary 2*. This new primary English course uses the latest methodological techniques for young learners and establishes a solid foundation on which students can build their English language knowledge. The course creates an enjoyable and engaging environment full of fun, engaging activities, in which to encourage the students' language development.

Aims of the course

Connect aims to give Primary students the tools they need to develop their knowledge and use of English, and to increase their grasp of both the spoken and the written language, including basic phonetic sounds. It has a background in the cognitive-developmental theory which supports and guides children as they construct their own understanding of the world. The course also caters for the increasing English language needs of students who are studying multidisciplinary themes in English. The course has been developed to support teachers and students to achieve the objectives of the curriculum reform at the heart of the Egypt Vision 2030. It has been carefully designed to support whole child development: it not only supports the language development of the child, but also attends to their physical, cognitive and emotional needs. Therefore, the activities combine life skills, values, issues and challenges, and Content and Language Integrated Learning (CLIL) with songs, games, stories and projects to create a comprehensive, successful learning experience.

The units are divided into four main themes (*Who am I?*, *The world around me*, *How the world works*, *Communication*), encouraging the students to gradually develop their understanding of themselves, their environment and their citizenship.

Topics

The context of *Connect Primary 2* reflects the children's environment, so the topics draw on their knowledge and subsequently challenge them to discover more about the world through English. Topics in *Connect Primary 2* Term 2 include the countryside, shopping, farm animals, items in the house, toys, and transportation.

The main characters

Hany and Hana are the main child characters. They are a brother and sister who live with their immediate family. Students first meet them in Primary 1. Hana and Hany have two close friends, Amira and Youssef. The characters are learning about their environment and the world around them, so the students studying the course learn with them.

Busy Bee is a kind, wise, responsible and knowledgeable queen bee. She guides the characters as they develop and grow as individuals. She is represented throughout the course in the activity icons, which clearly show students the activity type alongside each instruction.

Course outline

The course has the following components:

Student's Book

The Student's Book consists of two terms. Each term has six main units plus two review units.

Each unit has an appropriate topic for young children. The lessons in each main unit include a variety of the following features:

- presentation of vocabulary in the context of an illustration
- listening and speaking practice of the target language of the unit, presented in clear contexts
- phonics presentation and practice, including listening, speaking and writing tasks
- deeper exploration of values, life skills or issues
- integrated content from other curriculum areas, such as Art, Science, Social Studies and Math
- a song to practice target vocabulary and language
- a project in which students complete a craft project and present it using the unit vocabulary
- a *Show and tell* activity
- a self-assessment section

The review units, which appear after each group of three units, are designed to practice and consolidate the language students have learned so far. The revision units are also an extremely useful progress check for both teachers and students, facilitating both assessment by the teacher and self-assessment by the student. Each revision unit has two lessons.

Audio material

The Egyptian Knowledge Bank (EKB) includes all the recorded material with age-appropriate songs and stories, which have been carefully written and produced for the age group included. It is an invaluable resource and should be used as directed in the Teacher's Guide in every unit. The recorded material provides not only an accurate model of the language for the students but also a useful teaching tool, enabling you to vary the activities and pace of the lessons.

Teacher's Guide

A full-color Teacher's Guide with every page of the Student's Book and the Activity Book inset with the accompanying notes, this comprehensive guide provides detailed lesson plans on how to teach all activities, along with suggested key teacher language. It aims to help you to get the most out of the materials you have both on the page and on the CD. Audioscripts for all the recorded material are also provided.

Each lesson begins with a lesson box highlighting objectives, vocabulary, key language, and additional material required for the lesson, including any other materials that may need to be prepared beforehand.

Step-by-step teaching notes suggest how to approach the lesson. Every lesson begins with suggested *Opener* activities to revise language from previous lessons. The notes suggest many ideas about how to access previous knowledge and experiences within new topics. The activities outlined in the teaching notes can be adapted to suit students who are more confident and who are making rapid progress, or those students needing more practice and revision. There are *Fast finishers* activities and practice game suggestions at the end of each lesson.

The Teacher's Guide also provides suggestions for successful classroom management. Young Learners have limited concentration spans and particular needs. It is therefore important to vary your teaching approach to enable each individual student to participate, as well as to use group work, pair work and class work effectively.

The Teacher's Guide suggests how you can adopt a 'stop and check' approach to ensure students are confident before moving on. This approach supports the assessment of students' progress on an ongoing basis.

Posters

There is a poster for each thematic unit, which illustrates all the main vocabulary on one large single image. The posters can be used to present and review vocabulary.

Flash cards

To facilitate learning, flash cards are provided for all the key vocabulary in each unit. They can be used during the *Presentation* activity in each lesson to present or revise language and can also be used during pair activities, role-plays and memory games. The list of flash cards necessary for each lesson is indicated in the materials section of the lesson box.

Phonics cards

Phonics cards are provided for each of the phonic sounds presented on the course. These are full-color cards with the sound, a picture and the word of a key vocabulary item which represents this sound, for example the letter sound /b/ with a picture of a book. They can be used as visual reinforcement to revise key sounds in matching activities and in memory or guessing games.

Digital toolbox

Digital resources include videos of songs and stories, as well as additional factual material to support the topics in the Student's Book. Using digital materials in your lessons, alongside printed materials and realia, helps to give more variety for students. This is particularly important for Young Learners, who have short attention spans.

Introduction

Teacher Assessment

Connect has no formal assessment. This is deliberate so that students focus on enjoying English and can learn without the pressure of tests.

At the end of each unit, there is a Teacher Assessment, which allows you to keep track of your students' progress. This should be used to inform how you structure your lessons. Look out for problem areas that students need to practice more. You can then make sure that you revise this language in future lessons.

Teacher assessment



To complete the assessment, take in the books at the end of the unit. Look at the students' own assessment of their progress in the *Self-Assessment* activity. Check that you agree with their own assessment and then allocate your own mark on their progress.

For your own records, give students a grading for each skill based on the criteria below. Then, for each student, check the correct colored circle in the Student's Book to represent their general progress in all the skills.

Make sure that students know that a tick next to a red or yellow circle is not a failure, but is just a sign that they need to revise the language in this unit, and for you to improve or adapt your teaching technique.

For your own records, review the unit objectives and give each student a color according to the color coding delivered to your school. You can follow these guidelines to give the appropriate grading:

If the student was able to achieve all of the unit objectives, and is able to use more details about the topic, check the blue circle.

If the student was able to achieve all of the unit objectives, check the green circle.

If the student was able to achieve most of the unit objectives, check the yellow circle.

If the student is struggling to achieve the unit objectives, and needs more support from you, as well as more practice, check the red circle.

Closing

A closing section is included at the end of each lesson to help you check for understanding and to inform you about subsequent instructions. At some point, it will help you to emphasize key language and correct misunderstanding. Closings might take several forms; they can just be quick oral reviews to summarize what your students have learned or activities like role-plays, showing how your students' performance improved.

How to use the course

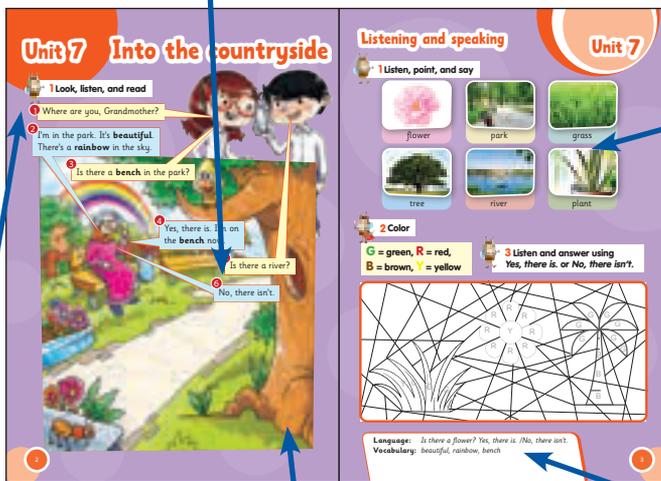
Unit walkthrough

Each unit consists of 7-8 lessons and 2 Play time pages. A lesson consists of two pages in the Student's Book. Each lesson has a particular focus.

Unit opening lesson

The unit topic is introduced through a fun and realistic dialog.

The lesson works towards the children using language to express themselves.



Students listen to the new words and see clear pictures of them to help their understanding. The words are written under the pictures to help students become accustomed to reading the new words.

The activities are clearly shown to the students with the fun icons of Busy Bee.

The artwork is bright and colorful with lots of details for students to find and discuss.

The language in each lesson is clearly presented to teachers and parents in the footer.

Introduction

Reading

Reading

1 Listen, read, and draw

In the **park** there's a river,
Plants, grass, and a tree.
In the **park** there's a flower,
That I love to see.

In the **grass** there's an ant,
In the **flower** there's a bee.
In the **tree** there's a bird,
That I love to see.

2 Sing

Remember!
There isn't = There is not.

New language is presented and practiced in a variety of ways so that the students enjoy learning. In this lesson, extra language practice is via a song. Students are also encouraged to read while listening to the song before they engage in choral singing activity. Understanding is assessed by students drawing a picture of the scene described in the song.

Writing

Writing

Unit 7

1 Look, read, and write

Yes, there is. No, there isn't.

1 Is there a boy on the grass?

2 Is there a fish in the river?

3 Is there a lemon on the tree?

4 Is there a bee on the flower?

2 Ask and answer using new words

Is there a bird on the grass?
Yes, there is.

Photographs show scenes that will be familiar to the students and which they can relate to their own lives.

New language structures are practiced orally as well as in written form. In this way students become comfortable using the new language.

Cross-curricular content / Reading and writing

Connect with Science

States of water

1 Look and read Water has three states.

solid liquid gas

Very hot water is steam. Steam is a gas.

Water is a liquid.

Very cold water is ice. Ice is solid.

2 Write gas liquid solid

1 This water is _____

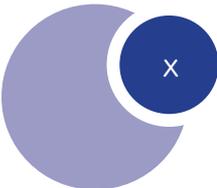
2 This water is _____

3 This water is _____

Connect with Science: The three states of water

Content from other areas of the curriculum, including: Math, Science, Social Studies, Art and Music, is integrated throughout the course.

In these lessons students learn about the different states of water and about different ways that water is represented in art.



Phonics / Handwriting

Students listen to the phonics on the EKB, which present the target sounds and words. They listen and repeat the target letter sounds.

The letter sounds are presented within words that are known or simple and common so that students can link a new phonic to familiar words and objects.

ar or
Learn sounds with Busy Bee!

1 Listen and repeat 2 Look and circle ar and or

or corn ar star

horse park

sport art

Phonics: the ar and or sounds

1 Listen and complete

1 jar 2 _____

3 _____ 4 _____

2 Listen and complete

1 corn 2 _____

3 _____ 4 _____

ar or
Learn to write with Busy Bee!

1 Look, write, and draw 2 Point and say

star car arm horse forty

1 horse 2 arm 3 star

4 40 5 _____

1 Look, read, and order

1 This / park / a / beautiful / is.
This is a beautiful park.

2 is / a / There / farm / on / the / horse.

3 I / sport / play / the / in / park.

4 There / flowers / are / in / garden / the.

2 Listen and circle the odd sound out

1 park car trash arm

2 forty shorts horse flower

3 parent garden farm jar

Extra practice is provided via various exercises that encourage students to use the target letter sounds in various contexts.

Story

Story
A walk in the park

1 Listen and read 2 Role-play

Hany and Hana are in the park with their parents.

1 Look at the beautiful flowers.

Is there a river?

Yes, there is.

Hana likes the flowers.

I want a flower.

No, Hana. Don't pick the flowers.

We must protect our environment.

Issues: Environmental responsibility

Many has finished his drink.

Finished!

No, Hany. Don't throw your trash in the river.

We can recycle it at home.

Look at the trash on the grass.

Let's put the trash in the trash can.

This is a beautiful park. Let's keep it beautiful!

Remember to protect our environment!

Students read the newly learned vocabulary in the context of a story. The story does not only enable students to use new vocabulary in another context, but it integrates target life skills, values, and issues into natural language context.

The reading texts are accompanied by bright, colorful photos which help with understanding.

Introduction

Life skills, values and issues

Life skills, Values, and Issues are integrated throughout the course, but there are also particular lessons which focus on an issue, a value or a life skill that is related to the unit topic. This lesson is about protecting the environment .

The topics of the Life skills, Values, and Issues pages are carefully chosen to present goals that students can achieve for themselves in real life situations.

Project

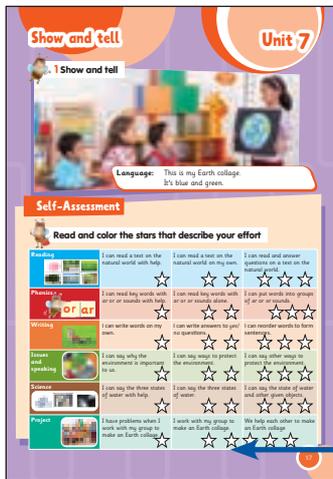
Every unit includes a project. This project consolidates the language of the unit, and provides a tool for teachers to assess the students' progress in both the language and the target life skills, values, and issues. This year's projects provide students with not only the tools needed for the project, but they provide written instructions for students to read and follow.

Both creativity and working in groups are important elements of the Primary 2 curriculum. Students should work together, sharing resources and cooperating with each other.

Full guidance on how to complete the project is given in the Teacher's Guide.

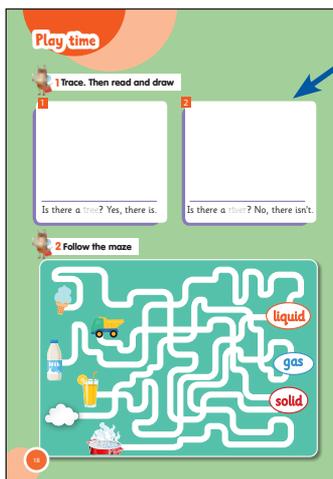
After completing the project, the students show their creation to the class or their group. Students are encouraged to talk about their products using simple language provided in the *Language* box.

Self Assessment



After students complete the unit, they need to think or reflect on their own performance in the areas of language skills, life skills, etc. In this way, students develop a sense of self-dependence and self-management. Students are to read the sentences in each row, and think of which level describes their performance. They then color the stars that they think best describe their work. Help students understand that this is for their own record to guide them in their own development. Students are asked to read the sentences, but students can also ask for the teacher's help to read, or ask for their shoulder partner's help to read.

Play time



The emphasis of the course is always to have fun using English as a communication tool, so lessons include plenty of speaking activities, games, and puzzles. Play time pages are designed to be fun and to recycle language from the unit.

These pages are extra material designed for students to work independently. They revise known language so can be assigned at any time. They are ideal for fast finishers.

The tasks on these pages and are intended as extra practice. They include coloring, tracing, writing, matching and other fun revision activities.

The children are working more independently on these pages, so they also have a chance to develop problem solving skills.

Introduction

The communicative approach

Listening and speaking are vital language skills for communicative competence and *Connect Primary 2* offers an interesting and varied range of activities for you to present to your students. The course presents new structures and vocabulary gradually in class, group and pair work through the context of unit topics, short narratives, interactive activities and songs and games until they become a part of the students' active repertoire.

For Primary 2, the language and topics of the course remain close to the world of the student, only gradually moving out into the world beyond, and returning regularly to familiar territory. In this way, the students' learning feels relevant and personal to them and about them. The course has also been designed to complement the rest of the curriculum for Primary 2, so that vocabulary and topics are familiar.

The new structures and vocabulary introduced throughout the book are continually recycled, and detailed notes in this Teacher's Guide encourage you to use a variety of teaching methods when presenting new language. Different ways of setting up group work, pair work and whole class activities are all explained in the Teacher's Guide to ensure that students remain active and interested learners of English and to facilitate self-assessment by students to monitor their continued progress.

The syllabus both develops and consolidates the skills of reading and writing. Throughout this course, short texts serve as models which are used for comprehension and writing.

The communicative approach exposes the students to a range of structures used in English, helping them to engage with meanings in English and encouraging enjoyment in using the language. It enables the teacher to set up learning activities in the classroom and provides useful classroom routines to assist the students' learning. Through the communicative approach your students will be encouraged to become active and enthusiastic learners of English.

The role of the teacher

In the communicative classroom, you have many roles:

- 1 **Instructor:** You introduce new language, give instructions to students, and decide what language and activities need to be practiced.
- 2 **Manager:** You organize the classroom in order to fulfil the different activity requirements. This may involve organizing students to work in pairs or groups (see detailed notes below).
- 3 **Advisor:** When students are working in pairs or groups, you move from group to group to monitor progress, help individual students with unknown words or difficulties in understanding the activity, or correcting mistakes.
- 4 **Personal tutor:** You need to identify individual students' areas of difficulty and find ways of helping them.

Preparation for teaching

Each lesson contains suggestions to help you to prepare adequately. The relevant Student's Book pages are always given at the beginning of the teaching notes and any further resources required for the lesson are listed. Always prepare by reading through the lesson notes before the lesson, making or collecting any additional resources required, so that you are fully equipped and ready to teach the lesson. You will also need to prepare listening activities involving the audio material in advance.

Teaching reading and writing skills

This course has been carefully designed to support early literacy skills in the developing child. In the emergent stage, a child is learning about print and sound as they develop oral language. For this reason, students in most reading activities are encouraged to listen while they read a certain text, and to talk about what they listen to or read in later activities. This course strives to provide all the necessary resources and activities to help a child develop oral language through listening and recognition activities, songs, stories and simple dialogs. Students in Primary 2 start to read texts of appropriate length and complexity to their age. After that, they are asked to answer questions that show their comprehension of the reading texts.

The development of age-appropriate writing skills is also carefully introduced. Attention is given to the correct seated position for writing. Students should sit straight upright facing their desk with their feet flat on the floor in front of them.

Students are asked to trace and copy words and short phrases at first. As they build confidence and skills, they will begin to write short sentences. Students are encouraged to write simply about personal preferences, e.g. their favorite toys, etc. They are encouraged to complete or write sentences providing information about a topic.

Encourage children to understand how writing, drawing, painting and creating things help us to communicate in our everyday lives. Create a rich and inviting environment in your classroom, with posters and classroom signs decorating the walls.

Teaching phonics

The teaching of phonics plays an important role in developing literacy. An awareness of phonics facilitates the students' ability to discriminate between similar sounds and so develops their listening skills. In addition, learning language through phonics has been shown to develop students' spelling and consequently their writing skills, too.

Connect Primary 2 introduces students to the basic sounds of the language through a phonic approach. The students are presented with simple consonant and vowel clusters, to build upon their knowledge of the phonic sounds of each of the letters of the alphabet. They identify the sounds in different words through lively listening activities, and then blend the letters and digraphs to spell simple words. They also practice blending and writing words through carefully graded activities.

Teaching CLIL

CLIL (Content and Language Integrated Learning) allows us to explore more than just the language, taking children to other spheres and areas of learning through the medium of English.

In this course, the CLIL area is closely related to the theme of the unit and story content, in which areas such as Math, Art, Science and Social Studies are covered. The material included is engaging, age-appropriate and opens the door to new areas of learning around a topic. In some cases, a whole lesson is based on a related CLIL topic, and in other cases, the other topic forms a part of the lesson.

Teaching Life skills

Children in Primary 2 are developing and building on the life skills of Primary 1 and Kindergarten. These include a wide variety of essential life skills. The curriculum framework divides Life skills into four learning dimensions:

- Coexistence skills – participation, empathy and respect of diversity. In *Connect Primary 2*, skills introduced for this dimension include participation (helping others), and respect of diversity.
- Self skills – self-management, accountability, communication, resilience. In *Connect Primary 2*, skills introduced for this dimension include building independence and self-confidence, effective listening and assessing progress and communication. These skills are reinforced by activities such as role-plays.
- Job skills – sharing, decision making, negotiation, productivity. In *Connect Primary 2*, skills introduced for this dimension include respecting others, doing your work well and respecting rules.
- Scientific skills – critical thinking, creative thinking, problem solving. In *Connect Primary 2*, skills introduced for this dimension include problem solving, and creative thinking in project and presentation tasks. Stories, puzzles, and songs promote and develop critical thinking and problem solving skills in the classroom. The aim is to make thinking fun for the children.

The methodology is underpinned by current thinking skill trends in early years education. While learning English, specific attention should be dedicated to the development of a child's ability to recall information, ask questions, make decisions, solve problems, evaluate and organize information in addition to creating their own work. Within the materials as a whole, the students actively contribute to their own cognitive development, which helps to create confident, smart early thinkers.

Introduction

Teaching values

Values education is the teaching of values such as kindness, cooperation and independence. These values help to create good citizens and are very important development steps for children of this age.

Students are introduced to the ideas of good coexistence values by being exposed to simple values topics set in a classroom context. They are shown common situations in school life, in the context of the story and in the form of photos and a song. Through these they are guided toward behaviors such as kindness, consideration, cooperation, politeness and respect, helpfulness, and increasing independence.

Teaching issues and challenges

The curriculum framework identifies contemporary and urgent issues that are necessary at local and global levels to achieve a high quality of learning. The five major areas identified by the framework are:

- Non-discrimination issues
- Citizenship issues
- Environmental and development issues
- Health and population issues
- Issues of globalization

These issues are woven into the course where appropriate to the topic and understanding of the students. Some issues are addressed directly on the page. An example of this is the lesson about the importance of money and how to spend money carefully in Unit 8. Other issues can be introduced by the teacher if suitable for the class. Guidance is given about this in the Teacher's Guide.

Total Physical Response (TPR)

This is a method of teaching vocabulary and concepts by using physical movement to react to the teacher's input. It is a process that can boost language learning. It is inclusive, fun and creates a sense of community in the classroom. TPR can be used as an opener at the start of the class. Simple chants with classroom instructions such as *stand up*, *sit down*, *clap your hands*, and *open your books* are some of the common instructions which could be used.

TPR is also used to react to the content of songs in miming activities and guessing games.

Using craft in the classroom

Promoting craft in the classroom is an essential part of a child's development. It develops fine-motor skills and encourages children to explore their creativity and organizational skills whilst encouraging sharing and collaboration in the classroom.

The projects on this course have been selected for their appropriacy and simplicity in terms of classroom management. The materials required are easy to attain and the tasks are manageable and engaging for children of this age.

A clear, step-by-step demonstration is required from the teacher, who should monitor carefully, helping those in need before progressing to the next stage.

Craft can also be a springboard for speaking activities, classroom displays, role-plays, songs, and stories.

Using the Games bank

Games are an essential element of effective lessons for this age group. They bring many benefits, including consolidating motor skills, developing cooperative skills, practicing vocabulary and sounds, and adding variety and enjoyment to lessons. There is a suggested game at the end of each lesson, and sometimes at the start of a lesson or for fast finishers as well, and these are clearly referenced in the teaching notes.

All the games are explained in the *Games bank* at the end of the book. The games practice motor skills, vocabulary and phonic sounds in an enjoyable and active way. There are a variety of whole class, group and pairwork games and they can be adapted to suit the needs of any class.

Characteristics of Young Learners

Very young children by nature are very inquisitive, active learners. They need to feel safe and comfortable in their surroundings in order to progress. Ensure that your classroom is visually appealing with children's work and posters decorating the walls. If space permits, have reading corners, role-play and construction areas in order to promote pre-reading skills and learning through play and creativity. Young children are often egocentric and tend to have very short attention spans, which impacts on our choice and the length of activities. Encourage group work and sharing and tailor your activities so they are short and varied. Children of this age also need lots of positive reinforcement and praise from their teachers, who should be friendly, fair and firm.

Techniques for teaching Young Learners

Children use imaginative play to help them make sense of the world, so as teachers we should harness this by bringing puppets and toys to the classroom. A class mascot is of great comfort to children who are reluctant to leave their family and can be used to greet and calm them in addition to explaining activities and classroom rules. A mystery bag or box with flash cards and objects inside are also valuable tools in the Young Learner's classroom and can be used to introduce new vocabulary and to capture children's attention. Children of this age learn well through doing, so ensure that all activities are meaning-focused and appropriate to their stage of development.

Ongoing assessment

It is most important for you to be aware of your students' progress throughout the year in order to stretch the more able students and keep them interested, and to encourage and give extra practice to any students who may be having difficulties.

The Closing activity suggested in the Teacher's Guide at the end of each lesson draws on and practices the material covered in the lesson, so the students' performance can serve as an indicator of their progress.

Any common problems students are experiencing should become the focus for the next lesson. For example, if students are frequently using a wrong spelling or pronunciation, focus on this in the next lesson. Individual difficulties can be dealt with by talking to the student, or by setting individual exercises which may help to improve the student's confidence. Always talk positively to students, even about their errors, to build confidence and show that we can learn through making mistakes.

Also, be aware that the students will have different skills. Reading and writing skills are more difficult for some students to master than for others. Similarly, some shy students who are reluctant to speak may be very good at reading and writing. They should all be encouraged and praised for their efforts in every skill.

Classroom management

Working in whole class, pairs and groups

Establishing routines in the Young Learner classroom is key to having an organized classroom and saves valuable time. Routines create a predictable pattern and once established, children begin to understand what is expected of them and how they should act. In this way we facilitate and promote meaningful learning in the classroom. Try to incorporate the following routines in your classroom:

Hello time

Greet the children in a friendly way. Sing or play a *Hello* song. Ask simple questions as revision, e.g. *What day is it? Is it sunny today? How old are you? What's your favorite toy?* Take the register.

Opener

Use the same format as above to present or revise new language or to sing a song from the previous lesson.

A decorative graphic at the top of the page featuring a large, stylized letter 'U' shape. The top part of the 'U' is light purple, and the bottom part is dark blue. The word 'Introduction' is written in a bold, red, sans-serif font across the middle of the 'U' shape.

Introduction

Table time

Color-code tables and ensure that when the children move from one stage of the class to another that they do it group by group and not altogether. Ensure that the tables are uncluttered with only the materials necessary for the activity to hand.

Tidy up time

Ensure that there is time at the end of the class for the children to tidy up their tables. Make sure they put away their books, crayon pots and put their chairs under the tables. Establishing a set routine for this will enable the children to become more independent as the school year progresses.

Goodbye time

Use this opportunity for the children to say *goodbye* to you in a calm, relaxing manner.

Classroom language

Classroom language needs to be simple, meaningful and repetitive. Children learn quickly, but forget easily. Use language that children can associate with a certain routine or activity, which is regularly used in class. Accompany the language with gestures until the children successfully learn the language. Be patient and consistent. Try to incorporate the following language into your English class routines:

Come here, everyone!

Let's sit down!

Let's be quiet!

It's time for a story!

Stand up, please.

Go to your table.

Open your books.

Close your books.

Tidy up, please.

Stand in a line.

I hope you enjoy using this innovative, new course that has been lovingly written and designed to create a memorable and purposeful language-learning experience.

Unit 7

LESSON 1

pages 2-3

- Objectives:** To use and practice the vocabulary of things in a park
To ask and answer about things in a park
- Vocabulary:** *flower, park, tree, grass, plant, river, rainbow, bench, beautiful*
- Language:** *Is there a park?*
Yes, there is.
No, there isn't.
- Materials:** Student's Book pages 2 and 3
Class CD
Flash cards: flower, park, tree, grass, plant, river, rainbow, bench, and any vocabulary cards from term 1

Opener

- Welcome the children with a smile.
- Revise the vocabulary from term 1 with a game of *Snap* (Games Bank, page 119).

Presentation

- 1 Start by revising family words (dad, mom, grandma, etc.) Ask students to talk about their family as much as they can using familiar vocabulary, e.g.: *My dad is a nurse. He's 40, etc.*
- 2 Introduce new words using flash cards. Refer to real objects in the class for words like *bench*, etc.

STUDENT'S BOOK

page 2

1 Look, listen, and read

- 1 Help the students to find page 2.
- 2 Ask students to look at the picture and say who's in the park. (Grandmother). Ask students to talk about the picture as much as they can, e.g. they can name the colors of the rainbow, the colors of the flowers, etc.
- 3 Then get students to look and listen as you play the CD.
- 4 Now play again and get students to listen and repeat.
- 5 In pairs, get students to ask and answer, pointing and naming as many items in the park as they can. Remind students to swap so they both get a chance to name the new items.
- 6 Go around the classroom as they work, monitoring and helping as necessary.
- 7 Then show the Student's Book picture and say *Is there a bench?* (Yes, there is), *Is there a bike?* (No, there isn't). Go through other items to model the new grammar.

Unit 7 Into the countryside



1 Look, listen, and read

1 Where are you, Grandmother?

2 I'm in the park. It's **beautiful**.
There's a **rainbow** in the sky.

3 Is there a **bench** in the park?

4 Yes, there is. I'm on the **bench** now.

5 Is there a river?

6 No, there isn't.



Audioscript

- Hana:** *Where are you, Grandmother?*
Grandmother: *I'm in the park. It's beautiful. There's a rainbow in the sky.*
Hana: *Is there a bench in the park.*
Grandmother: *Yes, there is. I'm on the bench now.*
Hany: *Is there a river?*
Grandmother: *No, there isn't.*

Listening and speaking

Unit 7

1 Listen, point, and say



flower



park



grass



tree



river

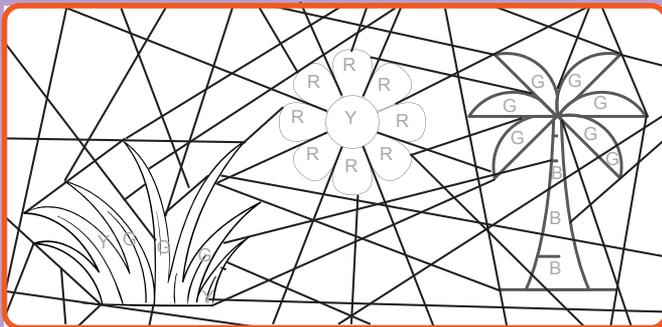


plant

2 Color

G = green, **R** = red,
B = brown, **Y** = yellow

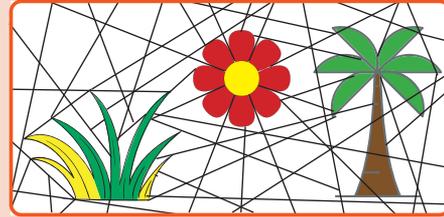
**3 Listen and answer using
Yes, there is. or No, there isn't.**



Language: *Is there a flower? Yes, there is. /No, there isn't.*
Vocabulary: *beautiful, rainbow, bench*

3

Answers:



Fast finishers

- Ask fast finishers to play a guessing game. Students draw a simple picture of a park but don't let their partner see it. The partner asks questions *Is there a flower? Yes, there is...* then swap over.

3 Listen and answer using *Yes, there is. or No, there isn't.*

- Ask students to listen to the questions and answer according to what they see in the picture they colored.
- Play the CD and get students to look at their pictures.
- Play again and get students to answer with *Yes, there is./No, there isn't.*
- Then get students to ask and answer in pairs and monitor and assist as needed.

Audioscript

*Is there a flower?
Is there a river?
Is there a tree?
Is there a bench?
Is there a plant?
Is there grass?*

Practice game

- Play *Slow reveal* (Games Bank, page 119) using flash cards of the new words.

Closing

- Draw park pictures for display in the classroom. Then ask students to work in groups to ask and answer in pairs about what is in the drawings. Once on the wall, these are useful for revision in spare moments, such as lining up for break.
- Go around to monitor. Encourage and help as necessary. Praise all their efforts.

STUDENT'S BOOK

page 3

1 Listen, point, and say

- Review the vocabulary from page 2 with flash cards.
- Help students find page 3.
- Then play the CD and ask students to listen and point.
- Play again and get students to listen, point and say the word.
- Monitor and assist as needed.

Audioscript

*a flower
a park
grass
a tree
a river
a plant*

2 Color

- Review colors using objects around the classroom (colored pencils or crayons for instance).
- Elicit the color code (R=red, etc.) and explain and color a little as an example if needed.
- Give out coloring pencils or crayons. Get students to color according to the letters.
- Monitor and ask if anyone can see what the things in the picture are: (a flower, a tree, grass).

Unit 7

LESSON 2

pages 4-5

Objectives:	To review items in the park To sing a song about the park To ask and answer about singular items in the park
Vocabulary:	<i>park, river, plants, grass, tree, flower</i>
Language:	<i>Is there a bird on the grass? Yes, there is.</i>
Materials:	Student's Book pages 4 and 5 Class CD Flash cards: park, river, plants, grass, tree, flower

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.

Presentation

- Show flash cards of park, river, plants, grass, tree, flower and elicit any vocabulary from the last lesson which students can recall.
- Write the words on the board and get students to say and point to the item on the flash cards or their park drawings if on the wall.
- Hold up the flash cards/pictures in a random order and get students to say the appropriate item.
- Encourage students to say *There's a flower! There is a flower, There isn't a bird! There is not a bird, etc.*

STUDENT'S BOOK

page 4

1 Listen, read, and draw

- Help the students to find page 4.
- Tell students that they are going to listen to a song about a park.
- Play the song to the class and ask them to read the words as they listen.
- Tell students to listen to the song again. While they listen, they're going to draw a picture of the song in the space.
- Play the song again and encourage them to draw and color a picture of the description.
- Monitor and assist as students draw.
- Play the audio again. Get students to point to the correct items in their drawings as they listen to the song.

Audioscript

*In the park there's a river,
Plants, grass and a tree.
In the park there's a flower,
That I love to see.*

*In the grass there's an ant,
In the flower there's a bee.
In the tree there's a bird,
That I love to see.*

Reading

1 Listen, read, and draw

In the **park** there's a **river**,
Plants, grass, and a **tree**.
In the **park** there's a **flower**,
That I love to see.

In the **grass** there's an ant,
In the **flower** there's a bee.
In the **tree** there's a bird,
That I love to see.

2 Sing

Remember!

There's = There is
There isn't = There is not

2 Sing

- Tell students that they are going to sing the park song.
- Play the version of the song without words and get students to join in, line by line.
- Play the song all together and get students to join in again.
- Point to the *Remember* box and encourage students to say *There is a river! There isn't a river, There is a flower! There isn't a flower.*

Extra practice

- Point to the students' pictures and ask the class to say the correct items. Then ask them to describe the picture using *There is... /There isn't...*

Writing

Unit 7

1 Look, read, and write

Yes, there is.

No, there isn't.



1 Is there a boy on the grass?



2 Is there a fish in the river?



3 Is there a lemon on the tree?



4 Is there a bee on the flower?

2 Ask and answer using new words

Is there a bird on the grass?

Yes, there is.

5

2 Ask and answer using new words

- 1 Read the speech bubbles with the class.
- 2 In pairs, get students to form a question using new words, e.g. *Is there a plant in the river?* Get students to look at picture 1 and ask and answer using *Is there...?* and answering *Yes, there is./ No, there isn't.* based on the picture. Encourage students to take turns and swap roles.
- 3 Monitor and help as needed.

Fast finishers

- In pairs, say something which is or isn't in one of the pictures, for example, *There's a bird on the grass.* and the other replies *Yes, there is.* Encourage students to extend this if they can *Is there a cat on the grass? No, there isn't.*

Practice game

- Put a known item into a bag and invite a student to the front of the class. Ask *Is there a...?* and encourage the student to feel inside the bag and answer *Yes, there is.* or *No, there isn't.* Repeat with other items and students. If you have several bags, this activity can be done in groups.

Closing

- Look at park pictures or at the playground outside and ask and answer *Is there a bird?* etc. to elicit *Yes, there is./No, there isn't.*
- Say *Well done. You can sing a song about a park. You can say what you can see in a picture.*
- Say *Next, we will learn about water.*

STUDENT'S BOOK

page 5

1 Look, read, and write

- 1 Get students to look at the pictures. Elicit *grass, river, tree, flower.*
- 2 Ask students to read the lozenges with your help and elicit *Yes, there is./No, there isn't.*
- 3 Ask questions on the pictures *Is there a cat on the grass? No, there isn't. Is there a boy on the grass? No, there isn't. Is there a bird on the grass? Yes, there is,* and let students practice responding *Yes there is./No there isn't.*
- 4 Get students to read the lozenges and ask them to write *Yes, there is./No, there isn't.* for each picture. Ask students to check with their shoulder partners.
- 5 Monitor and check all have the correct answers.

Answers:

- 1 No, there isn't.
- 2 Yes, there is.
- 3 Yes, there is.
- 4 No, there isn't.

Unit 7

LESSON 3

pages 6-7

Objectives: To identify the properties of water
To be able to say something about the different states of water
To identify basic science principles and vocabulary
To observe the details of a given drawing
To find common features in multiple drawings

Vocabulary: *solid, liquid, gas, colors, waves, high, low, ice, steam, water*

CLIL: Connect with Science: States of water
Connect with Art

Materials: Student's Book pages 6 and 7
Flash cards: water, solid, liquid, gas, colors; waves, high, low, ice, steam, water
Optional: different pictures of water in gas, liquid and solid states (icicles, steam from cooking, a waterfall, etc.)

Opener

- Greet each student as they come in and say *Good morning/ Good afternoon* and elicit a reply.
- Elicit *water* using a flash card or a bottle of water.

Presentation

- 1 Show the different states of water – using the flash cards. If possible, you could bring in some ice cubes or boil some water in the classroom (making sure no one touches the kettle and everyone stands well back).
- 2 Explain that the water is very, very hot. It is boiling.
- 3 Point to the ice cubes and say *solid*. Point to the water and say *liquid*. Point to the steam and say *gas*.

STUDENT'S BOOK

page 6

1 Look and read

- 1 Help students to find page 6. Point to Exercise 1.
- 2 Ask the students to look at the pictures and ask them if they think the water is hot or cold.
- 3 Check that all know the different states of water and point to the ice cubes and say *solid*. Point to the water and say *liquid*. Point to the steam and say *gas*. Ask and get students to answer *solid, liquid* or *gas*.
- 4 Ask *Is it all water?* (Yes). *Is the ice water?* (Yes. It's a solid). *Does the boiling water make steam?* (Yes. It's a gas). *Is the water in the faucet a liquid?* (Yes).
- 5 Read the captions together and then ask and answer in pairs *Is it a liquid?* etc., eliciting *Yes, it is./No it isn't*.
- 6 Show very hot and very cold on the thermometer, miming if necessary to show very hot/cold.

Connect with Science

States of water



1 Look and read

Water has three states.



solid



liquid

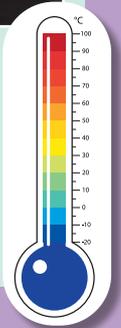


gas

Very hot water is **steam**. Steam is a gas.

Water is a liquid.

Very cold water is **ice**. Ice is solid.



2 Write

gas liquid solid



1 This water is _____.



2 This water is _____.



3 This water is _____.

Connect with Science: The three states of water

6

- 7 Look at the photos together and get students to say if it's a liquid, gas or solid.

2 Write

- 1 Get students to look at the pictures and say which they think each picture is: gas, solid or liquid.
- 2 Go over rain/clouds/ice and if necessary pre-teach this vocabulary with flash cards.
- 3 Write the words on the board and get students to match them to the photos.
- 4 Now ask them to write the correct word in the gap in the sentence. Ask students to check in pairs.
- 5 Monitor and help as necessary.

Answers:

- 1 liquid
- 2 gas
- 3 solid

Extra practice

- Find different pictures of water in gas, liquid and solid states (icicles, steam from cooking, a waterfall, etc.) and ask students which form the water is it. Ask *Is it a solid?*, etc.

Connect with Art

Unit 7



1 Look and say

I like this picture. It is pink, blue, and yellow. I can see boats. I can see the sea.



Wow! It's a picture of the sea. The **waves** are **high**.



Look at the sunset. The **waves** are **low**. The sun is going down. The sky is blue, pink, and yellow. I like this picture, too.



2 Look, read, and answer

1 What is a wave?

- a a kind of boat
- b water that moves
- c water that doesn't move

2 What can you see in all the pictures?

- a boats
- b waves
- c the sea

7

Answers:

- 1 b water that moves
- 2 c the sea

Closing

- Ask students to tell you about a time when they saw the sea (or a river). What color was it? Did they see waves? Did they see boats?
- Say *Well done. You can talk about the different states of water. Next, we will learn about different sounds in English.*

1 Look and say

- 1 Revise colors using flash cards or objects in the classroom. Revise the words *waves*, *high*, *low* using flash cards. Pre-teach if necessary.
- 2 Help students to find page 7. Point to Exercise 1.
- 3 Ask students to look at the pictures. What can they see in all of them? (The sea).
- 4 Model the task by showing the students one of the pictures you like and telling them why or by reading the example in the Student's Book.
- 5 Ask students to find a picture they like and tell their partner why they like it.
- 6 Monitor and assist as needed, giving praise. Make a note of some of the things they say about the paintings to encourage creativity in the next exercise.

2 Look, read, and answer

- 1 Read the captions in Exercise 1 with the class.
- 2 Then read Question 1. Encourage students to find the word *wave* in the text. Ask them to guess the meaning of the word and to circle the correct answer.
- 3 Ask students to work in pairs to answer Question 2.
- 4 Monitor and encourage them, giving praise.

Unit 7

LESSON 4

pages 8-9

Objectives: To identify the letter sound /a:r/ and /ɔ:r/
To find words with the /a:r/ and /ɔ:r/sounds
To trace and copy the /a:r/ and /ɔ:r/ sounds

Vocabulary: *corn, star, horse, park, art, sport*

Materials: Student's Book pages 8 and 9
Class CD
A selection of known objects (e.g. classroom items or toys)
Phonics cards: /a:r/, /ɔ:r/, corn, star, horse, art, sport

Opener

- Wave and say *Good morning* or *Good afternoon* to the class. Encourage the class to respond.
- Split the class into two teams.
- Hold a known item (e.g. a classroom item or a toy) behind your back. Ask the class *What's behind me?*
- Encourage the teams to take turns to guess, asking *Is there a ...?*
- Give a point to the winning team and repeat with a few more different objects. Praise all efforts.

Presentation – the letter sounds /a:r/ and /ɔ:r/

- Show the star flash card and ask *Does it have /a:r/?* (Yes).
- Write the /a:r/ digraph on the board.
- Point and say /a:r/. Students repeat the sound /a:r/ with you.
- Repeat the same procedure for *park* and *art*.
- Follow the same procedure with the /ɔ:r/ flash cards for *corn*, *horse* and *sport*.
- Mix up the /ɔ:r/ and /a:r/ flash cards and ask *Is this /or/ or /a:r/?*, getting students to tell point to the flash card with the correct sound.

STUDENT'S BOOK

page 8

1 Listen and repeat

- Help the students to find page 8.
- Tell the class that they are going to listen to the sounds and the words to match the pictures.
- Play the audio and encourage students to point to each picture as they hear the word.
- Play the audio again, pausing after each word and encouraging students to repeat the sounds and the words. Correct any pronunciation issues.

ar or

Learn sounds with Busy Bee!

1 Listen and repeat

2 Look and circle ar and or

Phonics: the or and ar sounds

8 abcdefghijklmnopqrstuvwxyz

Audioscript

corn
star
horse
park
sport
art

2 Look and circle ar and or words

- Tell students to look at the Exercise 1 pictures again and say the words.
- Put them into pairs to read each word and circle either *ar* or *or*.
- Go around the classroom as they work to monitor and help as necessary.

Answers:

corn star horse
park sport art

ar or Unit 7

Learn sounds with Busy Bee!

1 Listen and complete

corn jar story car shorts farm garden morning

1 jar

2

ar

3

4

1 corn

2

or

3

4

abcdefghijklmnopqrstuvwxyz

9

Answers:

- ar
- 2 car
- 3 farm
- 4 garden
- or
- 2 story
- 3 shorts
- 4 morning

Closing

- Say *Well done!* You learned about ar and or. You practiced listening, spelling and writing. Next, we will rearrange or order sentences.

1 Listen and complete

- 1 Help students to find page 9.
- 2 Tell students they are going to listen to some words. Ask them to point at the words at the top of the page as they hear each one.
- 3 Play the audio, pausing after each word.
- 4 Play the audio again word by word and ask students to repeat each word.
- 5 Point to the *ar* and *or* in the diagrams. Say the two sounds and ask students to repeat. Tell students they are going to listen and write the words into the correct diagram.
- 6 Play the audio again, pausing after each word, to allow students time to repeat the word and write it in the correct space. Check understanding with the first two example words, then ask students to continue in the same way.
- 7 Monitor and help as needed. Check answers as a class.

Audioscript

corn
jar
story
car
shorts
farm
garden
morning

Unit 7

LESSON 5

pages 10-11

- Objectives:** To consolidate the phonic sounds /a:r/ and /ɔ:r/
To write words with the /a:r/ and /ɔ:r/ sounds
To rearrange to form sentences
To listen to distinguish different sounds
To identify different phonic sounds
- Vocabulary:** corn, star, horse, park, art, sport, car, arm, forty
- Materials:** Student's Book pages 10 and 11
Class CD
Phonics cards: /a:r/, /ɔ:r/, corn, star, horse, art, sport
Separate cards with the following words on them: *This, is, a, beautiful, park, There, is, a, horse, on, the, farm*

Opener

- Wave and say *Good morning* or *Good afternoon* to the class. Encourage the class to respond.
- Play *Slow reveal* (Games Bank, page 119) with the phonics cards from Lesson 4.

STUDENT'S BOOK

page 10

1 Look, write, and draw

- Help students to find page 10.
- Point to the pictures and say *What's this?* Elicit *horse, arm, star, 40*.
- Ask which are /a:r/ and which are /ɔ:r/ words.
- Now say the words and get students to point to the words in the word boxes.
- Tell students they are going to match the words and pictures and then write them.
- Then ask them to read the word which they haven't been able to match to a picture. Elicit *car*.
- Ask students to draw a car in the empty box.
- Monitor and help as needed. Make sure all have correctly matched the words and pictures. Give praise.

Answers:

- horse
- arm
- star
- forty
- car

ar or

Learn to write with Busy Bee!

1 Look, write, and draw



.....

2 Point and say



.....

3



.....

4



.....

5



.....

10

abcdefghijklmnopqrstuvwxyz

2 Point and say

- Put students into pairs to practice pointing to each picture and saying the word.
- Go around the room to monitor and help as they work.
- Check answers as a class. Praise all correct pronunciation.

ar or **Unit 7**

Learn to write with Busy Bee!

1 Look, read, and order

1 This / park / a / beautiful / is.
This is a beautiful park.

2 is / a / There / farm / on / the / horse.

3 I / sport / play / the / in / park.

4 There / flowers / are / in / garden / the.

2 Listen and circle the odd sound out

1 park car trash arm

2 forty shorts horse flower

3 parent garden farm jar

abcdefghijklmnopqrstuvwxyz

11

STUDENT'S BOOK

page 11

1 Look, read, and order

- Show students cards with the following words written on: *This, park, a, beautiful, is*. If possible, stick these cards up on the board.
- Read the words together. Ask students to tell you the sentence if they can. Encourage all efforts.
- Teach or elicit that we can identify that *This* is the first word because it has a capital letter.
- Repeat this activity with the second set of words: *is, a, There, farm, on, the, horse*.
- Help students to find page 11.
- Point to the first picture and say *What's this?* Elicit *It's a park*.
- Read the mixed up words and the sentence together.
- Ask students to read the words in Question 2 and to write the sentence. They can look at the picture as a hint. Check answers as a class.
- Tell students to work with their shoulder partner to continue the exercise in the same way.
- Monitor and help as needed. Make sure all have correctly written the sentences. Give praise.

Answers:

- There is a horse on the farm.
- I play sport in the park.
- There are flowers in the garden.

2 Listen and circle the odd sound out

- Point to Exercise 2. Explain that students will hear 4 words. They should listen carefully to the sounds in the words and find the word that has a different sound from the other words.
- Play the first set of words. Elicit the correct answer (trash).
- Go around the room to monitor and help as they work.
- Check answers as a class.
- Play the audio again, pausing after each word and encouraging students to repeat. Praise all correct pronunciation.

Audioscript

- 1 park car trash arm
 2 forty shorts horse flower
 3 parent garden farm jar

Answers:

- flower
- parent

Practice game

- Play *Snap* (Games Bank, page 119) with flash cards and /a:r/ and /ɔ:r/ words.

Closing

- Say *Well done. You can write sentences and hear different sounds. Next, we will read a story.*

Unit 7

LESSON 6

pages 12-13

Objectives:	To talk about a story To listen to, read, and follow a story To role-play a story
Vocabulary:	<i>environment, pick, protect, recycle, throw, trash, trash can</i>
Issues:	Environmental responsibility
Life skills:	Self-management
Materials:	Student's Book pages 12 and 13 Class CD Park pictures to remind students of recent vocabulary learned

Opener

- Wave and say *Good morning* or *Good afternoon* to the class. Encourage the class to respond.
- Review park vocabulary by looking at park pictures and eliciting *park, grass, river*, etc.

STUDENT'S BOOK

pages 12-13

1 Listen and read

- Hold up your book. Point to Exercise 1 on page 12.
- Ask students to look at the pictures. Ask *Where are the children?* Elicit *In the park*.
- Ask them if they can tell you what's happening in the pictures.
- Ask if there's anything wrong with what the characters in the story are doing (picking flowers, throwing a bottle on the ground). Elicit sensible answers and ask what they should do instead.
- Play the CD. Get students to listen through and then listen and point to the pictures and then the text as they listen. Monitor and make sure all are on task.
- Play again and get students to read along with the audio.

Audioscript

Narrator:	<i>Hany and Hana are in the park with their parents.</i>
Hana:	<i>Look at the beautiful flowers.</i>
Hany:	<i>Is there a river?</i>
Mom:	<i>Yes, there is.</i>
Narrator:	<i>Hana likes the flowers.</i>
Hana:	<i>I want a flower.</i>
Dad:	<i>No, Hana. Don't pick the flowers.</i>
Mom:	<i>We must protect our environment.</i>
Narrator:	<i>Hany has finished his drink.</i>
Hany:	<i>Finished!</i>
Mom:	<i>No, Hany. Don't throw your trash in the river.</i>
Dad:	<i>We can recycle it at home.</i>

Story

A walk in the park

1 Listen and read

2 Role-play



Issues: Environmental responsibility

12

Audioscript

Hany:	<i>Look at the trash on the grass.</i>
Mom:	<i>Let's put the trash in the trash can.</i>
Hana:	<i>This is a beautiful park. Let's keep it beautiful!</i>
Narrator:	<i>Remember to protect our environment!</i>

Story

Unit 7

Hany has finished his drink.



3

1 Finished!

2 No, Hany. Don't **throw** your **trash** in the river.

3 We can **recycle** it at home.



4

1 Look at the **trash** on the grass.

2 Let's put the trash in the **trash can**.

3 This is a beautiful park. Let's keep it beautiful!

Remember to protect our environment!

13

2 Role-play

- 1 Put students in groups of four and get them to take a character each and read the text and mime the story.
- 2 Ask a few confident groups to show their role-plays to the class.

Extra practice

- Ask students to draw a picture of something they help with at home.

Closing

- Discuss what students can do to keep their environment clean and tidy. Praise all correct answers. Have a quick tidying session in the classroom.
- Say *Well done. You can read a story. You understand that we must protect our environment.*

Unit 7

LESSON 7

pages 14-15

Objectives: To talk about a story
To simply retell a story
To simply identify what we can do to protect the environment

Vocabulary: *environment, pick, protect, recycle, throw, trash, trash can*

Issues: Environmental responsibility

Values: Caring for the environment

Materials: Student's Book pages 14 and 15
Class CD

Opener

- Wave and say *Good morning* or *Good afternoon* to the class. Encourage the class to respond.
- Play *Guess the picture* (Games Bank, page 118) with park words. Start to draw one of the words, e.g. bench. Ask *What's this?*
- Students guess the word. Encourage them to say *It's ...*
- After a few rounds, you could invite a child who has guessed correctly to come to the front and draw the next word.

STUDENT'S BOOK

page 14

1 Read and choose, then check with your partner

- Ask students to tell you what they remember about the story they read last lesson. Praise all correct answers. Start a discussion with students on the importance of recycling to the environment. Explain that putting trash in a trash can is good, but it's better to put trash in a recycling bin, it will be used to make new things and will help more in protecting the environment.
- Ask students to look at page 14. Read the questions with the class. Put students in pairs to choose correct answer.
- Discuss their answers as a class. Explain that **a** is a correct answer, but that **c** is the best answer.

Answers:

- 1 **a** I put it in the trash can. / **c** I put it in a recycling bin.
2 **a** smell it. / **b** take a picture of it.

2 Listen and complete

- Hold up your book. Point to Exercise 2.
- Explain that students are going to listen to the text and listen for the missing words. Encourage students to listen to the audio without writing first.
- Play the audio. Ask students to follow the text with their finger as they listen.

Story

Think!



1 Read and choose, then check with your partner

1 I am in the park. I have some trash. What should I do?

- a** I put it in the trash can.
b I throw it on the grass.
c I put it in a recycling bin.



2 If I like a flower in the park, I can

- a** smell it.
b take a picture of it.
c pick it.



2 Listen and complete

a Hany and Hana went to the park with their _____ . _____ liked the flowers. She wanted to _____ the flowers. Mom said _____ .

b Hany wanted to throw _____ in the _____ . Dad said they can _____ it at home. Remember to _____ our environment!

14

- Then play the audio again, pausing after each gap, for students to write in the missing word. Monitor and make sure all are on task. Repeat as many times as necessary.
- Play the audio again without pausing so that students can hear it in context.
- Repeat steps 3-5 for text b.
- Check answers as a class. Ask confident students to read the text to the class.

Audioscript

a
Hany and Hana went to the park with their parents. Hana liked the flowers. She wanted to pick the flowers. Mom said no.

b
Hany wanted to throw trash in the river. Dad said they can recycle it at home. Remember to protect our environment!

Answers:

- a**
Hany and Hana went to the **park** with their **parents**. **Hana** liked the flowers. She wanted to **pick** the flowers. Mom said **no**.
b
Hany wanted to throw **trash** in the **river**. Dad said they can **recycle** it at home. Remember to **protect** our environment!

Writing

Unit 7

1 Look and put a ✓ or ✗



I pick flowers.
I don't pick flowers.

2 Read and trace the good behavior



I put trash in the trash can.
I don't put trash in the trash can.



I throw trash in the river.
I don't throw trash in the river.



I recycle.
I don't recycle.



I throw trash on the grass.
I don't throw trash on the grass.



I plant trees.
I don't plant trees.

15

- 3 Monitor as they work, helping as necessary.
- 4 Ask students to check answers in pairs.

Answers:

- 2 I put trash in the trash can.
- 3 I don't throw trash in the river.
- 4 I recycle.
- 5 I don't throw trash on the grass.
- 6 I plant trees.

Closing

- Encourage students to tidy the classroom.
- Say *Well done. You understand that we must protect our environment. Next, we will make a project.*

STUDENT'S BOOK

page 15

1 Look and put a (✓) or (✗)

- 1 Hold up your book. Point to picture 1 on page 15. Ask *Where is she?* Elicit *in the park*. Ask *What is she doing?* Elicit *picking flowers*.
- 2 Ask *Is this good or bad?* Elicit that it is bad behavior to pick flowers in the park.
- 3 Ask students to work in pairs to decide if the pictures show good or bad behavior. If it is good behavior, they can put a check in the box. If it is bad behavior, they should put a cross.
- 4 Monitor as they work.
- 5 Ask pairs to check their answers with another pair.

Answers:

2 ✓ 3 ✗ 4 ✓
5 ✗ 6 ✓

2 Read and trace the good behavior

- 1 Point to picture 1 again. Show students that there are two sentences under the picture. Explain that one is good behavior and one is bad behavior. Show that the sentence describing good behavior is traced as an example.
- 2 Ask students to read the other pairs of sentences and to trace the good behavior. They should work individually.

Unit 7

LESSON 8

pages 16-17

- Objectives:** To revise the language of the unit
To complete an Earth collage
To work together in groups
To make a project on the environment
To simply be able to assess their performance
- Language:** *This is my Earth collage.
It's blue and green.*
- Materials:** Student's Book pages 16 and 17
Pictures of Earth
Paper, glue sticks, scissors, colored paper with plenty of blue and green (old magazines or newspapers)

Opener

- Wave and say *Good morning* or *Good afternoon* to the class. Encourage the class to respond.

Presentation

- Show some pictures of Earth and ask what it is. Can students recognize where Egypt is?
- Pre-teach *Earth* and tell students they are going to make an Earth collage.
- Explain that a collage is a picture made of lots of small pieces of colored paper to form a picture.

STUDENT'S BOOK

page 16

1 Read and make

- Give out the old colored paper and ask each student to take a few sheets to tear up into small pieces.
- Put students into small groups.
- Give out one large piece of paper and some glue to each group.
- Get students to read the instructions if they can and encourage them to help any others who find this difficult. Read them again to double check that they understand the instructions. Monitor and assist.
- Encourage students to think about the colors of the earth (leave pictures up on the board for reference).
- Students finish tearing the pieces and get them to sort them into different colored piles, so it's easy to find and stick on.
- Make the Earth picture, but don't stick the paper down yet.
- Once the paper is in place ask if the class is happy with it. If they are, they can stick on the pieces of paper. Encourage students to work together within their groups.
- Monitor and give praise.

Project: An Earth collage



1 Read and make



scissors



glue



colored paper



colored pencils

- Find some old colored paper.
- Tear the paper into small pieces.
- Make a picture of the Earth.
- Stick the paper onto the page.



16

Show and tell

Unit 7

1 Show and tell



Language: This is my Earth collage.
It's blue and green.

Self-Assessment

Read and color the stars that describe your effort

Reading 	I can read a text on the natural world with help. ☆	I can read a text on the natural world on my own. ☆ ☆	I can read and answer questions on a text on the natural world. ☆ ☆ ☆
Phonics 	I can read key words with ar or or sounds with help. ☆	I can read key words with ar or or sounds alone. ☆ ☆	I can put words into groups of ar or or sounds. ☆ ☆ ☆
Writing 	I can write words on my own. ☆	I can write answers to yes/no questions. ☆ ☆	I can reorder words to form sentences. ☆ ☆ ☆
Issues and speaking 	I can say why the environment is important to us. ☆	I can say ways to protect the environment. ☆ ☆	I can say other ways to protect the environment. ☆ ☆ ☆
Science 	I can say the three states of water with help. ☆	I can say the three states of water. ☆ ☆	I can say the state of water and other given objects. ☆ ☆ ☆
Project 	I have problems when I work with my group to make an Earth collage. ☆	I work with my group to make an Earth collage. ☆ ☆	We help each other to make an Earth collage. ☆ ☆ ☆

17

Closing

- Get students to help you write on the board the key points of the unit.
- Write down their phrases or points on the board. Guide students to add more points by giving prompts as a reminder.
- Encourage students to tidy the classroom well.
- Praise them for their work in Unit 7.

1 Show and tell

- 1 Model the language of the unit and show one of the student's Earth pictures saying *This is my Earth collage. It's blue and green.*
- 2 Ask students to work in their groups to show and tell about the Earth collage they helped to make. Monitor and help as needed.
- 3 Then ask a few students to present to the class.

Self-Assessment

Read and color the stars that describe your effort

- 1 Point to the *Reading* picture. Read the three different sentences with the class. Ask students which box best describes their effort and achievement.
- 2 Encourage them to be honest and explain that if they haven't done so well on this unit, it means that they need to work a little harder in future.
- 3 Ask students to color the stars in the correct box.
- 4 Do the same with the other sections. Monitor and check students are on task.

Unit 7

PLAY TIME

page 18



- Play time pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Trace. Then read and draw

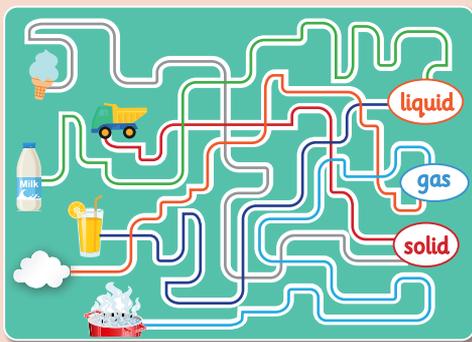
- 1 Remind the students of the park vocabulary and *Is there...? Yes, there is./No, there isn't*. You can ask them to look at the beginning of the unit if they cannot remember.
- 2 Tell the students they need to read the sentence and draw the correct picture.
- 3 Go over the sentences so everyone knows what to do.
- 4 Monitor and assist as needed.

Students' own answers

2 Follow the maze

- 1 Tell students to look at the 3 words on the right. Read them together.
- 2 Ask students to tell you about the 3 different states of water. Ask them when water is a solid (when it is very cold).
- 3 Encourage students to follow the maze carefully to identify which things are solid, liquid and gas.
- 4 Monitor and check all are completing the task correctly.

Answers:



Play time



1 Trace. Then read and draw

1

Is there a tree? Yes, there is.

2

Is there a river? No, there isn't.



2 Follow the maze



18



Teacher assessment

19

PLAY TIME

page 19



- Play time pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Color

- 1 Tell students they are going to color the picture. Encourage them to color neatly.
- 2 Monitor and check all are completing the task correctly. Ask students questions about the picture and the colors they are using.

Students' own answers

Teacher assessment

- Fill in the *Teacher assessment* section based on how well the student has understood the content of the unit. If any students have not done so well in this unit, reassure them and offer help as necessary. Use the guidelines for *Teacher Assessment* in the introduction for help.

Unit 8

LESSON 1

pages 20-21

- Objectives:** To learn about money and calculating amounts in English
To use the language of shopping
- Vocabulary:** *stationery shop, ruler, pen, bag, notebook, calculator, book, paint, scissors, paint brush, colored pencils, colored paper*
- Language:** *Are there any (bananas)?
Yes, there are.
No, there aren't.*
- Materials:** Student's Book pages 20 and 21
Class CD
Flash cards: coins, bills, numbers to 100, stationery items for review
Optional: play money

Opener

- Smile at the students and welcome them to the class by saying *Hello*. Encourage them to respond with *Hello*.
- Review the park vocabulary from Unit 7 by playing *Snap* (Games Bank, page 119), naming the items to gain the point.

Presentation

- Present bills and coins with play money if you have any. Use flash cards if you prefer. Students repeat several times chorally and then individually.
- Repeat the routine to remind students of the vocabulary of stationery items (pencil case, crayons, rubbers, rulers) and introduce new vocabulary: *calculator, notebook*. You could pretend you've forgotten the names of items such as pens, pencils, books, paper, paint and ask the class to help you.
- Then point to items in class and say *Are there any pens?* And encourage students to say *Yes, there are*. Do this with several items in class then introduce some things with *there aren't*. *Are there any calculators? No, there aren't*. etc. Practice this several times and make a game as there is quite a lot to remember. You can quickly ask questions and get students to say and point to an item and say *Yes, there are* or not point and say *No, there aren't*.
- Vary the order and the speed. Let confident children be the teacher and point to items for the class to respond.

STUDENT'S BOOK

page 20

1 Look, listen, and read

- Hold up your Student's Book, open at page 20, and say *Open your books*.
- Ask the students to look at the pictures and say where the children are.
- Cup your hand behind your ear and say *Listen*.

20

Unit 8 A trip to the store



1 Look, listen, and read

Hany and Hana are at the stationery shop with their parents.

1 Are there any blue pencil cases?

2 Yes, there are.

3 Are there any black pens?

4 No, there aren't. There are blue pens and red pens.

20

What is a stationery shop? A shop that sells toys / school items.

- Explain that you are going to play the CD and ask the students to follow in their books as they listen. Play the CD and point to the characters as they speak and the items they mention.
- Play the CD again, sentence by sentence. Ask the students to repeat the words and point to the character who is speaking each time and the items as they are mentioned, shaking their heads when there aren't any – as is the case with the black pens.
- Read the question at the bottom of the page with the students and encourage them to circle the correct answer.

Audioscript

Narrator: *Hany and Hana are at the stationery shop with their parents.*

Mom: *Are there any blue pencil cases?*

Hana: *Yes, there are.*

Dad: *Are there any black pens?*

Hany: *No, there aren't. There are blue pens and red pens.*

Answers:

school items

Extra practice

- Ask the students if they know the English words for any of the things they can see in the picture. Tell them to point and say the English word, then collect the same objects from around the classroom if you have time.

Usage

1 Look and number



- | | |
|--------------------------------------|--|
| <input type="checkbox"/> 3 pens | <input type="checkbox"/> paint brushes |
| <input type="checkbox"/> bags | <input type="checkbox"/> colored pencils |
| <input type="checkbox"/> scissors | <input type="checkbox"/> pencils |
| <input type="checkbox"/> books | <input type="checkbox"/> paints |
| <input type="checkbox"/> calculators | <input type="checkbox"/> colored paper |
| <input type="checkbox"/> notebooks | <input type="checkbox"/> rulers |

2 Look, read, and complete

- 1 Are there any red pens?
- 2 Are there any orange rulers?
- 3 Are there any blue notebooks?

Language: *Are there any red pens?*
Yes, there are. / No, there aren't.

Vocabulary: *Stationery shop, ruler, pen, bag, notebook, calculator, book, paint, scissors, paint brush, colored pencils, colored paper*

21

- 3 Encourage students to work in pairs to answer the other questions.
- 4 Monitor as they work and help as necessary.
- 5 Check answers as a class.

Answers:

- 1 Yes, there are.
- 2 Yes, there are.
- 3 Yes, there are.

Practice game

- Put the students into pairs and get them to look in their pencil cases and ask and answer *Are there any blue pens? Yes, there are. Are there 3 rulers? No, there aren't any rulers.* Students ask what's in the other's pencil case, then swap around.
- Go around to monitor, encourage and help as necessary. Praise all their efforts.

Closing

- Say *Well done. You can talk about what you can see and what you can't see. Next, we will learn about shopping.*

STUDENT'S BOOK

page 21

1 Look and number

- 1 Hold up your Student's Book and point to Exercise 1 on page 21.
- 2 Ask students what they can see in the picture. Elicit as much detail as possible.
- 3 Ask students to work in pairs to find the number of each item in the picture and write it next to the word.
- 4 Monitor and check as they work.

Answers:

- | | |
|--|--|
| <input type="checkbox"/> 12 bags | <input type="checkbox"/> 7 paint brushes |
| <input type="checkbox"/> 8 scissors | <input type="checkbox"/> 2 colored pencils |
| <input type="checkbox"/> 4 books | <input type="checkbox"/> 5 pencils |
| <input type="checkbox"/> 1 calculators | <input type="checkbox"/> 11 paints |
| <input type="checkbox"/> 9 notebooks | <input type="checkbox"/> 10 colored paper |
| | <input type="checkbox"/> 6 rulers |

2 Look, read, and complete

- 1 Point to the picture in Exercise 1 and ask questions about what is in the shop, for example *Are there any scissors? Are there any paints? Are there any green bags?* Elicit answers from the class.
- 2 Read the first question and elicit the answer. Show students that they should write the answer in the space.

Unit 8

LESSON 2

pages 22-23

- Objectives:** To ask and answer questions on food items
To sing a song
To use numbers to talk about different items
- Vocabulary:** *apples, oranges, nuts, bananas, lemons, figs; numbers 10-100*
- Language:** *Are there any apples?*
Yes, there are. / No, there aren't.
- CLIL:** Connect with Math
- Materials:** Student's Book pages 22 and 23
Class CD
Flash cards: apples, oranges, nuts, bananas, lemons, figs; numbers 10-100
Optional: card, scissors, glue, colored pencils or crayons, salt dough

Opener

- Smile at the students and welcome them to the class by saying *Hello*. Encourage them to respond with *Hello*.
- Play *Slow reveal* (Games Bank, page 119) with flash cards of fruit, to revise the language.

Presentation

- Stick all the fruits flash cards to the board and revise the words as a class.
- Take two cards off the board and ask *Are there any ... ?* questions about the items on the board to elicit *Yes, there are./No, there aren't.*

STUDENT'S BOOK

page 22

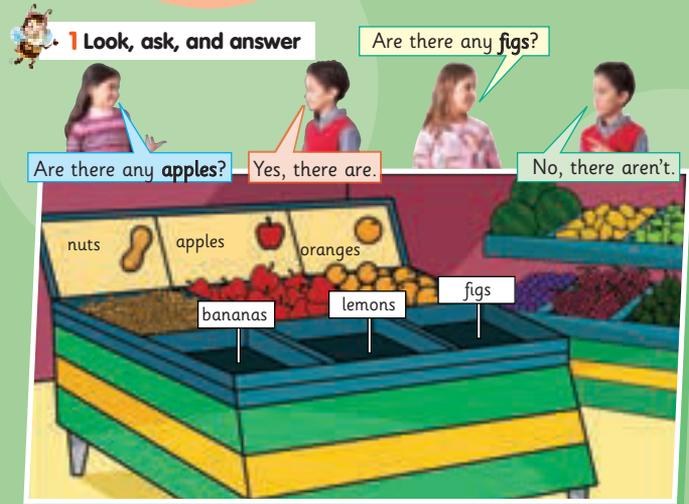
1 Look, ask, and answer

- Hold up your Student's Book and point to Exercise 1 on page 22.
- Point to the fruit and ask students to say the words. Repeat, mixing up the order and then say *Are there any apples?* (*Yes, there are*), *Are there any bananas?* (*No, there aren't any*).
- In pairs, get the students to ask *Are there any...?/Yes, there are./No, there aren't.* for each item and remind them to take turns so that both get a chance to both ask and answer.
- Monitor and check all are following and asking and answering correctly.

2 Sing

- Play the song through and let students listen. Ask them to point to the fruits in the picture as they listen. Model this with them for the first two lines if needed.
- Then play again and get students to nod for *yes*, and shake their heads for *no*.
- Now get students to join in with the question and answers, one verse at a time. Repeat a verse and point to the fruit, nodding or shaking your head if any students are struggling.

Speaking



2 Sing

Are there any apples? Are there any bananas?
 Are there any oranges? Are there any lemons?
 Are there any nuts? Are there any figs?
 Yes, there are! No, there aren't!

Language: *Are there any apples?*
Yes, there are. / No, there aren't.

22

- Now play the song through with just the music and get students to join in and sing. Prompt as needed and repeat.

Audioscript

Are there any apples?
Are there any oranges?
Are there any nuts?
Yes, there are!

Are there any bananas?
Are there any lemons?
Are there any figs?
No, there aren't!

Connect with Math: Numbers 10-100

Unit 8

1 Listen and read

10 20 30 40 50 60 70 80 90 100

2 Listen and point

20 21 22 23 24 25 26 27 28 29

3 Listen, point, and say

 1 It's bus number 43.	 2 I'm number 20 in my team.	 3 I live in number 67.
 4 It's 52 pounds.	 5 The car is number 84 in the race.	 6 My grandpa is 75 years old.

Language: Numbers 10-100

23

STUDENT'S BOOK

page 23

1 Listen and read

- 1 Play *What's the number* (Games Bank, page 119) with numbers in tens, 10-100.
- 2 Show flash cards with numbers on but don't show the whole flash card so students have to guess. Slowly reveal the whole number.
- 3 After a few rounds, you could invite a child who has guessed correctly to come to the front and choose the next number to guess.
- 4 Help students to find page 23.
- 5 Point to Exercise 1 and ask what numbers students can see.
- 6 Say *Let's listen*. Play the audio and encourage students to point at the numbers as they hear them and read along.
- 7 Say *Let's listen again*. Make sure all are following.
- 8 Play the audio again and encourage students to say the numbers.

Audioscript

10	20	30	40	50
60	70	80	90	100

2 Listen and point

- 1 Point to Exercise 2 and read the numbers with students.
- 2 Say *Let's listen*. Play the audio and encourage students to point at the numbers as they hear them and read along.

- 3 Say *Let's listen again*. Make sure all are following.
- 4 Play the audio again and encourage students to say the numbers. Repeat until they are confident.

Audioscript

20	21	22	23	24
25	26	27	28	29

3 Listen, point, and say

- 1 Look at the pictures with the class and focus on the numbers.
- 2 Tell students they are going to listen and point.
- 3 Play the audio and encourage students to point as they hear the numbers.
- 4 Play the audio again and get students to point and say the numbers.
- 5 Play the CD again and get students to listen, point and say, checking that all are on task and correct.

Audioscript

Narrator 1: 1
Narrator 2: *It's bus number 43.*

Narrator 1: 2
Narrator 2: *I'm number 20 in my team.*

Narrator 1: 3
Narrator 2: *I live in number 67.*

Narrator 1: 4
Narrator 2: *It's 52 pounds.*

Narrator 1: 5
Narrator 2: *The car is number 84 in the race.*

Narrator 1: 6
Narrator 2: *My grandpa is 75 years old.*

Extra practice

- Make some number bunting – put numbers 1-100 up around the class on paper or card and use this to remind students of number order. You can also use this while lining up for break to ask *Who can find number 53?* Choose numbers at random or ask students to give you the next 2 or 3 in a sequence.
- More time consuming but very effective – you can make a salt dough mixture (tell students no one must put this in their mouth - it's very salty). Get students to make the shape of numbers – preferably a series so you end up with multiples for numbers to a 100. Decorate with paint, glitter and anything else you have and then bake them and hang them in the classroom and use them to review numbers at any time.

Practice game

- Play *Are there any...?* (Games Bank, page 118).

Closing

- Say *Well done. You can count to 100.*

Unit 8

LESSON 3

pages 24-25

- Objectives:** To use numbers from 1-100 to talk about different objects
To count objects in the classroom
- Vocabulary:** Numbers 1-100
- Language:** *Are there any (chairs)? How many are there? There are (thirty-three chairs).*
- CLIL:** Connect with Math
- Materials:** Student's Book pages 24 and 25
soft ball
Colored pencils or crayons

Opener

- Smile at the students and welcome them to the class by saying *Hello*. Encourage them to respond with *Hello*.
- Practice counting around the classroom, using a soft ball. Encourage students to pass the ball as they count.

STUDENT'S BOOK

page 24

1 Look and match

- 1 Help students find page 24.
- 2 Look at the pictures and ask students to tell you as much as they can about them. Accept all correct answers. Elicit the numbers in each picture.
- 3 Help students to read and match the pictures with the sentences.
- 4 Encourage students to check their answers in pairs. Go around and praise good work.

Answers:

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

2 Draw yourself and write the numbers

- 1 Read the gapped text with the class. Elicit what sort of numbers need to go into the gaps. Ask students to complete the text with the numbers which are correct for them.
- 2 Ask students to draw themselves.
- 3 Ask fast finishers to show their picture to a partner and read their text.
- 4 Ask several confident students to read their completed text to the class.

Students' own answers

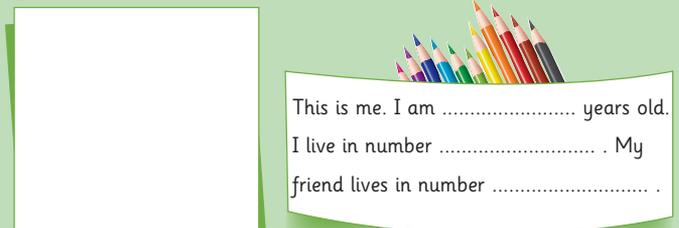
Connect with Math

1 Look and match



- a The skirt is for seventy-two pounds.
- b My friend lives in number forty-eight.
- c My sister is number twenty-two in her team.
- d My grandma is sixty-five years old.

2 Draw yourself and write the numbers



Extra practice

- Ask students to make their house numbers. Make numbers on card or even tiles if you have any available and use paint and any glitter or material scraps to add interest.

Reading

Unit 8

1 Read, count, and write

How many are there in your classroom?

1 Are there any chairs? How many are there?



2 Are there any children? How many are there?



3 Are there any bags? How many are there?



4 Are there any books? How many are there?



2 Point and say



There are 33 chairs in my classroom.

25

Presentation

- 1 Use flash cards or objects students already know (classroom objects for instance) and get students to look and find pens/pencils/rulers/books/chairs/tables.
- 2 Make sure there are enough of some objects to count and model the grammar: *Are there any chairs? Yes. How many are there? There are 23 chairs.*
- 3 Do the same with books, pens and classroom objects.
- 4 Count together to find *How many* of each object and model correct pronunciation.
- 5 Then tell students they're going to find out how many there are in the Student's Books.

STUDENT'S BOOK

page 25

1 Read, count, and write

- 1 Help students find page 25.
- 2 Look at the pictures and elicit the words *a chair, children, a bag* and *a book*.
- 3 Point to the chairs in the classroom and say *Are there any chairs? How many are there?*
- 4 Then point to the girls and boys in the classroom and ask the same question *Are there any children? How many are there?*
- 5 Do the same with the other pictures then ask the students to read, look around the classroom and count, then write the number in the box.
- 6 Go around the classroom to monitor and help as they work.

Students' own answers

2 Point and say

- 1 Get students to look around the classroom and ask them if they can see, for example, any chairs/children/bags/books/windows/walls/doors.
- 2 In pairs, ask students to point and ask and answer about how many there are.
- 3 Monitor and help as needed. For classes who need more help, make sure there are less objects to count in order to allow them to practice the grammar without worrying too much about counting.
- 4 This exercise can be extended by asking students to count other things in the room too.

Fast finishers

- In pairs, ask and answer *Are there any...?/How many are there?/There are...*
- Take turns to ask and answer and write down the numbers.

Practice game

- Play *Are there any...?* (Games Bank, page 118).

Closing

- Say *Well done. You can count and ask about how many things there are.*

Unit 8

LESSON 4

pages 26-27

- Objectives:** To learn about money in English
To complete simple money additions
To identify the difference between coins and bills
To practice simple shopping role plays
- Vocabulary:** *coins, bills*
- Language:** *These are coins. These are bills.
How much money is there?
There's 36 pounds.
How much are the (skirt and shoes), please?
That's (72) pounds, please.*
- Life skills:** Using money
- CLIL:** Connect with Math: Money
- Materials:** Student's Book pages 26 and 27
Real or pretend money and price labels,
classroom items (to play shops)

Opener

- Wave and say *Hello* to the class. Encourage the class to wave and say *Hello* to you.
- Review *There are.../Are there any...?* by pointing to known classroom items and getting students to count and say how many there are, e.g. *There are 12 chairs.*

Presentation

- Show either real or pretend money and say *bills* and *coins*. Get students to point to the correct one as you call them out.
- Show the notes you have and say *How many? 5 pounds*, etc. Be careful to show the English rather than Arabic numbers on the notes.
- Put some of the notes on the board – a five pounds bill and some one-pound coins for example – and put addition signs between them and ask *How many?* Add the numbers with the students.
- If you have toy money or a lot of small denomination notes and coins let students make some additions sums in pairs for each other.
- Monitor and assist as needed. Praise all correct addition.

STUDENT'S BOOK

page 26

1 Read

- Help students to find page 26. Point to Exercise 1.
- Ask the students to look at the pictures. Can anyone tell you what they are?
- Point to the pictures and say *coins* and *bills*.
- Read the sentences aloud and get students to read aloud with you, pointing to the correct pictures as they do so.
- Now put students in pairs and get them to take turns to read and point to the coins or bills, then swap over.
- Monitor and assist as needed.

26

Connect with Math

Money

1 Read



These are coins.



These are bills.

2 Count, write, and say

$$1 \quad \text{20p} + \text{10p} + \text{5p} + \text{1p} = 36$$

Twenty plus ten plus five plus one is *thirty six*.....

$$2 \quad \text{50p} + \text{20p} + \text{1p} + \text{1p} = \square$$

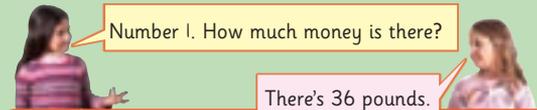
Fifty plus twenty plus one plus one is

$$3 \quad \text{50p} + \text{20p} + \text{20p} + \text{5p} = \square$$

Fifty plus twenty plus twenty plus five is

$$4 \quad \text{10p} + \text{5p} + \text{1p} + \text{1p} = \square$$

Ten plus five plus one plus one is



Language: *How much money is there? There's 36 pounds.*

2 Count, write and say

- As a class look at the money pictures. Check students know the denominations and do the first sum together.
- First count the notes and if needed put the numbers on the board as an addition: 20+10+5+1 and ask students to show you the money for each amount (the 20 bill, the 10 bill, the 5 bill, the pound coin) and then do the sum as a class. Then put the notes and coins on the board (use BluTac) and do the addition again. Then let a confident student do the sum with the bills and coins. (Your class may not need this extra step. If not, proceed to 3).
- Put students into pairs. Tell them they are going to count the notes and coins, write how many and then say the total.
- Go around the classroom to monitor and help as they work.
- Put students in pairs and get them to ask and answer about the money additions they've done.
- Monitor and assist as needed.

Answers:

2- 72 seventy-two 3- 95 ninety-five
4- 17 seventeen

Extra practice

- Play a miming game. Use fingers and open and close fingers to show 10. Think of some simple sums and have the real or toy money on hand and get students to get the right bills and coins to match your mime. Ask *How many?* And get students to tell you and write the total on the board.

Life skills

Unit 8

1 Look and read

How much are the skirt and shoes, please?

Clothes store

LE 35

LE 18

LE 43

LE 29

LE 81

That's 72 pounds, please.

I want a T-shirt and a jacket, too, please.

That's 99 pounds, please.

3 Read and complete

1 How much are the shoes and pants, please?

That's 78 pounds, please.

2 How much are the T-shirt and skirt, please?

That's, please.

3 How much are the pants and skirt, please?

That's, please.

Life skills: Using money

27

4 Check answers as a class.

Answers:

2- 47 pounds

3- 64 pounds

Extra practice

- ❑ Create a shop scene at the front of the classroom. Add authenticity by putting price labels on dressing up clothes, classroom objects or student's drawings or paintings. Encourage students to 'shop' for whatever they like.
- ❑ If you have enough toy money give each shopper in the pair some (or get students to make their own, as this is good practice for number formation).

Closing

- Say *Well done. You can use money. You can buy things in English.*

STUDENT'S BOOK

page 27

1 Look and read

- 1 Ask who goes shopping with their mom or dad. Elicit the kind of things they shop for or the shops they go to.
- 2 Hold up your book. Point to the pictures.
- 3 Ask what Hany and Amira are doing (playing shops).
- 4 Ask if they can read how much a T-shirt is, and how much a skirt is (18 pounds, 29 pounds).
- 5 Read the dialog with the class. Elicit if Amira or Hany is the shopkeeper (Hany).

2 Role-play

- 1 Put students in pairs and ask them to read the dialog.
- 2 Remind pairs to swap roles so each gets a turn at being shopper and shopkeeper.
- 3 Monitor and help with any vocabulary and addition.
- 4 After students have practiced in pairs, let them perform for the class if they like.

3 Read and complete

- 1 Read the first question with the class and help students identify the items and the prices in the picture. Help them to add the prices and show them that the total is written into the space as an example.
- 2 Ask students to work in pairs to complete the rest of the exercise.
- 3 Monitor and help as they work.

Unit 8

LESSON 5

pages 28-29

Objectives: To follow a simple shopping dialog
To answer questions based on a reading text about money
To write sentences about money
To think about how to spend money carefully

Vocabulary: *cactus, bunch of flowers; useful, currency*

Life skills: Using money

CLIL: Connect with Social Studies: Money

Materials: Student's Book pages 28 and 29
A soft ball
Real or pretend money

Opener

- Wave and say *Hello* to the class. Encourage the class to wave and say *Hello* to you.
- Revise numbers by counting around the classroom, using a soft ball for students to pass to each other as they say the next number.
- Review *coins, bills* and different amounts of money using real or pretend money.

STUDENT'S BOOK

page 28

1 Look, read, and answer

- Hold up your book. Help students find page 28. Point to the picture.
- Ask what Youssef and Hana are doing (playing shops).
- Ask *What is Hana doing?* (buying plants and flowers). *What is Youssef doing?* (selling plants and flowers).
- Ask if they can read how much a cactus is (LE 44), and how much a bunch of yellow flowers is (LE 56).
- Read the dialog with the class. Encourage students to complete the end of the dialog with the price of 2 bunches of pink flowers (66 pounds).
- Then read the question.
- Elicit the answer (166) and help students to say this large number in English.

2 Read and match

- Ask students to work in pairs, to read the requests on the left, and match them with the price on the right. Show them that they should refer to the picture in Exercise 1 to help find the answers.
- Monitor and help as they work.
- Check answers as a class.

Life skills

1 Look, read, and answer

I want a cactus and yellow flowers, please.

That's 100 pounds, please.

Flower shop

LE 22

LE 33

LE 56

LE 44

LE 67

I also want 2 bunches of pink flowers.

That's.....

Can you guess how much money Hana will pay?

2 Read and match

- I want a bunch of yellow flowers, please.
 - How much are a cactus and a bunch of red flowers?
 - I want a plant and a bunch of red flowers, please.
 - How much is a cactus, please?
- That's 89 pounds, please.
 - That's 44 pounds, please.
 - That's 56 pounds, please.
 - That's 66 pounds, please.

28

Answers:

- 2 – d
3 – a
4 – b

Connect with Social Studies

Unit 8

Money

1 Listen and read

We use money to buy things. Money is very **useful** in our world. In Egypt, people use money to buy things they need, like food, clothes, and houses. We can also use it to buy things we want, like sweets and toys. In Egypt, the pound is our money or **currency**.



2 Read and choose the correct answer

- 1 Money is **useful** / not useful.
- 2 Things we need are **sweets** / houses.
- 3 We use money to **buy** / eat things.
- 4 The pound is the **currency** / people of Egypt.



3 Read and write

What do you want to buy with your money?

.....

29

Answers:

- 1 useful
- 2 houses
- 3 buy
- 4 currency

3 Read and write

- 1 Read the question with the class and discuss possible answers. When you have discussed different ideas, ask students to write their answers.
- 2 Monitor and help with spelling as they work.

Students' own answers

Practice game

- Play *Snap* (Games Bank, page 119) using toy money and numbers flash cards. Students say the number to gain the point.

Closing

- Say *Well done. You know about money. You can buy things in English. Next, we will learn some new sounds.*

STUDENT'S BOOK

page 29

1 Listen and read

- 1 Help students find page 29.
- 2 Ask students to name any of the things they can see in the pictures in Exercise 1. Accept all correct answers.
- 3 Tell students they are going to listen to some information. They should listen without reading to start with and tell you what the information is about.
- 4 Play the audio all the way through once. Elicit that it is about money.
- 5 Then play the audio again and ask students to read as they listen.

Audioscript

We use money to buy things. Money is very useful in our world. In Egypt, people use money to buy things they need, like food, clothes and houses. We can also use it to buy things we want, like sweets and toys. In Egypt, the pound is our money or currency.

2 Read and choose the correct answer

- 1 Ask students to work in pairs, to read the sentences and circle the correct answer. Show them that they should look at the text in Exercise 1 to help find the answers.
- 2 Monitor and help as they work.
- 3 Check answers as a class.

Unit 8

LESSON 6

pages 30-31

Objectives: To pronounce the sound /ɔɪ/
To discriminate /ɔɪ/ from other letter sounds
To write words with the /ɔɪ/ sound

Vocabulary: coin, oil, soil, boy, toys

Materials: Student's Book pages 30 and 31
Class CD
Flash cards: coin, oil, soil, boy, toys
Paper for the *Fast finishers* activity

Phonics cards: oi, oy, coin, oil, boy, soil, toys

Opener

- Play *Guess the picture* (Games Bank, page 118) with *oi* and *oy* words. Start to draw one of the words, e.g. a toy. Ask *What's this?*
- Students guess the word. Encourage them to say *It's ...*
- After a few rounds, you could invite a child who has guessed correctly to come to the front and draw the next word.

Presentation – oi and oy

- 1 Hold up the coin flash card and ask *What's this?* Elicit *a coin*.
- 2 Write the *oi* on the board.
- 3 Point at the letter and say *oi, coin*. Students repeat the sound /ɔɪ/ with you.
- 4 Hold up the oil flash card and elicit *oil*.
- 5 Point to the *oi* and then the oil quickly, saying /ɔɪ/, *oil*. Get students to repeat.
- 6 Point to the boy flash card and ask *What's this?* Elicit *boy*. Say /ɔɪ/, *boy* and get students to repeat.
- 7 Repeat the same procedure for *soil* and *toys*.
- 8 Write *boy* and *toy* on the board, circling the *oy*.
- 9 Explain that both *oi* and *oy* have the same sound, but different spellings. We have to learn which word has each spelling.

STUDENT'S BOOK

page 30

1 Look and circle oi and oy

- 1 Help the students to find page 30.
- 2 Point to the picture of the coin and ask *What's this?* Students say *coin*.
- 3 Go through the rest of the *oi* words, with students pointing and repeating.
- 4 Tell students they are going to look at the *oy* words. Point to the picture of the boy and elicit *boy*.
- 5 Point to the picture of the toys and elicit *toys*.
- 6 Now get students to say the words and circle the *oi* words in blue and the *oy* words in green.
- 7 Monitor and help as needed, making sure all have completed the sounds correctly. Get students to show their books as they finish.

oi oy

Learn sounds with Busy Bee!

1 Look and circle oi and oy



coin

2 Listen and repeat



oil

3



boy

4



soil

5



toys

Phonics: the oi and oy sounds

30 abcdefghijklmnopqrstuvwxyz

Answers:

coin oil boy
soil toys

2 Listen and repeat

- 1 Give praise for the completed sounds.
- 2 Say *Listen* and play the CD. Get students to point and say the sound and the word.
- 3 Monitor and make sure all are pronouncing the sound /ɔɪ/ correctly.

Audioscript

coin
oil
boy
soil
toys

Extra practice

- ❑ Point to each picture and ask the class to say the correct sound and word.
- ❑ Make word cards and mix them up with the target flash cards. Get students to help you sort and match them up. You can make this into a timed game too.

oi oy **Unit 8**
Learn to write with Busy Bee!

1 Look and trace. Then say

1  Point at the oil.

2  The boy has a toy.

3  Is there a coin in the soil?

2 Listen and match



oi oy

oi oi

abcdefghijklmnopqrstuvwxyz

31

Audioscript

coin
 boy
 soil
 oil
 toy

Answers:

oy



oi



Fast finishers

- Students can make an *oi* or *oy* poster to be displayed on the wall. They write and decorate a large *oi* or *oy* on the page and draw pictures to match the words (for example, oil, coin, boy, soil, toys, etc.).
- If you have a display board for phonics posters, add the students' poster to it.

Practice game

- Play *Circle it* (Games Bank, page 118).
- Write all the letters and sounds learned up to now in a jumble on the board.
- Get students to find the *oi* words and think of a word that has *oi* in it. This is worth two points. Then do the same for *oy*.
- Divide the class in two and play.

Closing

- Say *Well done. You learned about spelling. You practiced listening, reading and tracing. Next, we will learn about what things are made of.*

STUDENT'S BOOK

page 31

1 Look and trace. Then say

- 1 Ask students to remember words with the spellings *oi* and *oy*. Accept all correct answers.
- 2 Help students find page 31.
- 3 Then ask students which words they know. Elicit *point*, *oil*, *boy*, *toy*, *coin* and *soil*.
- 4 Airwrite *oi* and get students to copy you. Then do the same with *oy* and put students in pairs and get them to take it in turns to write on each other's backs and guess either *oi* or *oy* and which word.
- 5 Go through, pointing and reading the words and get students to follow you.
- 6 Ask students to look and trace the words, using *oi* or *oy*.
- 7 Monitor and help if needed. Encourage students to trace and say the words.

2 Listen and match

- 1 Ask students to look at the pictures. Elicit what they all are.
- 2 Encourage students to match words with the correct spelling used in the words.
- 3 Ask them to check their work in pairs.

Unit 8

LESSON 7

pages 32-33

Objectives: To identify the basic properties of different materials
To tell what an object is made of, given a limited choice
To differentiate between objects made of metal and paper

Vocabulary: *metal, paper, plastic, glass*

Language: *A coin is made of metal. A bill is made of paper.*

CLIL: Connect with Science: Materials

Materials: Student's Book pages 32 and 33
Flash cards: a coin, a bill
Paper for the *Fast finishers* activity

Opener

- Play *Show me* (Games Bank, page 119) to revise numbers 1-100.

Presentation

- Show either flash cards or real objects or toy money of a coin and a bill. Elicit *coin* and *bill*.
- Say *A coin is made of metal*. Show students that it's hard and heavier than the bill. Say *It's made of metal*. Ask if students can see anything in the classroom made of metal (this could be a door handle, window frame or something on your desk, like an automatic pencil sharpener).
- Do the same with the bill. Say *It's made of paper*. Ask if students can see anything in the classroom that's made of paper. This should be easier, as there will be books, student's drawings, etc.
- Point to objects around the classroom and say *Metal or paper?* Get students to tell you which they think they are.

STUDENT'S BOOK

page 32

1 Listen and read

- Help students to find page 32.
- Look at the pictures with the class. Point to each one in turn and practice the words a few times.
- Tell students they are going to listen and read.
- Play the audio and encourage students to point and read along.
- Play the audio again and get students to listen, point and read the sentences.

Audioscript

*A coin is made of metal.
A bill is made of paper.*

Connect with Science

Materials

1 Listen and read



A coin is made of metal.



A bill is made of paper.

2 Look and write

metal

paper

1 

A notebook is made of paper.

2 

.....

3 

.....

4 

.....

32

2 Look and write

- Point to the pictures. Ask *What is it?* and elicit *It's a notebook*.
- Point to each of the pictures and encourage students to say what each object is (book, can, pot).
- Say *Let's look and write*.
- In pairs, get students to look at the pictures again and say if they think they are made of metal or paper.
- Monitor and help as needed.
- Ask what the pairs thought and go through the answers as a class.
- Now get students to write what each object is made of like the example answer.

Answers:

- A book is made of paper.
- A can is made of metal.
- A pot is made of metal.

Fast finishers

- Challenge fast finishers to find something made of paper or metal in the class and draw and label it. Their pictures can be displayed or taken home.

Connect with Science

Unit 8

1 Look and write

plastic

paper

metal

glass

1



A bag is made of plastic.

2



.....

3



.....

4



.....

2 Point and say



Number 1 is a toy. It's made of plastic and metal.

33

STUDENT'S BOOK

page 33

1 Look and write

- Ask students to find something in class made of paper and something made of metal.
- Bring in a glass or show the front of your phone, or point to the window and say *glass*. Students repeat after you and point to any glass items.
- Bring in a plastic bag and a plastic tumbler and say *plastic*. Ask students to point and repeat. Look for other plastic items in class (chairs, trays, aprons, toys) and repeat.
- Help students to find page 33. Point to Exercise 1.
- Ask the students to look at the pictures and ask if they can see what the objects are made of.
- Point to the first picture and elicit *bag*. Ask them *Is it made of metal?* (No). *Is it made of paper?* (No). *Is it made of plastic?* (Yes).
- Point to the notebook and say *Is it made of plastic?* (No). *Is it made of paper?* (Yes). *Is it made of metal?* (Yes). *Are some things made of two different materials?* (Yes).
- Go through the rest of the pictures in the same way, using simple concept checking questions.
- Put students in pairs and ask them to decide what each object is made of. Remind students that some are made out of only one material, but some have more than one, like the notebook.

- Show students the words in the lozenge and get them to write the correct material for each picture like the example answer.
- Encourage students to say *A bag is made of plastic.* / *A notebook is made of paper and metal*, etc.
- Monitor and assist as needed.

Answers:

- A notebook is made of paper and metal.
- A sharpener is made of metal.
- A glass is made of glass.

2 Point and say

- Now get students to look at the object photos in Exercise 2.
- Point to the toy car and say *It's made of plastic and metal*.
- Model this with the second picture *It's made of cotton* and get students to go through the rest of the pictures and say in pairs.
- Monitor and assist as needed.
- Go through the answers as a class. Ask *What's this made of?* Get students to answer *It's made of...*

Extra practice

- Play *I spy* (Games Bank, page 118). Say *I see something made of glass. You can look outside. What is it? A window.*
- Students play *I spy* in pairs.

Closing

- Say *Well done. You learned about materials and what things are made of. Next, we will do a project.*

Unit 8

LESSON 8

pages 34-35

Objectives: To make a money box or bottle
To choose from different designs
To produce an attractive craft project
To share resources and work co-operatively
To talk about the project and how you made it

Language: *This is my money bottle.*

Materials: Student's Book pages 34 and 35
Clean, empty plastic bottles without labels, paints, card (for bee antennae and wings), paintbrushes, glue

Opener

- Play *I spy* (Games Bank, page 118) with materials. Say *I can see something starting with b and it's made of paper* (a book).
- Students guess the word.
- The student who guesses correctly chooses the next *I spy*.

Presentation

- 1 Tell students they are going to make a money box or bottle.
- 2 Give out card, paint, bottles and glue.
- 3 Tell them they can choose which design of bottle to do. Also consider any individual ideas (if very simple).
- 4 Use aprons if you have them, and cover desks with newspaper.

STUDENT'S BOOK

page 34

1 Read and do

- 1 Students look at the choice of designs and take any materials they need.
- 2 Help students to read the instructions and to follow them. Show the pictures and ask what's happening in each one. These will be slightly different for each design and some will need the fast finisher activity.
- 3 Monitor and assist as needed. Ask students to work in groups and encourage students to work together providing help to each other as much as they can. Go around and provide help as needed. Check that all students are participating.

Project: Make a money box or bottle



1 Read and do



Decide what to make.



Paint your bottle.



Decorate the bottle.



Put some money in your money box.

34

Fast finishers

- Students can make some pretend money to put in their money box. Give out banknote-size pieces of paper and a small amount of card to be cut into circles. Let students decorate them as money and encourage them to write numbers in English.

Show and tell

Unit 8



Language: This is my money bottle.

Self-Assessment



Read and color the stars that describe your effort

Reading 	I can read a text on the stores. ☆	I can read and answer questions on a text on the stores. ☆☆	I can read and guess the meaning of new words in a text on the stores. ☆☆☆
Phonics 	I can read key words with oi or oy sounds with help. ☆	I can read words with oi and oy letter sounds on my own. ☆☆	I can complete sentences with words having oi or oy sounds. ☆☆☆
Speaking 	I can answer questions on 'Are there..?'. ☆	I can ask and answer questions on classroom items using 'Are there..?'. ☆☆☆	I can talk about the number of classroom items using 'There are'. ☆☆☆
Writing 	I can write material words. ☆	I can complete a text using number words. ☆☆☆	I can write simple sentences on what things are made of. ☆☆☆
Math 	I can say the numbers 1-100 correctly. ☆	I can write the numbers 1-100 in words. ☆☆☆	I can use the numbers 1-100 to describe things inside and outside classroom. ☆☆☆
Science 	I can say the names of some of the materials given in the unit. ☆	I can say the names of the materials given in the unit. ☆☆☆	I can say what different classroom objects are made of. ☆☆☆
Life skills 	I can do simple sums with money with help. ☆	I can do simple sums with money. ☆☆☆	I can ask and answer about the price of given things. ☆☆☆
Project 	I have problems when I work with my group to make the money box or bottle. ☆	I work with my group to make a money box or bottle. ☆☆☆	We help each other to make a money box or bottle. ☆☆☆

35

Closing

- Say Now you can talk what things there are and if there are any. You can talk about money and you know what materials things are made of. You can make a wonderful and useful plastic bottle money box.
- Praise students for their hard work on Unit 8.

STUDENT'S BOOK

page 35

1 Show and tell

- 1 Model the language of the unit and show one of the student's money box or bottle saying *It's a money box. My money box is a bee. It's made of plastic. I can save money.*
- 2 In pairs, get students to show and tell about their money box bottles. Monitor and help as needed.
- 3 Then, get students to present to groups of 3 or 4.
- 4 Finally, let a few confident students present their money boxes to the class.
- 5 Praise all efforts and say *Well done everyone!*

Self-Assessment

Read and color the stars that describe your effort

- 1 Point to the *Reading* picture. Read the three different sentences with the class. Ask students which box best describes their effort and achievement.
- 2 Encourage them to be honest and explain that if they haven't done so well on this unit, it means that they need to work a little harder in future.
- 3 Ask students to color the stars in the correct box.
- 4 Do the same with the other sections. Monitor and check students are on task.

Unit 8

PLAY TIME

page 36



- Play time pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Read and complete

- 1 Remind students about the materials they know.
- 2 Ask students to read the example answer.
- 3 Tell students to look around the classroom and write about other items in the same way. They can work in pairs or small groups to do this.
- 4 Monitor and check all know what to do. Assist with writing if needed.

Students' own answers

Play time



1 Read and complete

made of .glass.....

.....window.....

made of

.....

My Classroom



.....

made of

.....

made of

Play time

Unit 8



1 Look and write

a = 1 b = 2 c = 3 d = 4 e = 5 f = 6
 g = 7 h = 8 i = 9 j = 10 k = 11 l = 12
 m = 13 n = 14 o = 15 p = 16 q = 17 r = 18
 s = 19 t = 20 u = 21 v = 22 w = 23 x = 24
 y = 25 z = 26

8 15 23 13 11 14 25 19 20 11 18 19 11 18 5 20 8 5 18 5

How ?

20 8 5 18 5 11 18 5 20 23 5 14 20 25 - 6 15 21 18



2 Read the answer in Exercise 1 and draw

Teacher assessment

37

2 Read the answer in Exercise 1 and draw

- 1 Ask students to read the completed question and answer. Check all have it correct. It should read: *How many stars are there? There are twenty-four.*
- 2 Ask students to draw a picture of the number puzzle answer.
- 3 Monitor and assist as needed.

Students' own answers

Teacher assessment

- Fill in the *Teacher assessment* section based on how well the student has understood the content of the unit. If any students have not done so well in this unit, reassure them and offer help as necessary. Use the guidelines for *Teacher Assessment* in the introduction for help.

PLAY TIME

page 37



- Play time pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and write

- 1 Tell students they are going to do a puzzle. Show them the letters and numbers and do the first one as a class so everyone knows *a* is 1 and *b* is 2, etc.
- 2 In pairs, encourage students to write the number puzzles out in letters.
- 3 Monitor and assist as needed.

Answers:

How many stars are there?
 There are twenty-four.

Unit 9

LESSON 1

pages 38-39

Objectives: To identify animals on the farm
To answer questions on a reading text on the farm
To write sentences about animals on the farm using *There is/are*

Vocabulary: farm, animal, cow, donkey, duck, fish, goat, horse, sheep, hen

Language: *There is a (cow) on the farm.*
There are (cows) on the farm.

Materials: Student's Book pages 38 and 39
Class CD
Small toy animals
Flash cards: animals, cow, donkey, duck, fish, goat, horse, sheep, hen

Opener

- Say *Hello* (name) to several different students to encourage the response *Hello, Miss/Mr* (name).
- Play *Are there any...?* (Games Bank, page 118) to review the language and vocabulary of Unit 8.

Presentation

- If you have small plastic farm animals, use these or flash cards to teach the animal names, getting students to point and repeat after you.
- Check understanding by mixing up the order and getting students to point and say.
- Then line the animals up and say *Is there a cow?* And get students to point to the cow.

STUDENT'S BOOK

page 38

1 Look, listen, and read

- Hold up your Student's Book, open page 38, and say *Open your books.*
- Ask the students to look at the picture on page 38 and ask what animals they can see in the pictures.
- Cup your hand behind your ear and say *Listen.*
- Explain that you are going to play the CD and ask the students to look and listen. Play the CD and point to the animals as they are mentioned.
- Play the CD again, line by line. Ask the students to repeat the words and point to the animals as they repeat the words.
- Monitor and make sure all can do this correctly.

Unit 9 On the farm



2 Read and match

1 What is on the donkey?

2 Where are the animals?

3 What is in the water?

a At the farm.

b Ducks and fish.

c A hen.

38

Audioscript

Teacher: *This is a farm with animals.*

Youssef: *There is a hen and a donkey. Look! The hen is on the donkey.*

Hany: *There is a cow and a sheep. They eat grass.*

Amira: *There are fish and ducks in the water.*

Hana: *There is a horse and a goat. The horse is very big!*

2 Read and match

- Read the first question with the class and help students identify the correct answer.
- Ask students to work in pairs to complete the rest of the exercise.
- Monitor and help as they work.
- Check answers as a class.

Answers:

1 - c

2 - a

3 - b

Extra practice

- Ask the students to tell you who is talking about which animal, so Hany talks about a cow and a sheep, etc.
- Play a game *Guess the animal* (Games Bank, page 118), using animal noises for them to guess animals. This is a noisy and fun game for the end of a lesson and can be added with simple mimes. Linking the animal names to their noises really helps imbed the vocabulary for students.

Listening and writing

Unit 9

1 Listen, point, and say



2 Read and number



1 There is a cow on the farm.

2 There are cows on the farm.

3 Look and write sentences



1



2



3



4

Language: *There is a cow. There are cows.*

39

Extra practice

- ❑ Call out the farm and animal vocabulary at random and get students to point to the correct items in the picture in Exercise 1 and repeat the word. Encourage the students by saying *Yes!* or *Well done!*
- ❑ Put the students into pairs to do the same activity. Student 1 names an animal, Student 2 finds it in the picture in Exercise 1, points to it and names it, then they swap over.
- ❑ Monitor the students as they work and encourage and help them as needed.

2 Read and number

- 1 Ask the students to look at the sentences and photos.
- 2 Ask them to tell you what's in the pictures.
- 3 Ask if anyone can read any of the words in the sentences.
- 4 Read them as a class, with all contributing.
- 5 Ask students to number the pictures to match the sentences.
- 6 Monitor and check all have done this correctly.

Answers:



3 Look and write sentences

- 1 Ask students to look at the photos in Exercise 3.
- 2 Get them to tell you what the animals are.
- 3 Now say *There is a...* and elicit the answer to picture 1.
- 4 Say *There are ...* and elicit the answer to picture 2. Do the same for pictures 3 and 4.
- 5 Tell them they are going to write the sentences with the pictures.
- 6 Tell them they can look at the labels in Exercise 1 and the *Language* box if they get stuck.
- 7 Monitor and help as needed.

Answers:

- 1 There is a goat on the farm.
- 2 There are ducks in the water.
- 3 There is a sheep on the farm.
- 4 There are hens on the farm.

STUDENT'S BOOK

page 39

1 Listen, point, and say

- 1 Hold up your Student's Book and point to Exercise 1 on page 39.
- 2 Say each word and make sure the students are pointing to the correct pictures.
- 3 Say *Listen*. Play the CD and demonstrate pointing to the first item and getting students to join in.
- 4 Play the CD again, word by word, and ask the students to point and say the animals.

Audioscript

farm
cow
donkey
hen
duck
fish
goat
horse
sheep
animals

Practice game

- Make a class farm picture. Use a big piece of cardboard and draw on some animal fields and pens, plus a farmhouse. Then either cut pictures out of magazines for the animals or get students to draw their favorite animals and stick them on card so they can stand up. Students can play farms with them.
- Tell the class that when you point to an animal, they must name it. Begin slowly, then get faster.

Closing

- Choose some confident students to come to the front to say something about the farm: *There are horses on the farm, etc.*

Unit 9

LESSON 2

pages 40-41

- Objectives:** To count items to a 100
To ask and answer questions using *How many...?/There are...*
To listen to and count and record how many animals there are
- Vocabulary:** farm, animals, cow, donkey, duck, fish, goat, horse, sheep, hen
- Language:** *How many animals are there? There are a hundred.*
- CLIL:** Connect with Math
Connect with Music
- Materials:** Student's Book pages 40 and 41
Class CD
The class-made farm
Flash cards: numbers 1-100
Colored pencils or crayons

Opener

- Review numbers 1-100 with flash cards.
- Play a quick game: show a flash card with a number and ask students to tell you the next number to the one on the flash card (so if you have 4, the students say 5, etc.).

Presentation

- Do a simple addition either with flash cards or magnetic numbers if you have any. Better still, use small plastic animals or the ones the class made for the farm so students can see the *How many?* physically. Say *20 and 20, how many?* Elicit *40*.
- Practice saying *How many?* Then put either flash cards or numbers of animals around the class – 10 goats, 5 horses, 12 hens and ask students to tell you how many there are. Give them a bonus point if they can give you the name of the animal, but the important thing is securing the concept of *How many*.
- Now check understanding in pairs. Ask students to look at the class farm picture and ask and answer questions: *How many ducks? There are eight ducks, etc.*
- Monitor and help out as needed, making sure that students have understood the concept and are secure with both counting and number pronunciation.

STUDENT'S BOOK

page 40

1 Listen and write the number

- Show students page 40 and ask them to find it in their books.
- Ask them what animals they can see and say *How many?* Elicit all the farm animals and encourage students to respond with *There are...*
- Ask students to listen and write the numbers in the correct spaces in each field.
- Go around the class as they work, monitoring and helping as necessary.

40

Connect with Math



1 Listen and write the number

A 100 animals

B 100 animals



2 Ask and answer

3 Listen again and complete

There are many animals on the farm. There are 25 ...cows... and 30 There are 45 and 14 There are 18 and 42 There are 26

Remember

1 cow

2 cows

1 sheep

2 sheep

1 fish

2 fish

40

Connect with Math: Using numbers 1-100

Audioscript

- A:** *There are 25 cows.*
A: *There are 30 horses.*
A: *There are 45 donkeys.*
- B:** *There are 26 goats.*
B: *There are 14 sheep.*
B: *There are 42 hens.*
B: *There are 18 ducks.*

Answers:

A:

25 30 45

B:

26 14 42

18

2 Ask and answer

- Tell students they are going to check if they answered correctly.
- Put students in pairs and get them to ask and answer questions about each animal, as in the example.
- Monitor and check they do this correctly.

Connect with Music

Let's sing

1 Match



a Baa!

b Moo!

c Quack!

2 Sing

The animals on the farm

The cows on the farm say moo, moo, moo.
Moo, moo, moo.
Moo, moo, moo.
The cows on the farm say moo, moo, moo.
All day long!

The sheep on the farm say baa, baa, baa.
Baa, baa, baa.
Baa, baa, baa.
The sheep on the farm say baa, baa, baa.
All day long!

The ducks on the farm say quack, quack, quack.
Quack, quack, quack.
Quack, quack, quack.
The ducks on the farm say quack, quack, quack.
All day long!



41

3 Listen again and complete

- 1 Model singular and plural forms – cow/cows, goat/goats, etc. – and point out how some animals don't change such as sheep and fish as in the *Remember* box.
- 2 Ask students to look at the first sentence and the example answer in the second sentence. Then elicit the answer to the next sentence: *30 horses*.
- 3 Put students in pairs and ask them to complete the sentences in the same way, using the correct animals.
- 4 Monitor and check they use the correct plural form of each animal. Remind them to add *s* to each animal, but not to fish or sheep which are irregular.

Answers:

There are many animals on the farm. There are 25 **cows** and 30 **horses**. I can see 45 **donkeys** and 14 **sheep**. I can see 18 **ducks** and 42 **hens**. There are 26 **goats**.

STUDENT'S BOOK

page 41

1 Match

- 1 Using flash cards or the class farm picture, play a game to reinforce the animal names. Hold up an animal or flash card and get students to say the name.
- 2 Then play a quick game of *Guess the animal* (Games Bank, page 118) to help students prepare for the exercises.

- 3 Help students find page 41.
- 4 Ask students what noise a cow makes. Can they see the noise written? Elicit *Moo*.
- 5 Do the same for *Baa* and *Quack*.
- 6 Ask students to match the noise to the correct animal.
- 7 Monitor and help as needed, though all should find this easy.
- 8 Check answers as a class. Then say *Let's sing a song!*

Answers:

1 – b

2 – c

3 – a

2 Sing

- 1 Ask students to listen to the song. Ask them to put up their hand when they hear an animal name.
- 2 Play again, verse by verse and get students to sing along with each verse.
- 3 Play the song again as a whole and get students to sing with you.
- 4 Now sing as a class with just the music. Use the class animals or flash cards to prompt students for each verse if needed.

Audioscript

The animals on the farm

The cows on the farm say moo, moo, moo.

Moo, moo, moo,

Moo, moo, moo.

The cows on the farm say moo, moo, moo.

All day long!

The sheep on the farm say baa, baa, baa.

Baa, baa, baa,

Baa, baa, baa.

The sheep on the farm say baa, baa, baa.

All day long!

The ducks on the farm say quack, quack, quack.

Quack, quack, quack,

Quack, quack, quack.

The ducks on the farm say quack, quack, quack.

All day long!

Practice game

- Ask students to look at the class farm picture. Call out animal names and get students to point to the correct animal.
- Then ask how many of each animal there are, e.g. *How many goats are there?*

Closing

- Play a game. Get students to mime a farm animal. They can help the class by adding an animal noise. The class must say the animal name. Students can do this in groups.
- Say *Well done. You can sing a song about animals. You can count with large numbers. Next, we will talk about what we can see on the farm.*

Unit 9

LESSON 3

pages 42-43

- Objectives:** To talk about animals on the farm using *There is.../There are...*
To ask and answer about animals on the farm
To read short sentences about what there is and respond correctly
- Language:** *Are there any donkeys?*
Yes, there are/No, there aren't.
- Materials:** Student's Book pages 42 and 43
Flash cards: bird, cat
Pens or pencils
The class farm picture and animals or flash cards

Opener

- Remind students of the farm animals with a quick game of *Snap* (Games Bank, page 119).

Presentation

- Use the flash cards to present *bird, cat*.
- Use a selection of farm animal flash cards or animals the students made from the class farm picture.
- Put the flash cards or animals where the whole class can see them and ask, *Are there any donkeys?*, etc. Model *Yes, there are./No, there aren't*. Go through all the animals and make sure a couple are missing in order to practice *No, there aren't*.
- Make sure everyone gets the chance to ask and answer.

STUDENT'S BOOK

page 42

1 Look, count, and complete

- Help students find page 42.
- Ask students to look at the picture. Which animals can they see?
- Ask students to look at the example answer (3 horses) then elicit an answer for hens (6 hens).
- Students work together to complete the task.
- Monitor and check all understand and are on task. Then check their answers. Remind them that we do not add *s* to the plural of *fish* or *sheep*.

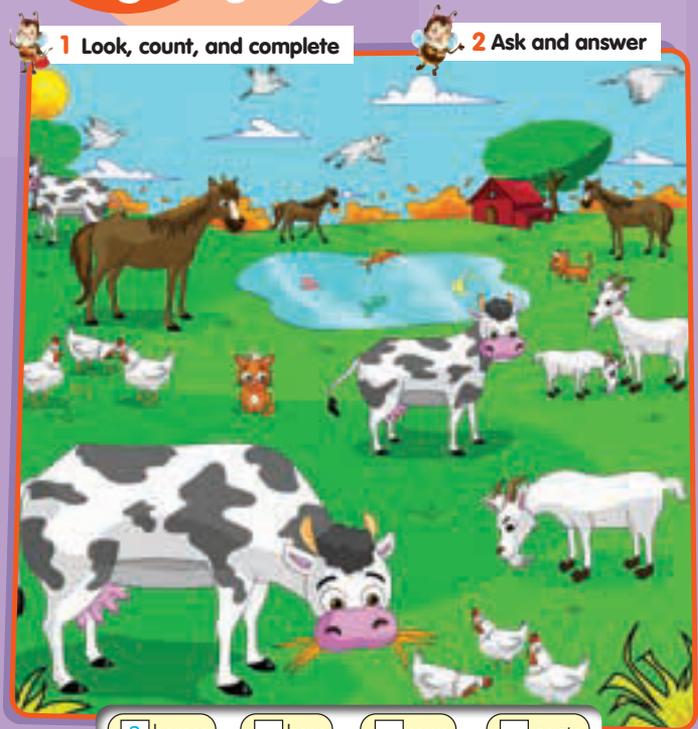
Answers:

6 hens
3 cows
3 goats
4 birds
4 fish
2 cats
0 sheep

Reading and speaking

1 Look, count, and complete

2 Ask and answer



<input checked="" type="checkbox"/> 3 horses	<input type="checkbox"/> hens	<input type="checkbox"/> cows	<input type="checkbox"/> goats
<input type="checkbox"/> birds	<input type="checkbox"/> fish	<input type="checkbox"/> cats	<input type="checkbox"/> sheep

1 Are there any donkeys?

Yes, there are.

2 Are there any fish?

3 Are there any goats?

No, there aren't.

4 Are there any sheep?

42

2 Ask and answer

- Now direct attention to the questions below the picture.
- Do the first one together and say *Are there any donkeys? No, there aren't*.
- Ask students to read the questions, look at the picture and match the sentences to the answers.
- Make sure each student gets a chance to both ask and answer.
- Monitor and help as needed.

Answers:

- No, there aren't.
- Yes, there are.
- Yes, there are.
- No, there aren't.

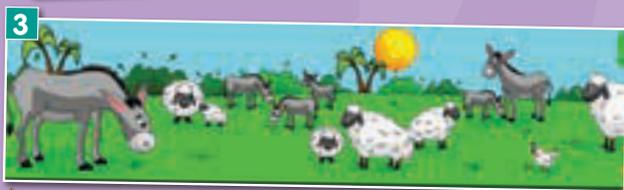
Fast finishers

- Fast finishers could draw some of the animals that aren't in the picture (sheep, donkeys) and practice saying *Are there any donkeys? Yes, there are*. Then they ask and answer how many there are as an extra task with a partner.

Reading

Unit 9

1 Listen, point, and say



2 Read and write the correct number

On this farm, there is a hen. There are some sheep. There are donkeys.

On this farm, there is a goat. There are cows. There are hens.

On this farm, there are sheep. There are donkeys. There is a cow.

43

- 4 Ask some confident pairs to read their sentences and answers to the class.

Answers:

- 1 On this farm, there is a goat. There are cows. There are hens.
- 2 On this farm, there are sheep, there are donkeys. There is a cow.
- 3 On this farm, there is a hen. There are some sheep. There are donkeys.

Extra practice

- Make simple animal masks with pieces of card and elastic or lolly sticks. Get students to make a range of farm animals and color them appropriately so you have enough to say *There are cows*, etc. These can then be put up in class or taken home.

Closing

- Play *Animal charades* (Games Bank, page 118).
- Say *Well done. You can say what you can see in a picture. Next, we will learn about new sounds and spellings.*

STUDENT'S BOOK

page 43

1 Listen, point, and say

- 1 Ask students to look carefully at the three pictures.
- 2 Ask them *What animals are there in picture 1?* and elicit *There are hens, there are cows and there is a goat.*
- 3 Now play the recording for the first description. Students listen and point to the correct picture.
- 4 Repeat for the other two descriptions.
- 5 Now ask students to listen again and to repeat what they hear.

Audioscript

- 1 *On this farm, there is a goat. There are cows. There are hens.*
- 2 *On this farm, there are sheep. There are donkeys. There is a cow.*
- 3 *On this farm, there is a hen. There are some sheep. There are donkeys.*

2 Read and write the correct number

- 1 Put students into pairs.
- 2 Get students to take it in turns to read each description and to match it with the correct picture.
- 3 Go around the classroom as they work, monitoring and helping as necessary.

Unit 9

LESSON 4

pages 44-45

Objectives: To pronounce the sound /ou/ for *oa*, *ow* and *o-e*
To hear and find words with the *oa*, *ow* and *o-e* sounds
To recognize and write *oa*, *ow* and *o-e* sounds

Vocabulary: *goal*, *boat*, *goat*, *rainbow*, *arrow*, *home*, *rose*, *nose*

Materials: Student's Book pages 44 and 45
Class CD
Flash cards: *goal*, *boat*, *goat*, *rainbow*, *arrow*, *home*, *rose*, *nose*

Phonics cards: *oa*, *ow*, *o-e*, *goal*, *boat*, *rainbow*, *arrow*, *home*, *rose*

Opener

- Show the *goal* and *boat* flash cards. Ask what the sound in the middle of the words. Elicit /ou/.
- Can they think of any other words with /ou/? Show the *goat* flash card and ask if this is the same sound? (Yes).

Presentation – the *oa*, *ow*, and *o-e* letter sounds

- 1 Hold up the *rainbow* and *arrow* flash cards and ask *What's this?* Model the words and get students to repeat. Ask if students can think of any other words with this sound and spelling (e.g. yellow).
- 2 Now introduce the *oa* and *o-e* letter sounds and show the flash cards, modeling the words for students to repeat.
- 3 Write the *ow*, *oa* and *o-e* letter sounds on the board.
- 4 Stick the flash cards around the board and run through them again, getting students to say the words. Make sure that students understand that each of these letter combinations makes the same sound.
- 5 Now get students to come and put the flash cards with the correct spelling. Get the rest of the class to encourage them and give praise for each correct placement.

STUDENT'S BOOK

page 44

1 Listen and repeat

- 1 Help students find page 44.
- 2 Get students to look at the pictures.
- 3 Play the CD.
- 4 Ask them to point to the sounds as they listen.
- 5 Now play the recording again and get students to point to the pictures and say the words.
- 6 Monitor and check all can do this well.

oa ow o-e
Learn sounds with Busy Bee!

1 Listen and repeat



2 Look, read, and say



Phonics: the *oa*, *ow* and *o-e* sounds

44 **abcdefghijklmnopqrstuvwxyz**

Audioscript

goal
boat
rainbow
arrow
home
rose

2 Look, read, and say

- 1 Ask students to look at the picture. Ask *What's in it?*
- 2 Ask if students can spot any *ow* or *oa* words in the sentence.
- 3 Help the students to read the tongue-twister sentence.
- 4 Ask students to read and say the sentence in pairs.
- 5 Monitor and assist as needed.

oa ow o-e **Unit 9**
Learn sounds with Busy Bee!

1 Look and match **2 Write**

1boat.....

2
 3
 4
 5
 6
 7
 8

abcdefghijklmnopqrstuvwxyz

45

STUDENT'S BOOK

page 45

1 Look and match

- 1 Help students find page 45.
- 2 Ask them to look at the pictures.
- 3 Point to each picture and say the words, getting students to join in.
- 4 Point in random order and get students to call out the words and/or say the sound.
- 5 Encourage students to write *oa*, *ow* and *o-e* in the air.
- 6 Now ask them to match the sounds *oa*, *ow* and *o-e* with the pictures, as in the example.

Answers:

- | | |
|----------|---------|
| 2 - o-e | 3 - ow |
| 4 - o-e | 5 - oa |
| 6 - oa | 7 - ow |
| 8 - o-e | |

2 Write

- 1 Ask students to copy the correct words under the correct picture.
- 2 Monitor and make sure all can do this. Check hand positions for writing and help as needed.

- 3 Encourage students to say the words as they write them to check they are in the right place.

Answers:

- 2 rose
- 3 rainbow
- 4 nose
- 5 goal
- 6 goat
- 7 arrow
- 8 home

Fast finishers

- Students can make a *oa*, *ow* or *o-e* poster to be displayed on the wall. They write and decorate a large *oa*, *ow* and *o-e* on the page and draw pictures to match the words (for example, *goal*, *boat*, *goat*, *coat*, *rainbow*, *arrow*, *home*, *rose*, *nose*).
- If you have a display board for phonics posters, add the students' poster to it.

Practice game

- Play *Circle it 2* (Games Bank, page 118).
- Write some words students know from earlier units on the board and words with the *oa*, *ow* and *o-e* letter sounds.
- Ask for students to come to the board and circle words with *oa*, *ow*, *o-e*.
- Write some of the words with missing letters for students to complete to add to the challenge.

Closing

- Ask students to tell you all the *oa*, *ow* and *o-e* words they remember.
- Say *Well done. You can spell words with oa, ow and o-e. Next, we will learn about what animals give us.*

Unit 9

LESSON 5

pages 46-47

- Objectives:** To recognize and write words with the *oa*, *ow* and *o-e* letter sounds
To identify things we get from animals
- Vocabulary:** *coat, stone, snow, window, nose, goat; milk, wool, eggs, meat*
- CLIL:** Connect with Social Studies
- Materials:** Student's Book pages 46 and 47
Flash cards: coat, stone, snow, window, nose, goat; milk, wool, eggs, meat
Coloring pencils or crayons
Optional: eggs, a carton of milk, a ball of wool (or a woolen sweater) and some meat (perhaps in a sandwich)

Opener

- Greet the class and get them to greet you back.
- Write *oa*, *ow* and *o-e* on the board and ask students to say words with these letters.

Presentation

- 1 Present the new vocabulary using the flash cards, getting students to repeat.

STUDENT'S BOOK

page 46

1 Look and say. Then write

- 1 Help students find page 46.
- 2 Get them to look at the pictures. Point to and say the words, getting students to join in.
- 3 Point in random order and get students to call out the words and/or say the sound.
- 4 Get students to write *oa*, *ow* and *o-e* in the air.
- 5 Show students the chart at the bottom of the page and read the example *coat*. Then ask *Where should stone go?* and get students to point in their books. Get them to hold them up for you to see. Do one more to check all are clear on what to do.
- 6 Then get students to copy the correct words under the correct sound.
- 7 Monitor and make sure all can do this. Check hand positions for writing and help as needed.
- 8 Encourage students to say the words as they write them to check they are in the right place.

Answers:

- oa:** goat
ow: snow, window
o-e: stone, nose



oa ow o-e

Learn to write with Busy Bee!



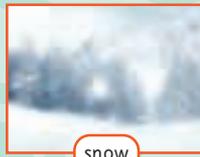
1 Look and say. Then write



coat



stone



snow



window



nose



goat

oa	ow	o-e
coat	_____	_____
_____	_____	_____
_____	_____	_____



46 abcdefghijklmnopqrstuvwxyz

Connect with Social Studies: Farm animals give us products

1 Read and write



- 1 A cow gives usmilk and meat.....
- 2 A hen gives us
- 3 A sheep gives us
- 4 A duck gives us
- 5 A goat gives us

2 Now listen and check your answers

3 Draw and complete

A gives us

abcdefghijklmnopqrstuvwxyz

2 Now listen and check your answers

- 1 Play the recording.
- 2 Students listen and check their answers.
- 3 Ask some students to read their sentences to the class.

Audioscript

- 1 A cow gives us milk and meat.
- 2 A hen gives us eggs and meat.
- 3 A sheep gives us wool and meat.
- 4 A duck gives us eggs and meat.
- 5 A goat gives us milk and meat.

3 Draw and complete

- 1 Ask students to look at the gapped sentence at the bottom of the page.
- 2 Explain that you would like them to complete the sentence using an animal and something that comes from that animal. They can choose what to put.
- 3 Students then draw a picture to show the animal and the produce, for example, a duck and an egg.
- 4 Monitor and check as they are doing this and praise all good work.

Students' own answers

STUDENT'S BOOK

1 Read and write

- 1 Ask students to give you animal names to review them.
- 2 Tell them to think about things we get from animals. If possible use real items to help teach the words.
- 3 Write the words on the board and call out something we get from animals. Get a student to come and point to the correct word. Do this several times.
- 4 Help students to find page 47.
- 5 Direct students to the pictures. Ask them to point and say the words.
- 6 Ask if they know what each animal gives us. Tell them that more than one animal gives us milk (cow, goat).
- 7 Then ask students to look and complete the sentences, like the example.
- 8 Monitor and check all can do this.

Answers:

- 2 A hen gives us eggs and meat.
- 3 A sheep gives us wool and meat.
- 4 A duck gives us eggs and meat.
- 5 A goat gives us milk and meat.

Practice game

- Play a version of *Snap* (Games Bank, page 119), using the animal products and the animals and match them. To get two points students need to name the animal and the product.

Closing

- Ask students to tell you all the *oa*, *ow* and *o-e* words they remember.
- Say *Well done. You can spell words with oa, ow and o-e. You can talk about what animals give us. Next, we will learn about what animals need.*

Unit 9

LESSON 6

pages 48-49

- Objectives:** To talk about what animals need
To say what animals give us
To complete a chart on what animals need and what animals give us
- Language:** *Animals need (water). A (hen) needs (food). A (hen) gives (eggs).*
- Values:** Respect: Caring for animals
- CLIL:** Connect with Science; products from animals
- Materials:** Student's Book pages 48 and 49
Class CD
Flash cards: food, water, shelter, space

Opener

- Greet the class and get them to greet you back.
- Play the song from page 41 and encourage students to sing along.

Presentation

- 1 Ask students what they think animals need to live.
- 2 Use flash cards or pictures to present food, water, shelter, space.
- 3 Ask students if they think these things are important (yes).

STUDENT'S BOOK

page 48

1 Listen and read

- 1 Hold up your book. Point to Exercise 1 on page 48.
- 2 Point to the first picture. Ask *Is it a goat? Yes. What is it doing? Eating.* Then say, *It needs food.*
- 3 Play the audio through and ask students to listen and look at the pictures.
- 4 Play the audio again, and ask students to look at the sentences and listen to what the animals need.

Audioscript

*Animals need food.
Animals need water.
Animals need shelter.
Animals need space.*

2 Look and write what's missing

- 1 Ask students to say what they can see in the pictures.
- 2 Now get students to complete the sentences with what is missing (food, water, shelter).
- 3 Monitor and help as needed.
- 4 Check answers as a class.

Values

Caring for animals

1 Listen and read



Animals need food.



Animals need water.

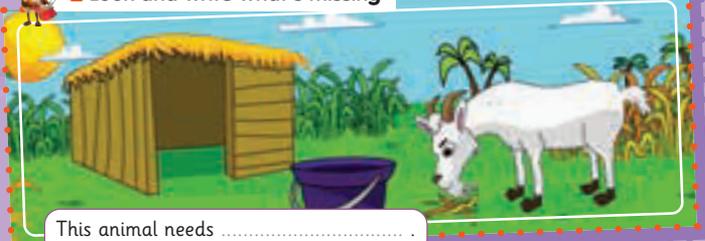


Animals need shelter.



Animals need space.

2 Look and write what's missing



This animal needs



This animal needs

48

Values : Caring for animals

Answers:

- 1 This animal needs water.
- 2 This animal needs shelter.

Practice game

- Put a flash card of food, water, shelter and space in each corner of the room. Students put on animal masks. Say, for example, *The goats need water*, and students with the goat masks go to the relevant flash card.

Connect with Science

Animals give and take

Unit 9

1 Read and complete

<p>Gives</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Gives</p> <p>.....</p> <p>.....</p> <p>.....</p>
	
<p>A goat</p>	<p>A hen</p>
<p>Needs</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Needs</p> <p>.....</p> <p>.....</p> <p>.....</p>

Connect with Science: Products from animals

49

Practice game

- Play the song from page 41 again and encourage students to sing along. Encourage students to talk about what the animals in the song need and what they give us.

Closing

- Say *Well done. You can talk about what animals need and what they give us. Next, we will make a model of a farm.*

STUDENT'S BOOK

page 49

1 Read and complete

- Ask students to say what animals they can see in the pictures.
- Now read the verbs and point to the arrows. Elicit what a goat needs and what a goat gives, for example: *A goat needs water, a goat gives milk.*
- Do the same with the hen.
- Now ask students to write sentences. Monitor to check they do this well.

Answers:

A goat gives us: meat and milk.
A goat needs: water, food, shelter, and space.

A hen gives us: eggs and meat.
A hen needs: water, food, shelter, and space.

Fast finishers

- Students can make similar sentences about other animals, for example a sheep or a duck.

Unit 9

LESSON 7

pages 50-51

- Objectives:** To create a model of a farm and animals using paint and plasticine
To work together and share resources, taking turns
To present to others in *Show and tell*
To revise the language of the unit
- Language:** *There are cows. There is a horse.*
- Materials:** Student's Book pages 50 and 51
Flash cards: farm animals
clay, cardboard box, paint

Opener

- Use flash cards to review farm animals.
- Ask students where the animals live. Elicit *farm*.

STUDENT'S BOOK

page 50

1 Read and make

- 1 Hold up your book. Get students to find page 50 with you.
- 2 Ask them what they can see in the pictures and then read the captions with the class and tell them they are going to make a farm.
- 3 Give out cardboard and paint first, to make the fields.
- 4 Make sure everyone knows what to do. Ask students to work in groups and encourage students to work together providing help to each other as much as they can. Go around and provide help as needed. Check that all students are participating.
- 5 Once everyone has finished painting the fields, get everyone to tidy up and clear away the paints.
- 6 Now get out the clay and make the animals. You will need to ask each group to make certain animals so you have an even spread.
- 7 Help as needed and once the animals are made help students stick them down on the 'field'.
- 8 Praise all efforts. Say *Well done, you made a farm. What animals are there on your farm?* and elicit the animal names.
- 9 Model the language of the unit and show the farm model, saying for example *There are horses on the farm, there are four hens and six goats.*
- 10 In pairs, ask students to show and tell about the farm and the animals they made in the same way. Monitor and help as needed.
- 11 Ask students to present to groups of three or four and let any who want to present to the class to show and tell about their farm and the animals they made.
- 12 Praise all efforts and say *Well done everyone!*

Extra practice

- ❑ If you made the farm picture at the beginning of the unit, you could compare this farm with the project one, especially if it has different animals and in different quantities.

Project: A model of a farm



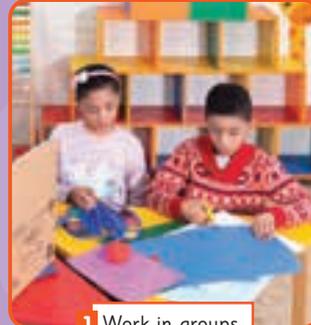
1 Read and make



clay

cardboard box

paint



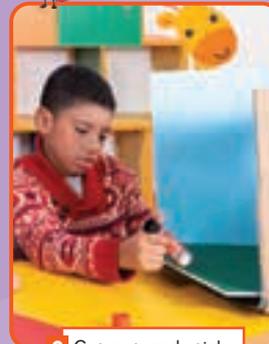
1 Work in groups.



2 Make your animals.



2 Show and tell



3 Cut out and stick.



4 Show and tell.

50

Language: *There are cows. There is a horse.*

Self-Assessment



Read and color the stars that describe your effort

Reading 	I can read a text on the farm with help. ☆	I can read and answer questions on a text on the farm. ☆ ☆	I can read a text and choose the correct picture that describes it. ☆ ☆ ☆
Phonics 	I can read key words with oa, ow and o-e sounds. ☆	I can write key words with oa, ow and o-e sounds. ☆ ☆	I can put words into groups of oa, ow and o-e sounds. ☆ ☆ ☆
Speaking 	I can repeat a text with 'there is/there are'. ☆	I can complete a text with 'there is/there are'. ☆ ☆	I can describe a picture using 'there is/there are'. ☆ ☆ ☆
Writing 	I can write material words. ☆	I can complete sentences on what animals need and what animals give us. ☆ ☆	I can write sentences on what animals need and what animals give us. ☆ ☆ ☆
Science and values 	I can say what animals need and what animals give us. ☆	I can say what happens to animals when they don't have their food, shelter, etc. ☆ ☆	I can say what happens when animals don't give us food and materials. ☆ ☆ ☆
Life skills 	I can count the animals in a picture. ☆	I can complete a text using what I see in a picture. ☆ ☆	I can read and say what is missing in the picture. ☆ ☆ ☆
Project 	I work with my group to design a model of a farm. ☆	I work with my group to design and improve the model of the farm. ☆ ☆	We help each other to design and improve the model of the farm. ☆ ☆ ☆

Self-Assessment

Read and color the stars that describe your effort

- 1 Point to the *Reading* picture. Ask students to say some of the words they learned in the unit (farm animals, what animals need, numbers to 100).
- 2 Read each of the 3 options for the *Reading* section with the class. Ask students which description best fits them. Explain that it is not a problem if they think the first sentence fits them best, but it just means that they need more practice and to put in a little more effort.
- 3 Ask students to color the stars in the box which they chose.
- 4 Do the same with the other sections. Monitor and check students are on task.

Closing

- Remind the students of the animals they know using the project farm or flash cards. You can ask them to look at the beginning of the unit if they cannot remember or get a confident student to remind them.
- Say *Now you can talk about animals. You can talk about how to keep animals healthy. You can count up to 100.*
- Praise students for their hard work on Unit 9.

Unit 9

PLAY TIME

page 52



- Play time pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Read and draw

- 1 Help students find page 52.
- 2 Read the captions with the students. Use the farm project animals or flash cards to reinforce the sentences.
- 3 Now get them to read and draw what's in each sentence.
- 4 Monitor and check all can do this.

Students' own answers

Play time



1 Read and draw

1

There are thirty-one fish.

2

There is a farm with ten animals.

3

I live in number twenty-six.

4

My uncle is forty-two years old.

52

Play time

Unit 9

1 Unscramble and write



1



3



5



7



2



4



6



8

Teacher assessment



53

Fast finishers

- Get students to make sentences about the animals they have unscrambled, for example: *A goat needs water, a goat gives milk.*

Teacher assessment

- Fill in the *Teacher assessment* section based on how well the student has understood the content of the unit. If any students have not done so well in this unit, reassure them and offer help as necessary. Use the guidelines for *Teacher Assessment* in the introduction for help.

PLAY TIME

page 53

- Play time pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Unscramble and write

- Ask students to look and unscramble the letters to find the animal name and write it. Do the first one together to make sure everyone knows what to do.
- Encourage them to say the animal name as they write it.
- Monitor and give praise.

Answers:

- goat
- hen
- cow
- sheep
- donkey
- horse
- fish
- duck

Review 3

LESSON 1

pages 54-55

Objectives: To revise the vocabulary and language from Units 7-9

Vocabulary: *flower, park, tree, grass, plant, river, coins, bills; numbers 1-100; farm, animal, cow, donkey, duck, fish, goat, horse, sheep*

Materials: Student's Book pages 54 and 55
Flash cards: flower, park, tree, grass, plant, river, coins, bills; numbers 1-100, farm, animal, cow, donkey, duck, fish, goat, horse, sheep
Class CD

Opener

- Welcome the children with a smile.
- Revise the vocabulary from Units 7-9 with a game of *Guess the picture* (Games Bank, page 118).

STUDENT'S BOOK

page 54

1 Listen and say

- 1 Help the students to find page 54.
- 2 Then ask students to name as many of the pictures as they can.
- 3 Point to the first number and ask: *What number's this?* (63).
- 4 Then tell them to listen and point as they hear each item.
- 5 Play the CD. Say *Listen*. Students listen and point.
- 6 Play again. This time ask students to say the name of each picture.

Audioscript

Seventy-nine
Coins
A flower
A fish
Grass
Sixty-three
A hen
A tree
Ninety-five
Forty-seven
Eighty-one
Corn
A cow
Bills
One hundred

Review 3



1 Listen and say



2 Ask and answer

63

100

79

95

81

47

It's a fish.

What's this?

54

Revision of vocabulary and language from units 7-9

2 Ask and answer

- 1 Put students into pairs. Ask them to practice asking and answering about all the pictures.
- 2 Read through the speech bubbles at the bottom of the page as an example.
- 3 Monitor and help as they work.

Review 3

Review 3



1 Look, read, and answer



1 Is there a farm? *Yes, there is.*

2 Are there any goats?

3 Are there any donkeys?

4 Is there a park?

5 Is there a river?

6 Are there any plants?



Revision of vocabulary and language from units 7-9

55

Closing

- Look at the playground outside and ask and answer *Is there a bird?*, etc. to elicit *Yes, there is./No, there isn't.*
- Say *Well done.* You can say what you can see in a picture. Next, we will practice the new sounds and spellings we learned in Units 7 to 9.

STUDENT'S BOOK

page 55

1 Look, read, and answer

- 1 Direct attention to the photos and tell students to look at them carefully.
- 2 Hold up your book and point to the questions beneath them. Read the first sentence with the class, then elicit the answer.
- 3 Get students to read the questions and write the answers. Explain that the questions refer to both photos so students should look carefully at both photos to give their answers.
- 4 Get students to check their answers in pairs.
- 5 Go around the classroom, encouraging the students and helping where necessary.

Answers:

- 2 No, there aren't.
- 3 No, there aren't.
- 4 Yes, there is.
- 5 No, there isn't.
- 6 Yes, there are.

Practice game

- Play *Snap* (Games Bank, page 119) using flash cards to practice all vocabulary in this review lesson.

Review 3

LESSON 2

pages 56-57

Objectives: To revise animals and numbers
To practice phonics (/a:r/ park, farm; /ɔ:r/ sport, horse; /ɔɪ/ coin; /ɔɪ/: boy; /ou/: home; /ou/: goat; /ou/: yellow)

Vocabulary: *flower, park, tree, grass, plant, river, coins, bills; numbers 1-100; farm, animal, cow, donkey, duck, fish, goat, horse, sheep*

Materials: Student's Book pages 56 and 57
Class CD
Flash cards: flower, park, tree, grass, plant, river, coins, bills; numbers 1-100; farm animals: cow, donkey, duck, fish, goat, horse, sheep, farm; boy, home, goat, yellow

Opener

- Wave to the class and say *Good morning/Good afternoon* and get them to reply.
- Play *Point to the card* (Games Bank, page 119).

Presentation

- Use flash cards to review the farm animals and park vocabulary.

STUDENT'S BOOK

page 56

1 Look and write

- Help students to find page 56. Point to Exercise 1.
- Ask students to say what they can see in the picture. Praise all correct answers.
- Read the words at the top of the page with the students.
- Ask students to work in pairs to complete the sentences under the pictures.
- Monitor as they work and help as necessary.
- Check answers as a class.

Answers:

- There is a **duck** on the **river**.
- There are **trees** in the **park**.
- There are **sheep** on the **farm**.

2 Listen and write the number

- Use flash cards to revise numbers 1-100.
- Point to Exercise 2.
- Show the boxes and tell students they are going to listen and write a number in each box.
- Play the audio and tell students to listen without writing first.

Review 3



1 Look and write

trees duck river sheep farm park



There is a **duck** on the **river**.



There are **trees** in the **park**.



There are **sheep** on the **farm**.



2 Listen and write the number

1 2 3 4 5

56

Revision of vocabulary and language from units 7-9

- Play again and this time tell them to write the numbers they hear.
- Monitor and check all can do this.
- Play again one final time so all can check their answers.

Audioscript

33
29
48
76
82

Answers:

- 33
- 29
- 48
- 76
- 82

Review 3

Review 3



1 Listen and write

ar	or	oi/oy	oa/ow/o-e
ar	_or_	_oi_	_oa_
_ar	_or_	_oy	_ow
ar_	_or_	oi_	_o_e



2 Look and write. Then say



G_ _ ts and h_ _ ses stand in the sn_ _.



The b_ _ in the p_ _ k has a c_ _ n.



I have a st_ _ on my _ _ m and on my n_ s_.

57

Audioscript

ar: park, star, arm
 or: horse, forty, sport
 oi: coin, boy, oil
 oa: goat, snow, nose

Answers:

ar: park, star, arm
 or: horse, forty, sport
 oi: coin, boy, oil
 oa: goat, snow, nose

2 Look and write. Then say

- 1 Ask what the pictures show. Accept all correct answers.
- 2 Ask students to work in pairs to complete the words in the sentences.
- 3 Monitor and check as they work.
- 4 Check answers as a class.

Answers:

- 1 Goats and horses stand in the snow.
- 2 The boy in the park has a coin.
- 3 I have a star on my arm and on my nose.

STUDENT'S BOOK

page 57

1 Listen and write

- 1 Review the sounds and spellings *ar* and *or*, *oi* and *oy* using flash cards and elicit the vocabulary from the students, getting them to give you the sound as well if they can.
- 2 Do the same with *oa* and *ow*, then mix up the flash cards and get students to give you the correct sound, with an extra point if they can give you another word with the sound. Accept nonsense words if the target sound is correct.
- 3 Write the sounds on the board and get students to tell you what sound they make.
- 4 Help students to find page 57. Point to Exercise 1.
- 5 Point and say the first couple of sounds, then get students to join in and help you. Elicit as many as you can from the students.
- 6 Play the audio. Ask students to listen carefully and look at the table, without writing yet.
- 7 Play the audio again and ask students to listen and write the words they hear.
- 8 Monitor and check all can do this.
- 9 Play one final time so students can check their answers. You can ask pairs to swap books and mark each other's answers if you prefer.

Fast finishers

- Get students to say the phrases in Exercise 2 as fast as they can (like tongue twisters). This is fun to do and great practice with the target sounds and helps with pronunciation.

Review 3

LESSON 3

pages 58-59

- Objectives:** To revise numbers and prices
To assess progress in Units 7-9
- Vocabulary:** *numbers 1-100*
- Materials:** Student's Book pages 58 and 59
Class CD
Flash cards: flower, park, tree, grass, plant, river, coins, bills; numbers 1-100; farm animals: cow, donkey, duck, fish, goat, horse, sheep, farm; coin, boy, home, goat, yellow

Opener

- Wave to the class and say *Good morning/Good afternoon* and get them to reply.
- In pairs, students play *Guess the word* (Games Bank, page 118) to revise words and letters.

STUDENT'S BOOK

page 58

1 Count and write the numbers in words

- Direct attention to the pictures and ask students to tell you what they are and tell you the prices.
- Hold up your book and point to the questions beneath them. Read the first sentence with the class, then elicit the answer. Help students to work out the answer on the board.
- Ask students to read the questions and write the answers.
- Go around the classroom, encouraging the students and helping where necessary.
- Encourage students to check their answers in pairs.

Answers:

- That's **seventy-three** pounds.
- That's **ninety-six** pounds.
- That's **forty** pounds.
- That's **sixty-eight** pounds.

Review 3



1 Count and write the numbers in words



1 How much are eleven pens?

That's ~~thirty-three~~ **thirty-three** pounds.

2 I want a book and a T-shirt, please.

That's pounds.

3 How much are a table and a dog shelter?

That's pounds.

4 I want eight water bottles, please.

That's pounds.

5 How much are a car and a trash can?

That's pounds.

Review 3

Self-Assessment



1 Tick what you can say



Now I can ...

say numbers.

11 22 33 44

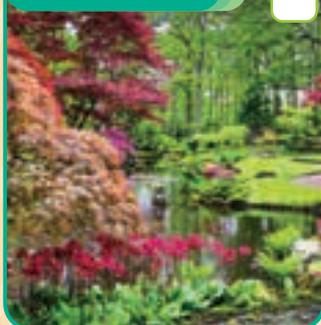
55 66 77 88

99 100

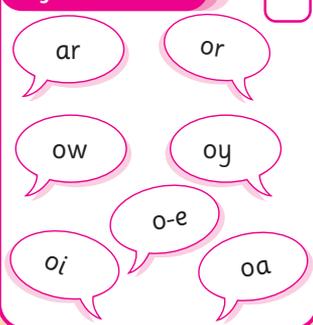
name farm animals.



name nature words.



say these sounds.



59

Closing

- Play *Word whispers* (Games Bank, page 119) to revise all the known vocabulary.
- Go around to monitor, encourage and help as necessary.
- Praise all their efforts.

Self-Assessment

1 Check what you can say

- 1 Hold up your book. Point to the numbers to 100. Ask students to say them. Ask the students if they know these numbers. When the students are confident that they know the words, they should put a check mark in the box.
- 2 Point to the farm animals (donkey, goat, sheep, chicken, cow, duck, horse and fish) and elicit animal names. When the students are confident that they know the words, they should put a check mark in the box.
- 3 Point to the nature words (park, tree, river, flowers, plants, grass) and ask students if they can name them. When the students are confident that they know them, they should put a check mark in the box.
- 4 Point to the sounds. Elicit the sounds and ask students to say them. Can they think of words with these sounds? When the students are confident that they know them, they should put a check mark in the box.
- 5 Say *Well done!* to the class.

Practice game

- Play *Guess the word* (Games Bank, page 119) to revise words and letters.

Unit 10

LESSON 1

pages 62-63

- Objectives:** To identify items around the home and rooms in a house
To talk about items around the house and rooms in a house
- Vocabulary:** *couch, armchair, TV, picture, bed, computer, cupboard, wardrobe*
- Language:** *I have an armchair, a couch, and a TV in my living room.*
- Materials:** Student's Book pages 62 and 63
Class CD
Flash cards: couch, armchair, TV, picture, bed, computer, cupboard, wardrobe
Optional: a doll's house or model house

Opener

- Say *Hello* (name) to several different students to encourage the response *Hello, Miss/Mr* (name).
- Have a quick game reviewing farm animals from Unit 9. Do a quick game of *Snap* (Games Bank, page 119) with flash cards or ask students to point to the animals you call out from their farm project.

Presentation

- Teach the house vocabulary using pictures or flash cards.
- Ask students to repeat the words after you.
- Then ask students to repeat and point as you say the words for the items.
- Check understanding by mixing up the order and asking students to point and say.
- Now check students know where the furniture items go in the house. If you have a doll's house or can make one out of cardboard boxes, this makes the items very memorable and students can come and place furniture within it. If you don't have one, use flash cards or pictures (from magazines) and cut the furniture out of magazines, so it can be placed easily 'in' the correct room.
- Then point to each item in turn and let students say the words: *What's this?* Vary the order you point to the items.
- Say *Does the wardrobe go in the living room?* Elicit *no* from students and ask where it should go (the bedroom).

STUDENT'S BOOK

page 62

1 Look, listen, and read

- Hold up your Student's Book, open at page 62, and say *Open your books.*

Unit 10 It's home time

1 Look, listen, and read

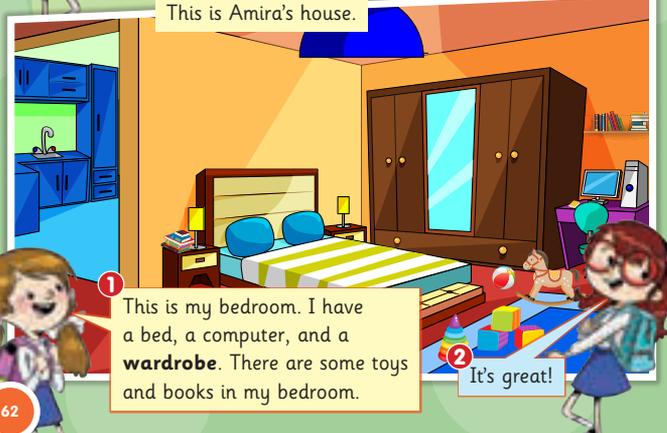
This is Hana's house.



1 This is my house. I have an **armchair**, a **couch**, and a **TV** in my living room. My bedroom is small. The kitchen is big. I like my house.

2 It's a very nice house!

This is Amira's house.



1 This is my bedroom. I have a **bed**, a **computer**, and a **wardrobe**. There are some toys and books in my bedroom.

2 It's great!

- Ask the students to look at the pictures and name any characters they recognize (Hana, Amira). Ask what the children are doing (they are talking about their homes). Read the captions (*This is Hana's house/This is Amira's house*).
- Cup your hand behind your ear and say *Listen*.
- Play the CD and ask the students to follow in their books as they listen. Play the CD and point to the characters as they speak and the things they are talking about as they hear them.
- Play the CD again, line by line. Ask the students to repeat the words and point to the character who is speaking each time, and to the things they have as they hear them.

Audioscript

Hana: *This is my house. I have an armchair, a couch, and a TV in my living room. My bedroom is small. The kitchen is big. I like my house.*

Amira: *It's a very nice house!*

Amira: *This is my bedroom. I have a bed, a computer, and a wardrobe. There are some toys and books in my bedroom.*

Hana: *It's great!*

Extra practice

- Ask students to either draw a picture or bring in a photo of their room. Ask them to say something about their room, starting with *This is my bedroom ...* They can start in pairs and then share with the class if they are confident enough. Give praise.

Listening and reading

Unit 10

1 Listen and read



2 Listen and say the number. Then trace



Language: *It's a (cupboard).*
Vocabulary: *armchair, couch, TV, wardrobe*

63

2 Listen and say the number. Then trace

- 1 Explain that this time students are going to listen but say the number by the picture, not the item name. Show them the speech bubble in Exercise 2 and read it out so they know what to expect.
- 2 Play the CD and students say the number by the house item.
- 3 Play the CD again for students to double check. Encourage students to point as they listen.
- 4 Point to the words beneath the pictures and tell students they are going to trace them. Depending on your class, do this first just with a finger, then with a pencil.
- 5 Monitor and help as needed.

Audioscript

*armchair
 couch
 cupboard
 picture
 bed
 computer
 wardrobe
 TV*

Practice game

- Put students in pairs. Model with student: *It's a TV! Four.*
- Ask and answer in pairs, using the rest of the pictures and numbers in Exercise 2.
- Monitor and help as needed.

Closing

- Play *I spy* (Games Bank, page 118) to practice the new vocabulary.
- Praise students for their progress.

STUDENT'S BOOK

page 63

1 Listen and read

- 1 Go through the items in a house to make sure all students can name them with confidence.
- 2 Present them quickly using pictures or flash cards and then mix up the order and ask students to name the items, making sure everyone has a turn.
- 3 Write the furniture names on the board and say them for students to repeat. This will help prepare them for Exercise 1.
- 4 Hold up your Student's Book and point to Exercise 1 on page 63.
- 5 Ask what they can see in the photos. Help and elicit any of the item names.
- 6 Now ask them listen and point as they hear the house items.
- 7 Play the recording again and ask students to point and repeat as they hear the house items.
- 8 Monitor and help as needed.

Audioscript

*couch
 armchair
 TV
 cupboard
 picture
 bed
 computer
 wardrobe*

Unit 10

LESSON 2

pages 64-65

- Objectives:** To talk about different items in a house
To use *I have a/an* correctly
- Vocabulary:** *armchair, couch, picture, bed, computer, cupboard, wardrobe*
- Language:** *I have an armchair in my living bedroom.*
- Materials:** Student's Book pages 64 and 65
Class CD
Furniture and home flash cards: armchair, couch, picture, bed, computer, cupboard, wardrobe

STUDENT'S BOOK

page 64

Opener

- Review house vocabulary with flash cards. Also revise rooms in the house: bedroom, kitchen, living room.

Presentation

- Use pictures or flash cards and hold them up saying *I have a cupboard in my kitchen, I have a picture in my living room*, etc. Ask students to join in and repeat after you.
- Once all can do this, say *I have a/an...* and point to an item and ask students to finish the sentence for you. Give an extra point if they can say where the item goes *I have a couch in my living room*, etc.

1 Read and match

- Show students page 64 and ask them to find it in their books.
- Point to each of the pictures and say *Let's read*. Read the sentences with the class and ask the class to point to the correct room in the house for each sentence.
- Say *Read and match*, showing them the example line first so all know what to do.
- If any students struggle with the whole sentence, tell them to concentrate on the end of the sentence (which tells them the room in the house).
- Monitor and help as needed.

Answers:

2 - f 3 - b 4 - e 5 - a 6 - c

2 Say what you have at home

- Point to Exercise 2. Read the sentence in the speech bubble. Show a picture or draw a picture to illustrate the sentence.
- Use multiple flash cards to practice the structure and vocabulary. Elicit *I have a/an ...* from students (making sure everyone has a chance to speak) and use flash cards for the object and the room in the house. If they don't fit together, then ask a student to choose another card until they do.

I have a beautiful home

1 Read and match



1 I have a wardrobe in my bedroom.

2 I have a cupboard in my kitchen.

3 I have a computer in my living room.

4 I have a picture in my bedroom.

5 I have an armchair in my bedroom.

6 I have a couch in my living room.

a



b



c



d



e



f



2 Say what you have at home



64

I have an armchair, computer, and a bed in my bedroom.

- Practice until everyone can say *I have a/an* plus an object and a room with confidence.
- Now put students in pairs to talk about their homes. If needed, leave the flash cards on the board as prompts.
- Monitor and help as needed.

Listening and writing

Unit 10

1 Listen and read

In my bedroom, I have a picture, a computer, a bed, and a wardrobe.



2 Listen and number



3 Draw your bedroom, then complete

In my bedroom, I have _____, _____, and _____.
I like/don't like my _____.

65

STUDENT'S BOOK

page 65

1 Listen and read

- Using flash cards, quickly review rooms in the house and items in the rooms.
- Review *In my bedroom, I have a/an...* and let students practice this using flash cards or pictures. Mix them up and have some fun. Say *In my kitchen, I have a wardrobe – yes or no?* (*no*) and elicit a response from students.
- Help students find page 65. Tell them to look at the girl and the room. Ask *Which room is it? What's in the room?*
- Elicit *bedroom, picture, computer, wardrobe.*
- Play the CD and ask students to look and listen.
- Play the CD again and ask students to listen and read the sentence.
- Monitor and assist as needed.
- Any students who finish quickly can think of things in their bedroom.

Audioscript

Girl: *In my bedroom, I have a picture, a computer, a bed, and a wardrobe.*

Extra practice

- Ask everyone to think of something they have in their house. A student says *In my bedroom, I have a...* and the partner guesses. Demonstrate this with a confident pair first.
- Ask students to draw an outline of something they have in their bedroom and let the other person guess what it is, then swap over.

2 Listen and number

- Ask student to look carefully at the three pictures in Exercise 2.
- Play the CD and tell them to look and listen.
- Play the CD again and ask students to point to the pictures as they hear them.
- Play the CD one more time and ask students to write the number they hear on the correct picture.
- Monitor and assist as needed.

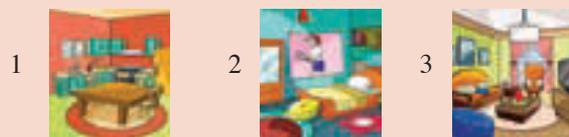
Audioscript

Girl: *In my kitchen, I have a table and chairs. I have a fridge, an oven and a cupboard.*

Girl: *In my bedroom, I have a wardrobe, a table and a bed. I have a picture of my favorite tennis player. I like my bedroom!*

Girl: *In my living room I have pictures, a table, a big couch and a TV. My family and I love our living room!*

Answers:



3 Draw your bedroom, then complete

- Tell students they are going to draw their bedroom, then write about it.
- As students draw and color, encourage them to think about what they can write about their bedroom.
- Then read out the gapped sentence and ask students to suggest what to put in the gaps. Write these on the board to give students ideas.
- Monitor and assist as needed.

Students' own answers

Practice game

- Play *In my house...* (Games Bank, page 118) to consolidate home and furniture items vocabulary.

Closing

- Say *Well done. You learned about places in a house in English. You can talk and write about what you have in your bedroom.*
- Say *Next, we will learn about different houses around the world.*

Unit 10

LESSON 3

pages 66-67

Objectives: To talk about different kinds of houses
To make a graph of what sort of house your class lives in and talk about it

Vocabulary: *houses, apartments, garden, building, city, oasis*

Language: *Some people around the world live in houses. Other people live in apartments in big cities.*

Materials: Student's Book pages 66 and 67
Class CD
Flash cards: houses, apartments, garden, building, city
Pictures or items: triangle, rectangle, square, semi-circle
Optional: pictures of houses and apartments

Opener

- Ask students to name something in their bedroom as quickly as they can.
- Play a quick game of *In my house...* (Games Bank, page 118) to review the house and furniture language of the unit so far.

STUDENT'S BOOK

page 66

1 Listen and read

- 1 Use the flash cards or pictures to pre-teach the new words.
- 2 Help students find page 66.
- 3 Ask students to look at the pictures. Ask them to tell you what the first picture is (a house). Point to the second and say *apartment buildings*, then repeat and ask students to repeat with you.
- 4 If you can find some pictures of houses and apartments, mix them up and say *house or apartment?* Ask students to tell you.
- 5 Then say *Listen*. Play the CD and tell students to look at the pictures.
- 6 Play again and ask students to read along with the audio.
- 7 Monitor and make sure all students can do this and are following.

Audioscript

- 1 *Some people around the world live in houses. Usually one family lives in a house. Some houses have gardens.*
- 2 *Other people live in apartments in big cities. Apartment buildings are big. Many families live in the building.*

Connect with Social Studies

1 Listen and read

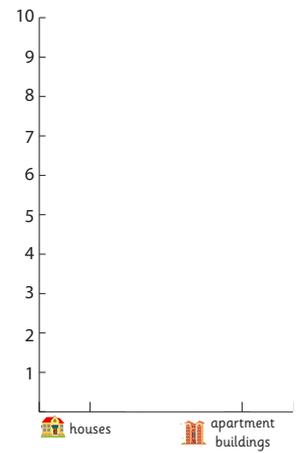


1 Some people around the world live in houses. Usually one family lives in a house. Some houses have gardens.

2 Other people live in apartments in big cities. Apartment buildings are big. Many families live in the building.



2 Look and complete the graph



3 Talk about your graph

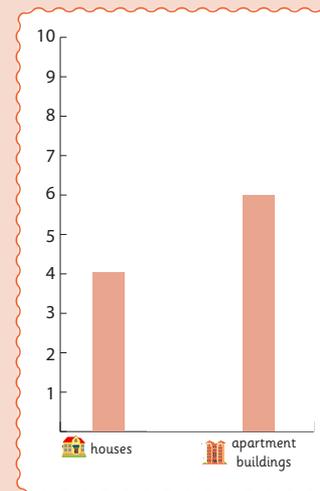
There are

66

2 Look and complete the graph

- 1 Ask students to look at Exercise 2.
- 2 Ask if students can point to the houses in Exercise 2. Then do the same for apartments. Then ask, *How many houses and how many apartments?*
- 3 Point to the graph and ask students to color in the correct number of bars (demonstrate by drawing a simple graph and coloring a bar of it if needed) for houses and apartments.
- 4 Monitor and help as needed.

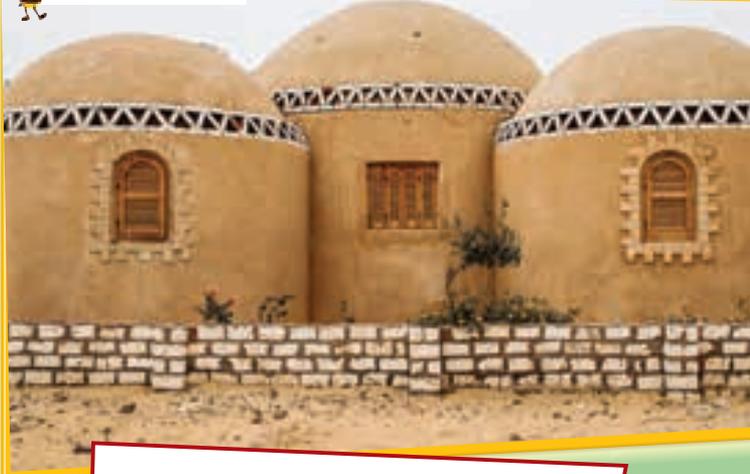
Answers:



Siwa is beautiful!

Unit 10

1 Listen and read



Siwa is an **oasis** in the Western Desert of Egypt. An oasis is a green area of land in the desert. It has fresh water and green plants. Houses in Siwa are of different shapes. This is a house from Siwa.

2 Look at the picture and answer the questions

- 1 What shapes can you see? _____.
- 2 What colors can you see? _____.
- 3 What is the shape of your house / apartment building? _____.

67

3 Talk about your graph

- 1 Once all the students have had time to color in the bars of the bar chart, ask them to look at the speech bubble. Read it out and say *There are four houses.*
- 2 Ask students to talk about their graph and how many houses and apartment buildings there are using *There are...*
- 3 Put students in pairs to do the task, then monitor and help as needed.
- 4 Ask students to say whether they live in houses or apartments and try to talk about them as much as they can. Praise all efforts.

STUDENT'S BOOK

page 67

1 Listen and read

- 1 Use flash cards to review shapes (triangle, rectangle, square, semi-circle) and also revise colors.
- 2 Mix up flash cards and point to a color, and ask students to tell you the shape plus color, e.g. red rectangle.
- 3 Pre-teach *oasis* with a flash card or pictures. Ask if anyone has been to Siwa.
- 4 Help students find page 67. Ask them to look at the picture and the shapes in Exercise 1.
- 5 Tell students they are going to listen to the CD and read about Siwa oasis.
- 6 Play the CD. Students listen and follow the text as they hear it.
- 7 Play again and ask students to follow and read the text.

Audioscript

Siwa is an oasis in the Western Desert of Egypt. An oasis is a green area of land in the desert. It has fresh water and green plants. Houses in Siwa are of different shapes. This is a house from Siwa.

2 Look at the picture and answer the questions

- 1 Point to Exercise 2 and read the questions with the class.
- 2 Ask them to do questions 1 and 2 in pairs, then answer question 3 for their home.
- 3 Monitor and help as needed.
- 4 Check answers as a class.

Answers:

- 1 triangles, squares, and rectangles
- 2 white, brown, and green
- 3 Students' own answers

Practice game

- Play *Shape snap* (Games Bank, page 119).

Closing

- Ask students to say whether they live in houses or apartments and try to talk about them as much as they can.
- Praise all efforts and tell students *Well done!*
- Say *Next, let's learn sounds with Busy Bee!*

Unit 10

LESSON 4

pages 68-69

Objectives: To pronounce the words with the sound /eɪ/
To be able to write words with *ai*, *ay* and *a-e*
To trace sentences with /eɪ/ sound

Vocabulary: *train, tail, play, say, face, cake, grapes, dates*

Materials: Student's Book pages 68 and 69
Flash cards: train, tail, play, say, face, cake, grapes, dates
Class CD
Colored pencils and pencils

Opener

- Show the pictures and elicit the words, stressing the *ai*, *ay* and *a-e* sounds a little.

Presentation

- Ask students to look, listen and repeat after you using the flash cards.
- Mix up the pictures and ask students to say the word.
- Ask students to help you sort them into three different piles.

STUDENT'S BOOK

page 68

1 Listen and repeat

- Help students find page 68.
- Ask students to look at the pictures.
- Ask them to listen and point to the pictures as they hear them.
- Now play again and ask students to listen and repeat the word.
- Monitor and help as needed.

Audioscript

1 train 2 tail 3 play 4 say
5 face 6 cake 7 grapes

2 Look and color the pictures with ay

- Point to Exercise 2.
- Ask students to look at the pictures.
- Go through each one (play, tail, cake, date, say, grapes), saying the words and whether it has *ay*, *ai*, or *a-e* (there is little difference in the sound, only the position in words and the different spelling).
- Tell students to color only the *ay* pictures.
- Monitor and help as needed.

ai ay a-e

Learn sounds with Busy Bee!

1 Listen and repeat

2 Look and color the pictures with ay

3 Look, read, and complete

- Nour wants to eat _____.
- I have one _____ and one nose.
- The cat has a long _____.

Phonics: the *ai*, *ay*, and *a-e*

68 a b c d e f g h i j k l m n o p q r s t u v w x y z

Answers:



3 Look, read, and complete

- Direct attention to Exercise 3 and the pictures in the sentences.
- Elicit *grapes*, *face* and *tail*.
- Tell students they are going to read the sentence and write the missing word.
- Direct them to Exercise 1 if they find the spellings challenging.
- Monitor and help as needed.

Answers:

1 grapes 2 face 3 tail

ai ay a-e

Learn to write with Busy Bee!

1 Look, trace, and say



I have a toy train.



I like grapes.



This is my cat's tail.



I play with my friends.

69

Fast finishers

- Ask students to draw a picture for each of the *ay*, *ai* and *a-e* sounds, and label it with the right sound, or a whole word if they can.

1 Look, trace, and say

- Review the *ay*, *ai* and *a-e* sounds with flash cards.
- Mix them up and ask students to tell you (which sound the word has (write *ay*, *ai* and *a-e* on the board so they can point to the correct sound).
- Help students find page 69.
- Ask them to look at the pictures. Can they guess from the pictures what the sentences say?
- Ask students to trace the sentences, first with a finger, then in pencil. Then they say the word with the *ai*, *ay* or *a-e* sound in.
- Then ask them students to work in pairs and to say the whole sentences to each other.
- Monitor and assist, helping out as needed.

Closing

- Elicit words with the /eɪ/ sound. Ask some students to write some of these words on sticky notes and stick them on the classroom walls.
- Praise all efforts and tell students *Well done!*
- Say *Next, we will learn about helping others.*

Unit 10

LESSON 5

pages 70-71

Objectives: To learn about helping others
To be able to recognize both good and bad behavior
To show respect for difference

Vocabulary: *help, share, shout, push, give, good behavior, bad behavior*

Values: Helping others, respecting others

Materials: Student's Book pages 70 and 71
Class CD
Flash cards: helps, shares, shouts, push, give, good behavior, bad behavior
Paper for the *Fast finisher* activity

Opener

- In pairs, ask students to say when they helped someone and what they did.

Presentation

- Show the flash cards and ask students to repeat the words/phrases after you.
- Mix them up and ask students to say the word or phrase when shown the correct flash card.

STUDENT'S BOOK

page 70

1 Look, read, and match

- Help students find page 70.
- Ask students to look at the pictures.
- Ask them to talk about what the pictures show in pairs.
- Then read the sentences with the class. Ask students to join in and to look and point to the pictures as you read.
- Now ask students to match the pictures to the sentences.
- Monitor and check all can do this.
- Once all have completed this, point at each picture and say *Is it good or bad?* This will prepare them for the next exercise.

Answers:

1 – a 2 – c 3 – e
4 – f 5 – d 6 – b

2 Look and write

- Ask the class to look at the Exercise 1 pictures again.
- Tell them they are going to write the letter of the sentence from Exercise 1 depending on if they think it is good or bad behavior.
- Do the first one as an example. Say *a – She helps with the door. Is this good or bad behavior? Yes, good behavior.*

Values Helping others



1 Look, read, and match



a She helps with the door.



b He shares his book.



c She shouts.



d He pushes his friend.



e She gives her friend a drink.



f She helps with the bag.



2 Look and write

Good behavior

- _____
- _____
- _____
- _____

70

- Ask students to do the same with the remaining sentences.
- Monitor and check all can do this. Help as needed.

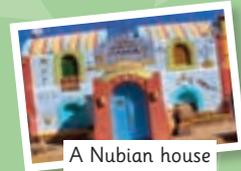
Answers:

- a- She helps with the door.
- b- He shares his book.
- e- She gives her friend a drink.
- f- She helps with the bag.

Connect with Social Studies: Houses around the world

Unit 10

1 Listen, read, and match the children to the houses



2 Complete about yourself

I am _____. I live in a _____.
My _____ is _____.

71

STUDENT'S BOOK

page 71

1 Listen, read, and match the children to the houses

- 1 Remind students about the Siwa house. Then say *We're going to learn about some other different houses around the world.*
- 2 Say *We're from Egypt.* Ask students to repeat after you.
- 3 Help students find page 71.
- 4 Ask them to look at the houses and the children.
- 5 Tell students they are going to listen to find out who lives in which house.
- 6 Play the CD. Students look and point as they listen.
- 7 Play again and ask students to read along with the CD, then match the children with the houses.
- 8 Monitor and help as needed.

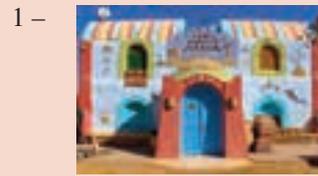
Audioscript

Gameela: *I am Gameela. I am from Nubia. I live in a colorful house.*

Yang: *I am Yang. I am from China. I live in a house on the water.*

Uki: *I am Uki. I am Inuit. My house is made of snow. I live in an igloo in Alaska.*

Answers:



2 Complete about yourself

- 1 Direct attention to Exercise 2.
- 2 Elicit what students might write in the sentence gaps. If they struggle with this, tell them to look at the sentences in Exercise 1 (their name, whether they live in a house or apartment, they live in Egypt). Accept all correct answers.

Students' own answers

Practice game

- Play *Where in the world?* (Games Bank, page 119)

Closing

- Ask students to draw pictures of their houses if there is time, or to bring them to the next lesson.
- Say *Well done. You learned about where other children live. Next, let's make a house!*

Unit 10

LESSON 6

pages 72-73

- Objectives:** To revise the language of the unit
To make a 3D house
To talk about the project – A 3D house
To work together and share resources
To present to others in *Show and tell*
- Vocabulary:** *windows, door, roof, cut out, stick, cardboard, house, garden, decorate*
- Language:** *I cut out windows, a door and a roof.*
- Materials:** Student's Book pages 72 and 73
Flash cards: windows, door, roof, cut out, stick, cardboard, house, garden, decorate
Coloring pencils or crayons, cardboard, scissors, glue

Opener

- Play *Snap* (Games Bank, page 119) with items in a house to review house vocabulary.

Presentation

- Use flash cards to introduce the new words.
- Demonstrate *cut out*, *stick* and *decorate* using mime and show real cardboard to consolidate understanding.

STUDENT'S BOOK

page 72

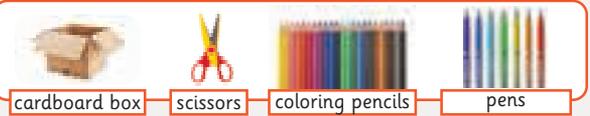
1 Look, choose, and make

- Hold up your book. Ask students to find page 72 with you.
- Ask them what they can see in the pictures and then read the captions with the class and tell them they are going to make their own 3D house.
- Give out cardboard, coloring pencils, glue, pens and scissors.
- Talk about shapes for windows and doors (squares, rectangles) before students start to cut out.
- Make sure everyone knows what to do. Ask students to work in groups and encourage students to work together providing help to each other as much as they can. Go around and provide help as needed. Check that all students are participating.
- Once everyone has cut out doors and windows and stuck them on, and stuck the house on card, talk about how to decorate the house and garden. Talk about the furniture students could draw from the unit.

Project: My 3D house



1 Look, choose, and make



1 Cut out windows, a door, and a roof.



2 Stick the roof on the top of the house. Stick the windows and the door.



3 Stick the house onto cardboard.



4 Decorate the house and the garden.

72

Show and tell

Unit 10

1 Show and tell



Language: This is my 3D house. There are 2 windows ...

Self-Assessment

Read and color the stars that describe your effort

Reading 	I can read a text on houses with help. ☆	I can read a text to complete a paragraph on shapes. ☆☆	I can read a text and draw what I read. ☆☆☆
Phonics 	I can read key words with ai, ay, and a-e sounds. ☆	I trace sentences with words with ai, ay, and a-e sounds. ☆☆	I can complete sentences with words with ai, ay, and a-e sounds. ☆☆☆
Speaking 	I can say what I have in my bedroom. ☆	I can describe my house using 'I have...'. ☆☆	I can say what I like/don't like in my house. ☆☆☆
Writing 	I can write items in my house. ☆	I can complete a graph on houses and apartments. ☆☆	I can write sentences on my house. ☆☆☆
Life skills 	I love my house. ☆	I know that other people love their houses too. ☆☆	I know that my house is good and the houses of others are good too. ☆☆☆
Project 	I have problems when I work with my group to make our 3D house. ☆	I work with my group to make our 3D house. ☆☆	We help each other to make our 3D house. ☆☆☆

73

Self-Assessment

Read and color the stars that describe your effort

- 1 Point to the *Reading* picture. Read the three different sentences with the class. Ask students which box best describes their effort and achievement.
- 2 Encourage them to be honest and explain that if they haven't done so well on this unit, it means that they need to work a little harder in future.
- 3 Ask students to color the stars in the correct box.
- 4 Do the same with the other sections. Monitor and check students are on task.

Closing

- Work with students to elicit what they learned in the unit, e.g. things in the house, rooms in the house,... etc.
- Say *Now you can talk about things in a house. You can talk about children who live in different places. You can make a 3D house.*
- Praise students for their hard work on Unit 10.

1 Show and tell

- 1 Help students find page 73.
- 2 Look at the picture and talk about the house.
- 3 Remind students to use the language of the unit when talking about their houses.
- 4 Ask students to talk about how they made their houses in pairs or small groups.
- 5 Ask them to talk about doors, windows and any furniture they have drawn and any decorations in the house or garden.
- 6 Monitor and help as needed. Give praise.

Extra practice

- Everyone draw pictures of their homes and label the windows, etc. and draw some of the furniture inside.

Unit 10

PLAY TIME

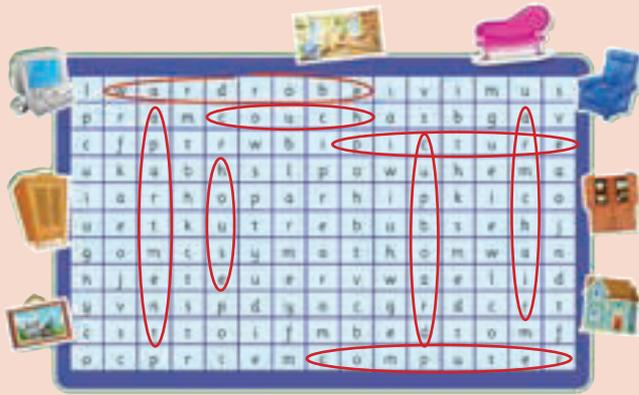
page 74

- Play time pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.
- Remind the students of the items they know in a house with flash cards. Then ask students which room the furniture goes in. You can ask them to look at the beginning of the unit if they cannot remember or encourage a confident student to remind them.

1 Find the home words

- 1 Help students find page 74.
- 2 Go over the items in a house around the word search.
- 3 Point to the example and tell the students they are going to find the rest of the words.
- 4 Monitor and check all can do this.

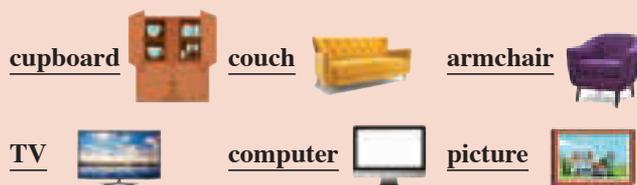
Answers:



2 Look and complete

- 1 Go over the pictures in the text quickly, eliciting the items from students.
- 2 Read the text with the class and pause for them to give you the correct word for each gap.
- 3 Tell them they are going to write the words in the gaps. If they are unsure about spelling, point out they could use the word search in Exercise 1.
- 4 Monitor and help as needed.

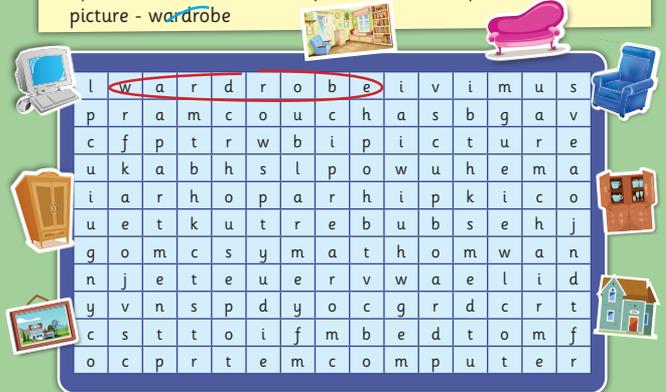
Answers:



Play time

1 Find the home words

apartment - armchair - computer - couch - cupboard - house - picture - wardrobe



2 Look and complete

I love my apartment! When I get home from school, I have food from the _____ in the kitchen. Then I sit on the _____ or _____ in the living room and watch _____ . I do my homework in my bedroom on my _____. I have a nice bedroom with a _____ on the wall.

74

Fast finishers

- Ask students to write a sentence about their room at home and the furniture: *My bedroom is big, with a desk and a wardrobe, etc.*

Play time

Unit 10

1 Look and draw 😊 or ☹️



Teacher assessment

75

Teacher assessment

- Fill in the *Teacher assessment* section based on how well the student has understood the content of the unit. If any students have not done so well in this unit, reassure them and offer help as necessary. Use the guidelines for *Teacher Assessment* in the introduction for help.

PLAY TIME

page 75

- Review items in a house with flash cards or a game of *Snap* (Games Bank, page 119).

1 Look and draw 😊 or ☹️

- Help students find page 75.
- Tell them to look at the pictures and elicit what the children are doing (helping, talking, shouting). Ask them if this is good or bad behavior.
- Tell the students to draw a happy or sad face depending on the behavior the pictures represent, good or bad.
- Monitor and check all can do this and are on task.

Answers:

- 😊
- ☹️
- 😊
- 😊
- ☹️
- 😊

Unit 11

LESSON 1

pages 76-77

Objectives: To talk about and describe toys using colors and adjectives
To ask how someone is and talk about feelings simply
To order adjectives that describe someone or something

Vocabulary: kite, robot; big, small, tall, short; great, beautiful, happy

Language: This is a big, blue kite. It's beautiful. That's a small, red robot. It's great.

Materials: Student's Book pages 76 and 77
Class CD
Optional: any toys with a height/size difference (to show tall / short / big / small)
Flash cards: kite, robot; big, small, tall, short; colors to review
Optional: toys from home

Opener

- Say *Hello* (name) to several different students to encourage the response *Hello, Miss/Mr* (name). Ask *How are you?* (to individual students) and encourage them to say *Fine, thank you* to you.
- Ask the class what their favorite toy is. Get them to tell their partner. Monitor and write down any unknown vocabulary on the board. Bring the class back together and elicit toys. Give praise.

Presentation

- 1 Teach the toy vocabulary using flash cards or pictures of toys or real toys if you have any in school. If you have a range of toys of different sizes you can also teach *big, small, tall, short*. Get students to repeat the words after you.
- 2 Then get students to repeat and point as you show the toys or flash cards.
- 3 Check understanding by mixing up the order and getting students to point and say. Concept check by saying *Short or tall/big or small* with different toys of different heights and sizes. Check students understand *great, beautiful* and *happy* and point out these are all positive words.
- 4 Get students to make their own sentences in pairs, with one student making the sentence, the other saying it then swapping over.

STUDENT'S BOOK

page 76

1 Look, listen, and read

- 1 Use flash cards to make sentences for students to 'read' and say. Have a pile of color flash cards, a pile of adjectives and

Unit 11 At the toy store



1 Look, listen, and read

1 This is a big, blue kite. It's beautiful.

2 You are happy in the toy store!

3 That is a small, red robot. It's great.

How many dolls are there?

76

- 1 a pile of toys. Make some descriptions using the flash cards, for instance, a big, green car/ a tall, yellow teddy and get students to say them out loud.
- 2 Explain word order in English, so the size then the color comes next, then the object. Demonstrate with the flash cards and say *green big? No, big green* and reinforce this by doing as many sentences as possible so the word order becomes natural in English.
- 3 Hold up your Student's Book, open at pages 76 and 77, and say *Open your books*.
- 4 Ask the students to look at the pictures and name any characters they recognize (Hany, Hana and Mom). Ask what the children are doing. (They're at the toy shop).
- 5 Quickly review colors by asking them what colors they can see.
- 6 Cup your hand behind your ear and say *Listen*.
- 7 Ask the students to look for toys in the picture as they listen. Play the CD and point to the characters as they speak and the toys they talk about.
- 8 Play the CD again, line by line. Ask the students to repeat the words and point to the character who is speaking each time and the toys as they hear them.
- 9 Now ask if they can count the dolls. Say *How many dolls are there?*
- 10 Monitor and check all are on task.

Answer:

There are three dolls.

Listening and speaking

Unit 11

1 Listen, point, and say



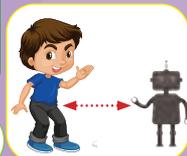
1 This is a big, orange kite.



2 That is a small, yellow kite.

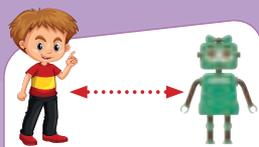


3 This is a tall, blue robot.



4 That is a short, black robot.

2 Look and circle



1 That is a **short/tall**, green robot.



2 This is a **big/small**, white kite.



3 This is a **big/small**, yellow kite.



4 That is a **short/tall**, orange robot.

Vocabulary: big, small, tall, short

77

Audioscript

Mother: You are very happy in the toy store!

Hany: This is a big, blue kite. It's beautiful.

Hana: That's a small, red robot. it's great.

Extra practice

- Let students draw a favorite toy and then talk about it, for example, *This is my small, red doll.* Encourage students to add any other information, *Her name is Amira.*

STUDENT'S BOOK

page 77

1 Listen, point, and say

- Hold up your Student's Book and point to Exercise 1 on page 77.
- Ask what toys are in the pictures. Elicit the colors and ask *big or small, short or tall?*
- Play the CD and say *Listen.* Ask students to point to the toys as they hear them.
- Play again and get students to point and say with the CD.
- Now in pairs, students take it in turns to say *This is a big, orange kite,* etc. Draw attention to the order of adjectives describing the toys. Point to sentence one in the Student's Book and ask what they note, i.e. there's an order to the adjectives before the toy: the color then the size.
- Monitor and assist as needed.

Audioscript

- This is a big, orange kite.*
- That is a small, yellow kite.*
- This is a tall, blue robot.*
- That is a short, black robot.*

2 Look and circle

- Encourage students to look at the pictures. Elicit the items (a green robot, a white kite, a yellow kite, an orange robot).
- Ask *short or tall, big or small?* for each picture. Tell students they can look at the sentence if they are not sure.
- Go over the sentences quickly and then ask students to read the sentences and circle the right word.
- Monitor and help as needed.

Answers:

- short
- small
- big
- tall

Practice game

- Get students to draw a picture of a toy they have. They color in the picture. Then in pairs, students say what the other has drawn: *This is a big, yellow train.* etc.
- Monitor and help as needed. Some pairs will need more practice than others so fast finishers could make up sentences with flash cards or draw other toys.

Closing

- Remind students about what they have learned so far: Get a toy and ask students to describe it in pairs. Ask confident students to say their sentences to the class. Praise their achievements.
- Say *We can talk about toys and describe them. Next, we will do some writing about toys.*

Unit 11

LESSON 2

pages 78-79

- Objectives:** To use *This is/That is* to talk about toys with descriptions
To revise the order of adjectives describing an item
To write simple sentences describing a toy
- Vocabulary:** *big, small, short, tall, doll, robot, bear, balloon, book* (plus colors)
- Language:** *That's a small, blue doll. This is a small yellow balloon.*
- Materials:** Student's Book pages 78 and 79
Flash cards: big, small, short, tall, doll, robot, bear, balloon, book; colors
Optional: assorted toys in different sizes and colors

Opener

- Review colors with a quick game of *Color snap* (Games Bank, page 119).

Presentation

- Gather a small selection of toys of different colors and sizes, or use flash cards. Point and say, for example, *This is a small red doll. That's a big, brown bear.* Stress *This is* and *That is*, and point so students can hear the difference (we use *this* for close objects and *that* for further objects).

STUDENT'S BOOK

page 78

1 Look and complete

- Show students page 78 and get them to find it in their books. Get students to look at the pictures and say *What can you see? A tall, blue doll? Yes. What else?*
- Read the example sentence and ask students to point to the picture they think matches it.
- Go over the rest of the sentences, eliciting *a small, yellow balloon*, etc. and asking *That is or This is?* Elicit *This is*, and then do the rest verbally with the class.
- Then get students to write the correct word/phrase.
- Monitor and check all have written the correct answers and give assistance as needed.

Answers:

- That is
- This is
- This is
- That is

I love my toys

1 Look and complete

1 *That is* a tall, blue doll. **2** a small, yellow balloon.

3 a big, red bear. **4** a short, black robot.

2 Look and write

1 This is a small, brown bear. **2** This is a

3 This is a **4** This is a

3 Point and say

Language: *That is ... This is ...*

2 Look and write

- Get students to look at the pictures in Exercise 2. Look at the example together and read the sentence. Then ask them to look at sentence 2. Tell them to look at the bear. *Is it big or small? Big, so this is a big, brown bear.*
- Get students to do the other sentences in the same way. They can do them verbally in pairs and then write them.
- Monitor and help as needed.

Answers:

- This is a small, brown bear.
- This is big, brown bear.
- This is a small, yellow balloon.
- This is a big, yellow balloon.

3 Point and say

- Get students to point to the sentences in Exercise 2 and say the sentences in pairs.
- If students finish quickly, they can make up their own sentence for toys they know.

Usage

Unit 11

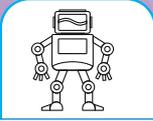
1 Reorder and write

a book small green

1  a small, green book.

2 Color

a robot blue tall

2 

a red doll big

3 

a orange short bear

4 

3 Draw and write about your favorite toy

This is my favorite toy.
It's a big, gray robot.

My favorite toy is
It's

79

STUDENT'S BOOK

page 79

1 Reorder and write

- Use flashcards with adjectives describing an object, e.g. *a small, blue kite*. Introduce the cards in an incorrect order. Ask students to help you order these words to make a phrase describing a kite.
- Show the class the phrase in the correct order and ask students to repeat in pairs.
- Help students find page 79. Tell them to look at the first picture and look at the words. Can they put the words in the right order? They can check with the example under the picture. Were they right?
- Tell them they are going to look at the jumbled words with the other sentences and write them in the correct order.
- Monitor and help, reminding about word order as needed.

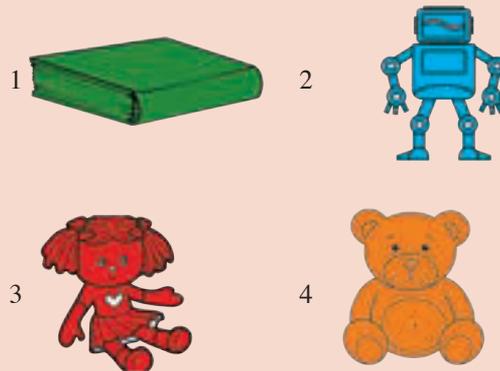
Answers:

- 2 a tall, blue robot.
- 3 a big, red doll.
- 4 a short, orange bear.

2 Color

- Tell the students they're now going to read the phrases first and then color the pictures accordingly.
- Elicit the colors they need – green, blue, red and orange.
- Monitor and assist as needed.

Answers:



3 Draw and write about your favorite toy

- Get students to look at the girl and speech bubble. Read the speech bubble together with the class.
- Tell students they are going to draw and write about their favorite toy.
- Monitor and assist as needed.

Students' own answers

Practice game

- Play *Slow reveal* (Games Bank, page 119) to consolidate the unit language.

Closing

- Ask students to read you their favorite toy sentences. Praise all efforts.
- Remind students about what they have learned so far. Praise their achievements.
- Say *Next, we will learn some more sounds with Busy Bee*.

Unit 11

LESSON 3

pages 80-81

- Objectives:** To pronounce words with the letter sound /ai/
To discern the difference between long and short vowel sounds
- Vocabulary:** *five, write, line, nine, time, pie, fries, fly, my, sky*
- Language:** long and short vowel discrimination
- Materials:** Student's Book pages 80 and 81
Class CD
Flash cards: five, write, line, nine, time, pie, fries, fly, my, sky

Opener

- Play a quick game of *Number snap* (Games Bank, page 119) to review numbers.

Presentation – i-e, ie, and y and long and short vowel discrimination

- Go through the i-e, ie and y flash cards and elicit the words.
- Use the i-e, ie and y words too and get students to match the words to the flash cards. They can do this on the board.
- Introduce the idea of long and short vowel words and give some examples of both. Get students to repeat after you. Say the words and ask *Long or short?* And get students to tell you. Repeat if they get any wrong and give praise.
- Write the words on the board and get the students to say them in pairs and say long or short.

STUDENT'S BOOK

pages 80-81

1 Listen and repeat

- Help students find page 80.
- Ask students to look at the pictures.
- Play the CD and get students to listen and point as they hear the items.
- Play the CD again and get students to repeat the words.
- If you like, students can trace the sounds with a finger as they repeat for reinforcement.
- Monitor and check all understand and are on task.

i-e ie y

Learn sounds with Busy Bee!

1 Listen and repeat



1
five



2
write



3
line



4
nine



5
time



6
pie



7
fries



8
fly



9
my



10
sky

80 abcdefghijklmnopqrstuvwxyz

Phonics: the i-e, ie and y sounds

Audioscript

- five
- write
- line
- nine
- time
- pie
- fries
- fly
- my
- sky

i-e ie y **Unit 11**
Learn sounds with Busy Bee!

1 Listen and complete

fig five win chicken
 children time nine

long vowel **short vowel**

1 five
 2
 3
 4
 5
 6
 7

1 fig
 2
 3
 4
 5
 6
 7

pin write dig line pie
 chips fries

abcdefghijklmnopqrstuvwxyz

81

STUDENT'S BOOK

page 81

1 Listen and complete

- Help students find page 81.
- Get students to read the words.
- Tell them they are going to listen to the CD and put the words in the correct box, depending whether they are long or short vowel. Ask them to listen and find the words first.
- Now play again and get students to write the words in the right columns.
- Monitor and check all can do this.
- Encourage fast finishers to fill in the table with the rest of the words in pairs, saying the words first and then putting them in the correct table.

Audioscript

Narrator: fig
 five
 win
 chicken
 children
 time
 nine
 pin
 write
 dig
 chips
 line
 fries
 pie

Answers:

long vowel:
 five
 time
 nine
 write
 line
 fries
 pie

short vowel:
 fig
 win
 chicken
 children
 pin
 dig
 chips

Extra practice

- Make a game using the flash cards and the phonics words and get students to match them up (without looking at the Student's Book). Tell them to repeat the sound and word a few times if they're not sure.

Closing

- Get pairs of students to read their lists. Praise their achievements.
- Say *Next, we will learn to say how we feel.*

Unit 11

LESSON 4

pages 82-83

Objectives: To hear, find, and write words with the /aɪ/ sound
To discern, hear, and write long and short vowel sounds
To recognize a range of emojis showing different emotions
To be empathetic to those around us
To be able to say how you or others are feeling

Vocabulary: kite, sky, time, nine, line, fries, pie, fly, high, write, my; angry, sad, fine, happy

Language: How do you feel? I'm ...

Life skills: Empathy

Materials: Student's Book pages 82 and 83
Class CD
Flash cards: kite, sky, nine, line, fries, pie, fly, write; angry, sad, fine, happy

Opener

- Play a quick game of *Same sound?* (Games Bank, page 119) to review sounds.
- Remind students of the /aɪ/ and y sounds with flash cards.
- Write *i-e*, *ie* and *y* in the air and encourage students to copy and say the sounds.
- Put the phonics words and long/short vowel words on the board.

STUDENT'S BOOK

page 82

1 Read and complete the words

- 1 Ask students to read the sentences in pairs. Can they guess the missing letters? If students are still struggling to remember the /aɪ/ words, ask them to look at phonics words on the board.
- 2 Elicit the words and ask students to fill in the missing letters.
- 3 Remind students to write carefully.
- 4 Monitor and help as needed.

Answers:

- 1 kite
- 2 sky
- 3 time
- 4 nine, line
- 5 fries
- 6 pie

Writing

1 Read and complete the words

- 1 The k _ t _ is blue.
- 2 The sk _ is gray.
- 3 What's the t _ m _?
- 4 There are n _ n _ children in the l _ n _.
- 5 I like fr _ _ s with my burger.
- 6 That is an apple p _ _.



2 Read and underline words with long i sound

Today is Hana's birthday. Grandma gives her a present. It is a kite. She wants to fly the kite in the sky. The kite flies up high.

3 Listen and trace



82

2 Read and underline words with long i sound

- 1 Read the sentences aloud.
- 2 Ask students in pairs to read the sentences to each other. Can they hear the long i sounds?
- 3 Ask them to underline the long i sounds (kite, fly, sky, high).
- 4 Monitor and help as needed.

Answers:

Today is Hana's birthday. Grandma gives her a present. It is a kite. She wants to fly the kite in the sky. The kite flies up high.

3 Listen and trace

- 1 Get students to listen to the words on the CD.
- 2 Then play the recording again and get them to trace the words with a finger.
- 3 Now get them to trace the words with a pencil, and encourage them to say the word as they do this.
- 4 Monitor and help as needed.

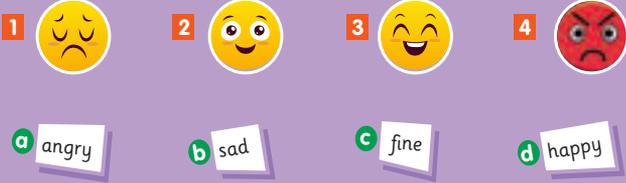
Audioscript

- 1 five
- 2 write
- 3 my
- 4 fly

Life skills: Empathy

Unit 11

1 Match the pictures to the words



2 How do you feel in these situations? What will you do?



83

Fast finishers

- Students can draw pictures of some of the long and short vowel words and label them.

Practice game

- Play *Point to the card* (Games Bank, page 119) with a selection of phonics cards showing different known sounds.

STUDENT'S BOOK

page 83

1 Match the pictures to the words

- Use the flash cards to present *angry, sad, fine, happy*.
- Ask *How do you feel?* and hold up a flash card. Students answer.
- Help students find page 83. Ask them what the different emojis show.
- Together, read the words under the emojis.
- Get students to match the emoji to the word.
- Monitor and help as needed.

Answers:

- 1 – b
- 2 – c
- 3 – d
- 4 – a

2 How do you feel in these situations? What will you do?

- Look at the pictures in Exercise 2 together. Ask *How do they feel?*
- Read the captions together and ask how the students would feel if they were in these situations.
- Ask them to talk about the pictures in pairs and say what they will do in each situation.
- Elicit the emoji emotions for each picture: *happy, sad, fine, angry*. Discuss if anyone has different answers and talk about these.

Suggested Answers:

- (😊 😊) I'm happy for you.
- (😡) I will say "You can't pick the flower."
- (😞) I will say "I'm so sad for my grandmother."
- (😡 😞) I will give her some food.

Closing

- Show students pictures of some situations and ask them to mime what they feel about them. Praise their achievements.
- Say *Next, we will write about our favorite toys and sing a song.*

Unit 11

LESSON 5

pages 84-85

- Objectives:** To complete sentences about a favorite toy
To sing a song about favorite toys
- Vocabulary:** board, doll, robot, airplane, kite
- Language:** *This is my favorite toy. It's a big, gray robot.*
- Materials:** Student's Book pages 84 and 85
Class CD
Flash cards: board, doll, robot, airplane, kit

Opener

- Greet each student and say *Hello, how are you?* Encourage them to respond if they can, with *I'm fine/happy/sad/angry.* You could show the emojis to help them.

Presentation

- First, review toy vocabulary (robot, airplane, doll, kite) with flash cards.
- Choose a toy students know and say *Hi, I'm Miss ... How are you? My favorite toy is a ... It's (big) and (brown).*
- Encourage students to look, listen and repeat after you.
- Use flash cards or real toys and let confident students talk about the toys if they can.

STUDENT'S BOOK

page 84

1 Look, read, and complete

- Help students find page 84.
- Get students to look at the pictures. What toys can they see?
- Read the example and get students to follow and repeat with you for stress and intonation.
- Go through the other sentences and talk about what the answers in the gaps might be.
- Tell students they are going to fill in the gaps in the sentences.
- Monitor and help, checking all can do this.
- In pairs, read the completed sentences aloud to each other.
- Let anyone who wants to present their sentences to the class. Give praise and encourage natural intonation and phrasing.

Answers:

- 2 favorite, small, and green
3 doll
4 favorite, kite, blue, green

Reading and writing:

My favorite toy



1 Look, read, and complete



Hi. I'm Karim. My favorite toy is a robot.
It's big and blue.



Hello. I'm Nada. My
toy is a board. It's



Hi. I'm Fareeda. My favorite toy is
a It's small.



Hi. I'm Tamer. Mytoy is
a It's big and colorful.
It is red,,, and yellow.

84

Practice game

- Ask students to either bring in a favorite toy or draw a picture and color it in. Then encourage students to say, for example, *Hi, I'm Omar. How are you? My favorite toy is a car. It's small and fast. It's green and white, etc.*

Listening and reading

Unit 11

1 Listen and read

2 Sing

My robot

My favorite toy's my robot,
my robot, my robot.
My favorite toy's my robot.
Tell me what's yours.

My favorite toy's
my airplane.
Tell me what's yours.

My kite

My favorite toy's my
kite, my kite, my kite.
My favorite toy's my kite.
Tell me what's yours.

My airplane

My favorite toy's my
airplane, my airplane,
my airplane.



3 Ask your friends about their favorite toys

What's your favorite toy?

A bear.



85

STUDENT'S BOOK

page 85

1 Listen and read

- 1 Hold up your book. Get students to find page 85 with you.
- 2 Get students to listen and read the song as they do.
- 3 Ask what toys they can hear (robot, airplane, kite).
- 4 Play the recording again and encourage students to say the toys as they hear them.
- 5 Play it once more and get students to sing along.
- 6 Monitor and help as needed.

Audioscript

My robot

*My favorite toy's my robot, my robot, my robot.
My favorite toy's my robot.
Tell me what's yours.*

My airplane

*My favorite toy's my airplane, my airplane, my airplane.
My favorite toy's my airplane.
Tell me what's yours.*

My kite

*My favorite toy's my kite, my kite, my kite.
My favorite toy's my kite.
Tell me what's yours.*

2 Sing

- 1 Play the song again and get students to sing along.
- 2 Once students are ready, play the tune only for them to sing.
- 3 Give praise and encouragement.

Audioscript

My robot

*My favorite toy's my robot, my robot, my robot.
My favorite toy's my robot.
Tell me what's yours.*

My airplane.

*My favorite toy's my airplane, my airplane, my airplane.
My favorite toy's my airplane.
Tell me what's yours.*

My kite

*My favorite toy's my kite, my kite, my kite.
My favorite toy's my kite.
Tell me what's yours.*

3 Ask your friends about their favorite toys

- 1 Read the speech bubbles with the class.
- 2 In pairs, get students to ask their partners about their favorite toys, e.g. *What's your favorite toy? An airplane.* Encourage students to take turns and swap roles.
- 3 Monitor and help as needed.
- 4 Encourage confident pairs to share with the class.

Closing

- Ask students to work in pairs to write sentences about a toy they like. Ask pairs to read their sentences to the class. Praise their achievements.
- Say, *Next, we will learn some words that describe technology.*

Unit 11

LESSON 6

pages 86-87

- Objectives:** To acquire technological awareness and be able to name equipment
To be able to talk about technology
To write simple sentences about favorite devices
To complete sentences about favorite technological device
- Vocabulary:** *cell phone, tablet, computer, keyboard, video game, mouse, internet, camera*
- Language:** *I have a computer. I take photos with my camera.
I like my tablet. Sometimes I use it for my English homework.*
- Issues:** Technological awareness
- Materials:** Student's Book pages 86 and 87
Class CD
Flash cards: cell phone, tablet, computer, keyboard, video game, mouse, internet, camera

Opener

- Greet each student and encourage them to respond. Ask students to sing the song in Lesson 5 as a class.

Presentation

- Show the flash cards and get students to repeat after you.
- Shuffle the flash cards and get students to give you the names.
- Say and point as a class to the items that you have in the classroom.

STUDENT'S BOOK

page 86

1 Listen and read

- Help students find page 86.
- Get students to listen to the CD and find the technical items as they listen.
- Now play the CD again and get students to follow and read the labels as they listen.
- Monitor and help as needed. Give praise.

Audioscript

- cell phone
- tablet
- computer
- keyboard
- video game
- mouse
- internet
- camera

Issues

Technological awareness

1 Listen and read



2 Read and complete

I have a  and I look at the  on my computer.

I use my  and  to find everything.

I have a 

I take photos with my 

86

Vocabulary: *cell phone, tablet, computer, keyboard, video game, mouse, internet, camera*

2 Read and complete

- First, point to the pictures in the sentences and elicit the names from the class.
- Now read the sentences with the class, and elicit the items from the pictures.
- Tell students they are going to read the sentences themselves, then fill in the missing words. Point out they can use the labels in Exercise 1 to help them if they are not sure about the spelling.
- Monitor and help as needed.
- Ask students to read their sentences. Praise all good work.

Answers:

computer internet keyboard mouse
cell phone camera

ICT – develop an understanding of digital technology

Unit 11

1 Look and complete the text with the words

tablet

cell phone

Ramy: I like my
Sometimes I use it for
my English homework.



Roba: I like my
I use it to talk to my
grandmother.

2 Write about yourself

I like

.....

.....

87

Students' own answers

Closing

- Ask some students to read their sentences to the class. Praise their achievements.
- Say *Next, we will make a model of a toy store.*

STUDENT'S BOOK

page 87

1 Look and complete the text with the words

- 1 Go through the flash cards again and get students to give you the names as they see the picture. Help students find page 87.
- 2 Read through the texts with the class. Ask which words fit in the gaps. Elicit *tablet* and *cell phone*.
- 3 Ask students to write in the missing words.
- 4 If any students finish quickly, get them to point and say the sentences. Monitor and help as needed. Give praise.

Answers:

Ramy: tablet
Roba: cell phone

2 Write about yourself

- 1 Ask the class to look at the pictures of the things they have learned about carefully.
- 2 Ask students to work in pairs and to tell each other which things they like.
- 3 Encourage confident pairs to share with the class.
- 4 Tell the class they are going to write about the items they like and what they use the items for. Tell them they can use Ramy and Roba's sentences as a model.
- 5 Monitor and help as needed.

Unit 11

LESSON 7

pages 88-89

Objectives: To make a model of a toy store
To talk about the toy store project
To work together and share resources
To present their model to others in *Show and Tell*

Vocabulary: kite, robot; very, big, small, tall, short

Language: This is a big, yellow balloon. That's a yellow and blue robot.

Materials: Student's Book pages 88 and 89
cardboard, toilet rolls, tissue box, clay, glue

Opener

- Greet each student at the classroom door and say *Hello, how are you?* Encourage them to respond with *I'm fine/happy/sad/angry.*
- Play *Snap* (Games Bank, page 119) with toys to review toy vocabulary.

Presentation

- 1 Hand out the items needed for the project introduce the items for making the toy store.

STUDENT'S BOOK

page 88

1 Look, read, and make

- 1 Hold up your book. Get students to find page 88 with you.
- 2 Ask them what's happening in the pictures and then read the captions with the class and tell them they are going to make a model of a toy store.
- 3 Give out cardboard, toilet rolls, tissue box, clay and glue.
- 4 Talk about what to use and what toys students might make. Discourage anything very complex.
- 5 Make sure everyone knows what to do. Ask students to work in groups and encourage students to work together providing help to each other as much as they can. Go around and provide help as needed. Check that all students are participating.
- 6 Once everyone has made their toys, let them decorate the toy store.

Project:

A model of a toy store



1 Look, read, and make



88

Show and tell

1 Show and tell



Language: This is a big, yellow balloon. That's a yellow and blue robot.

Self-Assessment

Read and color the stars that describe your effort

Reading 	I can read texts on toys and technology. ☆	I can read texts on toys and technology and complete with key details. ☆☆	I can read texts on toys and technology and draw what I read in the texts. ☆☆☆
Phonics 	I can read key words with i-e, ie, and y sounds. ☆	I can complete sentences with words with i-e, ie, and y sounds. ☆☆	I can say words with long i-e, ie, and y and words with short i. ☆☆☆
Speaking and ICT 	I can say my favorite technology. ☆	I can talk about my favorite technology. ☆☆	I can talk about my favorite technology and say why I like it. ☆☆☆
Writing 	I can write words about toys and technology. ☆	I can complete sentences with words about toys or technology. ☆☆	I can write sentences on my favorite toy or technology. ☆☆☆
Life skills 	I love my friends. ☆	I feel sad for my friends when they have a problem. ☆☆	I can help my friends when they have a problem. ☆☆☆
Project 	I work with my group to make a model of a toy store. ☆	I work with my group to make a model of a toy store and provide them with new ideas. ☆☆☆	I work with my group to make a model of a toy store, provide them with new ideas, and help my group mates. ☆☆☆

Self-Assessment

Read and color the stars that describe your effort

- 1 Point to the *Reading* picture. Read the three different sentences with the class. Ask students which box best describes their effort and achievement.
- 2 Encourage them to be honest and explain that if they haven't done so well on this unit, it means that they need to work a little harder in future.
- 3 Ask students to color the stars in the correct box.
- 4 Do the same with the other sections. Monitor and check students are on task.

1 Show and tell

- 1 Help students find page 89.
- 2 Look at the picture and talk about the toy store. Remind students to use the language of the unit when talking about their toy stores.
- 3 Get students to talk about how they made their toy stores in pairs or small groups.
- 4 Ask them to talk about the toys they have made and any decorations in the store.
- 5 Monitor and help as needed. Give praise.

Extra practice

- Everyone draw pictures of their stores and label the toys.



- Play time pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast-finishers.
- Remind students of the toys they can describe and how to ask *How are you?*
- Also remind students of the words they know for technology.

1 Look, match and trace

- 1 Help students find page 90.
- 2 Get students to look at the pictures and match them to the sentences.
- 3 Then help them to read the sentences.
- 4 Get students to trace the words first with a finger, then with a pencil.
- 5 Monitor and check all can do this.

Answers:

- 1 – c
- 2 – d
- 3 – a
- 4 – b

Fast finishers

- Encourage fast finishers to say the sentences if they finish the tracing.

2 Complete the crossword

- 1 Show students how to use the picture clues to complete the sentences, and then to use the answers to fill in the crossword. Read the example, then elicit the answer to 2 across.
- 2 Get students to work in pairs to complete the task. Monitor and check all can do this.
- 3 Ask students to read their answers and check they all agree.
- 4 Praise all their work.

Play time

1 Look, match, and trace

1

a It's a tall, orange doll.

2

b These are short, black robots.

3

c That is a small, red kite.

4

d I have a big, blue balloon.

2 Complete the crossword

Across

2 This is a ...kite.....

4 That's a yellow balloon.

5 This is a blue

Down

1 How are you? I'm 😊

3 This is a, blue robot.

4 This is a, black robot.

6 This is a, blue balloon.

90

Answers:

88

Play time **Unit 11**

1 Read and color

Color the tablet yellow. Color the keyboard blue.

Color the mouse red. Color the cell phone black.

Color the computer orange.

Teacher assessment

91

Teacher assessment

- Fill in the *Teacher assessment* section based on how well the student has understood the content of the unit. If any students have not done so well in this unit, reassure them and offer help as necessary. Use the guidelines for *Teacher Assessment* in the introduction for help.

PLAY TIME page 91

- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Read and color

- 1 Help students find page 91.
- 2 Elicit the names of the line drawings (*cell phone, mouse, computer, keyboard, tablet*).
- 3 Ask students to name the colors the sentences are written on.
- 4 Now read the sentences as a class.
- 5 Ask the class to color the items the correct color, so they match the sentences.
- 6 Monitor and check all can do this and are on task.

Answers:

Unit 12

LESSON 1

pages 92-93

- Objectives:** To identify phrases related to destination
To be able to talk about routine journeys
- Vocabulary:** *ride, walk, drive; taxi, plane*
- Language:** *He rides a bicycle. She drives a car.*
- Materials:** Student's Book pages 92 and 93
Class CD
Transport toys or flash cards: ride, cycle, walk, drive; taxi, plane; left, right, straight, turn; street, city, village; next to; store, house, home, beach, restaurant, museum, library, park, school

Opener

- Now say *Hello* (name) to several different students to encourage the response *Hello, Miss/Mr* (name).
- Review useful language from previous units which relates to places in town: *store, house, home, beach, restaurant, museum, library, park, school* using flash cards.

Presentation

- 1 Present the new transport vocabulary using flash cards or toys. Ask students to repeat the words after you.
- 2 Then ask students to repeat and point as you say the new words.
- 3 Check understanding by mixing up the order and asking students to point and say.
- 4 Then point to each transport in turn and let students say the words: *What's this?* Vary the order you point to the items.

STUDENT'S BOOK

page 92

1 Look, listen, and read

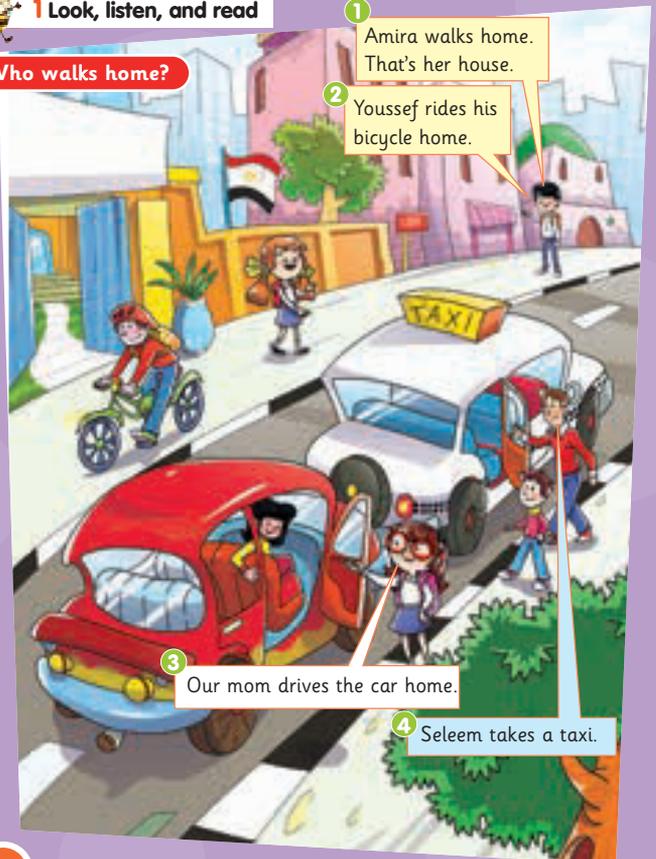
- 1 Hold up your Student's Book, open at pages 92-93, and say *Open your books.*
- 2 Ask the students to look at the pictures and name any characters they recognize.
- 3 Cup your hand behind your ear and say *Listen.*
- 4 Explain that you are going to play the CD and ask the students to follow in their books as they listen. Play the CD and point to the characters as they speak about their ways of getting home as they hear them.
- 5 Play the CD again, line by line. Ask the students to repeat the words and point to the character who is speaking each time and the way they get home as they hear it.

Unit 12 Go straight on



1 Look, listen, and read

Who walks home?



1 Amira walks home.
That's her house.

2 Youssef rides his
bicycle home.

3 Our mom drives the car home.

4 Seleem takes a taxi.

92

Audioscript

Hany: *Amira walks home. That's her house. Youssef rides his bicycle home.*

Hana: *Our mom drives the car home.*

Man: *Seleem takes a taxi.*

Extra practice

- Ask the students if they know the English words for any of the things they can see in the picture (taxi, car, bike). Tell them to point and say. Praise all correct answers.
- Practice the new language *Who walks home? Amira walks home. Youssef rides his bike home. Our mom drives the car home* with the whole class, and then with individual students. Begin slowly at first and make sure all the students understand and can follow.

Listening

1 Listen, point, and say



ride a bike



walk



drive



taxi



plane

2 Listen and number



Nabil rides a bike to school.

3 Say

Vocabulary: ride, walk, drive, taxi, plane

93

- 2 Point to Exercise 2. Show students the names under the people and tell them they're going to listen, match and number the way they get to school or work. Do the first one and say *Who rides a bike to school? Nabil rides a bike to school.*
- 3 Students sort and number using the name labels.
- 4 Monitor and help as needed.

Audioscript

- 1 Nabil rides a bike to school.
- 2 Injy gets the plane to work.
- 3 Dina walks to work.
- 4 Wael gets a taxi to work.
- 5 Mariam drives to work.

Answers:

- 2 – e
- 3 – a
- 4 – c
- 5 – b

3 Say

- 1 Point to the speech bubble and say *Nabil rides a bike to school.* Then ask *How does Dina get to work? Dina walks to work.*
- 2 Ask students to repeat and then in pairs ask and answer how the people in Exercise 2 get to school and work.
- 3 Monitor and help the pairs as needed.
- 4 Encourage pairs to ask and answer in front of the class if they wish.

Extra practice

- Put students in groups of 3 or 4 and get them to ask the others how they get to school. Model the language with examples: *Heba gets the bus to school. Ibrahim gets a taxi to school.*
- One student can be 'scribe' and note down who gets to school by car, bus, bike, etc.
- Monitor the students as they work and encourage and help them as needed.
- Ask each group to feedback to the class and if you have time make a quick bar chart on the board from the information the groups give you.

Closing

- Encourage students to ask and answer about how their family members (Mom, Dad, Granddad, Grandma etc.) get to work.
- Go around to monitor, encourage and help as necessary. Praise all their efforts.
- Say *Next we will talk about places in town.*

STUDENT'S BOOK

page 93

1 Listen, point, and say

- 1 Hold up your Student's Book and point to Exercise 1 on page 93.
- 2 Say *ride a bike, walk, drive, taxi, plane* and make sure the students are pointing to the correct pictures.
- 3 Say *Listen.* Play the CD and demonstrate pointing to the first item and encouraging students to join in.
- 4 Play the CD again, word by word, and ask the students to point and repeat.

Audioscript

ride a bike
walk
drive
taxi
plane

2 Listen and number

- 1 Run through the transportation vocabulary again and ask students (with an appropriate mime) *Who rides their bike home? Who drives home? Who walks home?*

Unit 12

LESSON 2

pages 94-95

- Objectives:** To listen to and give directions
To ask and answer about where you can buy items
To listen to and identify the number of syllables in words for places in town
- Vocabulary:** school, restaurant, beach, library, store, museum, park
- Language:** *I read books in the library, I buy food at the store.
There's a store next to the park.
Where can you eat food?
At a restaurant.*
- CLIL:** Connect with Geography
- Materials:** Student's Book pages 94 and 95
Class CD
Flash cards: school, restaurant, beach, library, store, museum, park

Opener

- Review known places in town with flash cards. Ask students at random where their favorite place in town is.

Presentation

- Ask students to think of somewhere they go in town.
- Model *I go to school, I go to the library*, etc. and ask students to repeat and point to the correct flash card, then ask and answer in pairs, using the flash cards as a prompt if needed.
- Monitor and help out as needed, making all students ask and answer and know some of the places in town.

STUDENT'S BOOK

page 94

1 Listen and number

- Show students page 94 and ask them to find it in their books.
- Ask them to listen carefully first, and then to listen again to identify the places in town.
- Play the CD and ask students to point to the pictures as they hear the places.
- Play again and ask them to write the number in the box by the correct picture.
- Play once more so students can check their answers.
- Monitor and help as needed.

Audioscript

- I go to school.*
- I eat with my family at the restaurant.*
- I play on the beach.*
- I read books in the library.*
- I buy things at the store.*
- I see old things at the museum.*
- I see trees and flowers at the park.*

Connect with Geography

Which place?



1 Listen and number

- | | | | | | | | |
|----------|--------------------------------|--------------|----------------------|----------|----------------------|---------|----------------------|
| 1 park | <input type="text" value="1"/> | 2 library | <input type="text"/> | 3 school | <input type="text"/> | 4 store | <input type="text"/> |
| 5 museum | <input type="text"/> | 6 restaurant | <input type="text"/> | 7 beach | <input type="text"/> | | |

2 Listen and write the number of syllables

- | | | | | | | | |
|----------|--------------------------------|--------------|----------------------|----------|----------------------|---------|----------------------|
| 1 park | <input type="text" value="1"/> | 2 library | <input type="text"/> | 3 school | <input type="text"/> | 4 store | <input type="text"/> |
| 5 museum | <input type="text"/> | 6 restaurant | <input type="text"/> | 7 beach | <input type="text"/> | | |

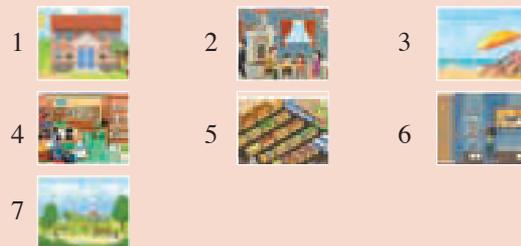
3 Read, write, and say

Where can you buy things?

At a store.

- Where can you read books? At a _____.
- Where can you eat food? At a _____.
- Where can you buy things? _____.
- Where can you swim? _____.

Answers:



2 Listen and write the number of syllables

- Ask students to look at Exercise 2. Tell them they are going to listen and write the number of syllables but first they need to just listen.
- Play the CD. Students follow and listen.
- Play again and ask students to write the number of syllables.
- Monitor and check all are on task and give help as needed.

Audioscript

- park*
- library*
- school*
- store*
- museum*
- restaurant*
- beach*

Usage

Unit 12

1 Listen, read, and number the places

My town is small and beautiful. There's a ① **beach**. In front of the beach there's a ② **restaurant** with yummy food.

Behind the restaurant there's a ③ **museum** and a ④ **library**.

I live on Ismail Mohamed Street. My ⑤ **school** is on my street and next to the school there's a ⑥ **park**. In the park there are trees and flowers. Behind the park there's a ⑦ **store** where we buy all our food.



2 Look and complete

library
museum
~~park~~
restaurant
school
~~store~~
store
library



- There's a store next to the park.
- There's a _____ behind the _____.
- There's a _____ next to _____.
- There's a _____ in front of the _____.

95

Answers:

- 1- park 1 2- library 3 3- school 1
4- store 1 5- museum 3 6- restaurant 3
7- beach 1

3 Read, write, and say

- Show students the speech bubbles and read them out.
- Look at the questions and elicit possible answers.
- Help students read the sentences. Tell them to look at Exercise 2 if they're not sure about spellings.
- Ask students to write the places in town they think fit the sentences.
- In pairs students ask and answer using the completed sentences.
- Monitor and assist as needed.
- Check answers as a class.

Answers:

- 1 library 2 restaurant 3 At a store. 4 At the beach.

STUDENT'S BOOK

page 95

1 Listen, read, and number the places

- Use flash cards to review places in town. Show the pictures and ask students to tell you the place in town.

- Help students find page 95.
- Ask students to look at the picture of the town.
- Play the CD. Ask students to listen for the places in town.
- Play again and ask students to listen for the numbers and write them in the circles on the picture.
- Play again so students can check their answers.
- Monitor and help as needed.

Audioscript

My town is small and beautiful. There's a beach. In front of the beach there's a restaurant with yummy food. Behind the restaurant there's a museum and a library.

I live on Ismail Mohamed Street. My school is on my street and next to the school there's a park. In the park there are trees and flowers. Behind the park there's a store where we buy all our food.

Answers:



2 Look and complete

- Ask students to look carefully at the picture in Exercise 2.
- Read the example and point to the store and park's position in the picture.
- Say *Where's the school? Is it behind the store? (Yes). Where's the restaurant? Is it next to the library? (Yes).*
- Ask students to put the right words in the sentences so they show what's in the town picture.
- Monitor and help as needed.

Answers:

- There's a **school** behind the **store**.
- There's a **library** next to the **restaurant**.
- There's a **museum** in front of the **library**.

Practice game

- Use the places in town flash cards and put them next to/ behind/in front of each other and say *There's a restaurant next to the beach*, etc.
- Put students in pairs with sets of flash cards and encourage them to move them around and say where different places are in town.

Closing

- Remind students what they have learned. Say *You learned places in town, what you do there and how to say where something is*. Praise all their efforts.

Unit 12

LESSON 3

pages 96-97

Objectives:	To talk about my world and where I live To draw and write about myself To write about where I live
Vocabulary:	<i>street, village, city, town, country, world</i>
Language:	<i>This is me. This is my world. This is my street / village / town / city / country / world.</i>
Issues:	Loyalty and belonging
Values:	Love of home: My world
Materials:	Student's Book pages 96 and 97 Class CD Pictures of your street/village/town/city and a globe if available Flash cards: street, village, town, city, country, world

Opener

- Review places in town, with pictures of your town if possible.

Presentation

- Point to yourself and say *This is me*. Then point to a picture of your street, village, town and the closest city, then the country on a globe if possible, saying *This is my village/ town/city/country*.
- Ask students to point and repeat after you. Mix them up and ask the students to say the correct word.

STUDENT'S BOOK

page 96

1 Listen and read

- Help students find page 96.
- Ask students to look at the pictures. Ask them to tell you what they can see in the pictures. Say *Is it a street? Yes. Is this a village? Yes. Is it big? No.*
- Tell students they are going to listen.
- Play the CD and ask students to follow and point to the pictures as they hear the words.
- Play again and ask students to listen and read.
- Monitor and check all understand and are on task.

Audioscript

*This is me.
This is my street.
This is my village.
This is my town.
This is my city.
This is my country.
This is my world.*

Listening and reading

My world

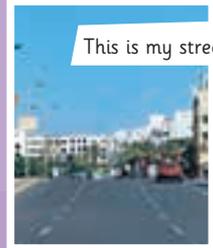


1 Listen and read

This is me.



This is my street.



This is my village.



This is my town.



This is my city.



This is my country.



2 Point and talk about yourself

This is my world.



Vocabulary: street, village, city, town, country, world

96

2 Point and talk about yourself

- Put students in pairs.
- Ask them to point to the pictures, read the sentences again and say them.
- In pairs, one student tells his/her partner about their village/ town/city/country. Then they swap over.
- Monitor and help as needed.

Extra practice

- Using the *My world* sentences as basis ask students to add something about their street or town, *My street is beautiful, my town is big*, etc.

Issues: Loyalty and belonging

Unit 12

My world



1 Draw and write about yourself

This is me

This is _____
_____This is _____
__________
__________

97

STUDENT'S BOOK

page 97

1 Draw and write about yourself

- 1 Go over the new vocabulary on page 96. If your class needs it, put the words up on the board to help with spelling when they write.
- 2 Tell students they are going to draw and then write about their world.
- 3 Read the first sentence together, then elicit suggestions for what they could draw and write in the rest of the drawing spaces.
- 4 Students draw each picture then complete the captions.
- 5 Monitor and help as needed.

Practice game

- Play *Guess where?* (Games Bank, page 118).

Closing

- Remind students what they have learned. Say *You learned how to talk about the place where you live and about yourself.* Praise all their efforts.

Unit 12

LESSON 4

pages 98-99

Objectives: To follow a story
To look at pictures to get the gist of a story
To read and choose answers from simple multiple choice questions
To role-play a story
To recount a story

Vocabulary: city, village, stores, restaurants, parks, trees, farms

Values: Love of home: My world

Materials: Student's Book pages 98 and 99
Flash cards: city, village, store, restaurant, park, tree, farm, museum, library, street, town

Opener

- Greet each student as they come in and say *Good morning/ Good afternoon* and elicit a reply.
- Quickly go over places in town with flash cards and ask students to name the places in town as you hold them up.
- Ask *Do you like your street? Do you like your town?* And ask students to tell you something they like (*I like the stores / library / museum, etc.*)

Presentation

- 1 Go over the street/village/town/city words and ask them to point and repeat after you.

STUDENT'S BOOK

pages 98-99

1 Look and answer

- 1 Look at the question as a class and make sure everyone can read and understand the question.
- 2 Explain they are going to read and choose the correct answer. You can let students do this in pairs as they haven't seen this sort of exercise before.
- 3 Give students a little time to read the story again then ask them to answer the question.
- 4 Monitor and help as needed.

Answers:

a In front of a store.

2 Listen and read

- 1 Help students to find page 98. Point to Exercise 2.
- 2 Ask the students to look at the pictures and name any characters they recognize (*Hany, Hana, Amira, Dad*).
- 3 Cup your hand behind your ear and say *Listen*.

Story

Where do you live?



1 Look and answer

- 1 Where are the children?
 - a In front of a store.
 - b Next to a library.



2 Listen and read

Hany and Hana meet Amira.



3 Role-play

Hello, Hana. Hello, Hany. This is my cousin, Yunis. He is visiting us.

1



Hello.

Hello, Yunis. I'm Hany. This is Hana. Welcome to Cairo! Do you like our city?

Yes, I do. The city has stores, restaurants, and parks. There are a lot of people.

98

- 4 Explain that you are going to play the CD. Ask the students to follow in their books as they listen. Play the audio and point to the characters as they speak.
- 5 Play the CD again, frame by frame. Ask the students to listen and read the speech bubbles.

Audioscript

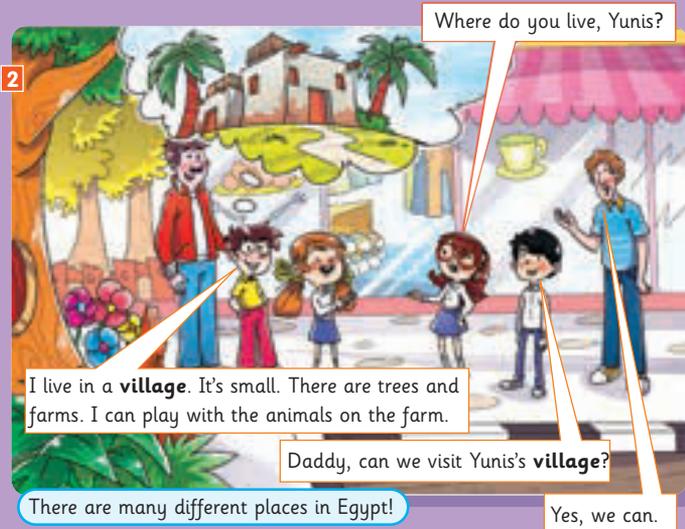
Narrator: *Hany and Hana meet Amira.*
Amira: *Hello, Hana. Hello, Hany. This is my cousin, Yunis. He is visiting us.*
Hana: *Hello.*
Hana: *Hello, Yunis. I'm Hany. This is Hana. Welcome to Cairo! Do you like our city?*
Yunis: *Yes, I do. The city has stores, restaurants and parks. There are a lot of people.*
Hana: *Where do you live, Yunis?*
Yunis: *I live in a village. It's small. There are trees and farms. I can play with the animals on the farm.*
Hany: *Daddy, can we visit Yunis's village?*
Daddy: *Yes, we can.*
Narrator: *There are many different places in Egypt!*

3 Role-play

- 1 Put students in groups of 6 and choose a student to be the narrator.
- 2 Play the audio so students can see what to do and where to stand (without saying the lines yet). Monitor and make sure everyone knows what to do.

Story

Unit 12



4 Read and match

- | | |
|-----------------------------------|--|
| 1 Yunis lives | a there are trees and farms. |
| 2 Yunis can play with | b in a village. |
| 3 In a village, | c it has stores, restaurants, and parks. |
| 4 Yunis likes the city because... | d animals on the farm. |

99

Closing

- Say *Well done*. You read a story in English. Next, we will learn about a new sound and spelling.

- Play the audio and students follow it and play their parts. Let the groups practice then let those who want to perform for the rest of the class.

4 Read and match

- Look at Exercise 4 as a class. Explain they are going to read and match the halves of the sentences.
- Do the first one as an example and ask the class to help you.
- Now ask students to read the sentences and match the correct halves. Tell them they can check if they are correct as mis-matched sentences are unlikely to make sense.
- Monitor and assist as needed. Go over the answers.

Answers:

1 – b 2 – d 3 – a 4 – c

Extra practice

- Put the students into groups of six to role-play the characters in the story. Tell them to take turns to be the different characters and say the different words, or to do frame 1 and then frame 2.
- Go around and monitor the groups as they work, encouraging and helping as necessary. Praise all efforts with *Well done!*

Unit 12

LESSON 5

pages 100-101

- Objectives:** To learn the sound /aɪ/ with the spelling *igh*
To pronounce and find words with the *igh* spelling
To write *igh* in words
- Vocabulary:** *firefighter, night, eight, traffic lights, right*
- Materials:** Student's Book pages 100 and 101
Flash cards: firefighter, night, eight, traffic lights, right
Class CD
Paper for the *Fast finishers* activity

Opener

- Play a quick game reviewing left and right. Ask students to jump left and right and put their right arm and leg up, then the left. You can make this into a version of *Teacher says* (Games Bank, page 119).

Presentation – the sound /aɪ/

- Show the right and night flash cards and ask if students can hear the *gh*? (No, the *gh* is silent, but it changes the sound of the *i*).
- Go through the rest of the flash cards, asking students to listen and repeat after you.
- Write *igh* on the board.
- Stick the flash cards around the sound on the board and run through them again, encouraging students to say the words.
- Now call one of the words and ask a student to come and point to the correct flash card. Check all are following and ask *Is (name) correct?*, letting other students have a turn.

STUDENT'S BOOK

page 100

1 Listen and read. Then say

- Help students find page 100.
- Ask students to look at the pictures.
- Listen to the CD and point as they listen to the *igh* words.
- Play again to give students the opportunity to read them.
- Now play again and ask students to listen and say the words.

Audioscript

1 firefighter 2 right 3 night

2 Listen and underline the silent letters

- Ask students to look at the words in Exercise 2.
- Tell them they're going to listen and underline the letters they can't hear.
- Do the first one with the class, as they are used to highlighting the sounds they can hear, rather than those they can't.

igh

Learn sounds with Busy Bee!



firefighter



right



night

1 Listen and read. Then say

1 firefighter	2 night	3 eight
4 traffic lights	5 right	

3 Match to form the name of each picture

1 fire	a ght
2 r	b ight
3 ni	c fighter

Phonics: the igh sound

100 a b c d e f g h i j k l m n o p q r s t u v w x y z

- Play the CD and tell students to just listen.
- Then play again and ask them to underline the silent letters.
- Monitor and check all can do this.

Audioscript

1 firefighter 2 night 3 eight
4 traffic lights 6 right

Answers:

1 firefighter 2 night 3 eight
4 traffic lights 5 right

3 Match to form the name of each picture

- Tell students to look at the pictures. Elicit the words (night, right, firefighter).
- Tell them they are going to match the word parts with the rest of the word.
- Tell them to copy the beginning of the word to complete each word.
- Monitor and assist as needed.

Answers:

1 – c 2 – b 3 – a

igh **Unit 12**
Learn to write with Busy Bee!

1 Look and trace

1  **3** 

The firefighter helps us.

2  **3** 

Go right.

2 Order to make sentences

1 has / eight / Sara / toys. _____
 2 sleep / We / at / night. _____
 3 store / The / is / the / right / on. _____
 4 father / My / is / firefighter / a. _____

abcdefghijklmnopqrstuvwxyz

101

Answers:

- 1 Sara has eight toys.
- 2 We sleep at night.
- 3 The store is on the right.
- 4 My father is a firefighter.

Fast finishers

- Students can make an *igh* poster to be displayed on the wall. They write and decorate a large *igh* on the page and draw a picture to illustrate the sound.
- If you have a display board for phonics posters, add the students' poster to it.

Practice game

- Play *Circle it 2* (Games Bank, page 118).
- Write some words students know from earlier units on the board and words including *igh*.
- Ask students to come to the board and circle words with *igh*.
- Write some of the *igh* words with missing letters for students to complete to add challenge.

Closing

- Remind students what they have learned. Say *You learned the sound /aɪ/ with the spelling igh. You can write words with igh.* Praise all their efforts.

1 Look and trace

- 1 Show the *igh* flash cards and elicit the words. Ask if students can remember what's special about *igh*? (The *gh* is silent).
- 2 Help students find page 101.
- 3 Ask them to look at the pictures.
- 4 Now look at the sentences below the pictures. Read them as a class.
- 5 Ask students to trace the words with a finger first.
- 6 Now ask students to trace the sentences with a pencil.
- 7 Monitor and make sure all can do this. Check hand positions for writing and help as needed.
- 8 Encourage students to say the sentences as they write them.

2 Order to make sentences

- 1 As this is a new style of exercise do a couple of examples on the board of short, simple sentences. Tell the class the words have got mixed up, can they help you put them in order? You could add a picture to aid understanding.
- 2 Once students know what to do let some of the class make up sentences for the rest to unscramble.
- 3 Then look at Exercise 2. Tell students they need to write the sentence in the correct order. They can do this in pairs if this suits your class.
- 4 Monitor and assist as needed.

Unit 12

LESSON 6

pages 102-103

Objectives:	To learn about directions To give accurate directions
Values:	Recognizing the importance of clear directions to avoid getting lost
Vocabulary:	<i>turn left, go straight, turn right</i>
Values:	Independence: Navigating around the local area
Materials:	Student's Book pages 102 and 103 Arrows for <i>left, right</i> and <i>straight</i> Coloring pencils or crayons

Opener

- Greet the class and ask them to greet you back.
- Review places in town using flash cards quickly. This could be a game of *Snap* (Games Bank, page 119).

Presentation

- 1 Present *turn left, turn right* and *go straight* using arrows, either on the board or drawn on pieces of paper.
- 2 Take your class out to the playground, or if you have space in your classroom, clear away the tables and chairs to the edge of the room and use chalk (it will rub off a hard floor easily) to make a very big and fairly simple map with wide paths that students can walk on and plenty of turns and straight bits.
- 3 In groups of 3 or 4 students start at the beginning and you call out directions to tell them where to go. Let everyone have a turn.

STUDENT'S BOOK

page 102

1 Look and write

- 1 Help students to find page 102.
- 2 Ask them to look at the pictures. Go through and elicit the directions.
- 3 As a class read the directions and ask students to write the correct direction under the right picture.
- 4 Monitor and help as needed.

Answers:

- 1 b Go straight.
- 2 c Turn right.
- 3 a Turn left.

2 Listen and follow

- 1 Direct everyone to look at the map in Exercise 2. Ask if they can find Waleed's house.

Directions Where is it?

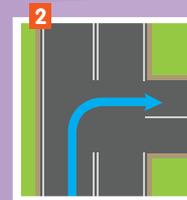
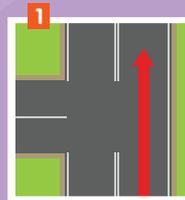


1 Look and write

a Turn left.

b Go straight.

c Turn right.



2 Listen and follow

From Waleed's house to his school



102

- 2 Tell them they are going to listen and follow Waleed's way to school.
- 3 Play the CD and ask everyone to trace with a finger as they listen.
- 4 Play again so students can check they were correct.
- 5 Monitor and help as needed.

Audioscript

Narrator: *From Waleed's house to his school.*

Boy: *Leave my house, turn left and go straight, then turn right at the park. Then go straight, cross the road and go straight. Then you arrive at my school. It's next to the store.*

Extra practice

- Put students in pairs and if they can ask them to tell each other how to get from their house to school. If this is too hard, ask students to tell each other how to get from the school entrance to their class. For extra practice they could draw what the other student is saying as a map and then swap and then you could walk the route to see who has the most accurate map.

1 Listen and read. Say what buildings A, B and C are



1 Zain: Waleed, where is Sherif's house?
Waleed: Go out of my house, turn left, then right and go straight, past the park on the left, then Sherif's house is on your left.
Zain: Thank you!

2 Ziad: Waleed, where is the museum?
Waleed: Go out of my house, turn right and go straight. Then turn left and go past the store on your right. Go straight past the school. Cross the street. The museum is on the left.
Ziad: Thank you!

3 Lina: Waleed, where is the restaurant?
Waleed: It's very easy. Go out of my house, turn left, then right. Go straight, past the park on the left, then past Sherif's house, and it's on your right.
Lina: Thank you!

2 Write the words A: _____ B: _____ C: _____

103

Answers:

- A: 1 (Sherif's house)
- B: 2 (the museum)
- C: 3 (the restaurant)

Fast finishers

- In pairs, students tell each other where their house is: *My house is next to the park. It's near the store.*

Closing

- Remind students what they have learned. Say *You can follow and give directions.* Praise all their efforts.
- Say *Next we will make a 3D model of our town.*

STUDENT'S BOOK

page 103

1 Listen and read. Say what buildings A, B, and C are

- 1 Review directions with a quick game of *Teacher says* (Game Bank, page 123).
- 2 Hold up your book. Point to Exercise 1 on page 103.
- 3 Read the instructions. Make sure students can find the Start point marked on the map.
- 4 Ask students to listen and read. Play the first conversation (Zain and Waleed). Students follow the directions on the map, from the start point. Ask students to say which building is Sherif's house (A).
- 5 Repeat for conversations 2 and 3. Elicit the answers.

2 Write the words

- 1 Play the CD again. Students check their answers and write the names of the correct places.
- 2 You can play the CD more than once if necessary.

Unit 12

LESSON 7

pages 104-105

Objectives: To practice the language of the unit
To create a 3D model of our town
To work together and share resources, taking turns
To present to others in *Show and Tell*
To talk about where places are in town and give simple directions

Language: *This is my house. It's next to the museum.*

Materials: Student's Book pages 104 and 105
Scissors, glue, paper bags, empty toilet rolls, empty yogurt pots
Flash cards for places in town: store, museum, library, school, restaurant, house, park

Opener

- Use flash cards to review places in town.

Presentation

- 1 Review directions and *next to/near/behind* with a quick game – *Look left and say hello to the person behind you*, etc.

STUDENT'S BOOK

page 104

1 Read and make

- 1 Hold up your book. Help students to find page 104.
- 2 Ask students to look at the pictures and tell them they are going to make a 3D model of their town.
- 3 First, decide who will make which buildings. If students want to make a large building, they could work in pairs. You could write the buildings on pieces of paper and ask students to pull them out of a bag to make this process fair. This removes step 1 from the making process but may be necessary if you have a large class.
- 4 Give out paper bags, toilet roll centers and yogurt pots (make sure all are clean and dry), scissors and glue. Help with cutting out as needed.
- 5 Ask students to make their building and then write which one it is.
- 6 Once the glue is dry help students place and stick their building in town.
- 7 Monitor and help as needed.
- 8 Praise all efforts.
- 9 Leave the model out to use for review and reinforcement.

Project: A 3D model of our town



1 Read and make



scissors



glue



cardboard paper



tissue box



colored paper

1



Choose your building.

2



Make your building.

3



Write the name of your street. Put up your building in the town.

104

Show and tell

Unit 12

1 Show and tell



Language: *This is my house. It's next to the museum.*

Self-Assessment

Read and color the stars that describe your effort

Reading 	I can read texts on places and directions. ☆	I can read texts on places and directions and complete with details from the texts. ☆ ☆	I can read texts on places and directions and find places on a city map. ☆ ☆ ☆
Phonics 	I can read the key words with silent igh sound. ☆	I can trace sentences with words with silent igh sound. ☆ ☆	I can write sentences with words with the silent igh sound. ☆ ☆ ☆
Speaking and Geography 	I can say places and key direction words. ☆	I can say how to get to a place on a city map, a museum, park, school, etc. ☆ ☆	I can say how to get to my house. ☆ ☆ ☆
Writing 	I can write words about places and directions. ☆	I can write answers to questions on places and directions. ☆ ☆	I can write how to get to my school. ☆ ☆ ☆
Values & issues 	I love my village/town/city and country. ☆	I love my village/town/city and country, and can say why. ☆ ☆	I love my village/town/city and country, and know that others love their homes, too. ☆ ☆ ☆
Project 	I work with my group to make a model of our town. ☆	I work with my group to make a model of our town and say ideas to modify the model. ☆ ☆	We help each other to make and modify a model of our town. ☆ ☆ ☆

105

Self-Assessment

Read and color the stars that describe your effort

- 1 Point to the *Reading* picture. Read the three different sentences with the class. Ask students which box best describes their effort and achievement.
- 2 Encourage them to be honest and explain that if they haven't done so well on this unit, it means that they need to work a little harder in future.
- 3 Ask students to color the stars in the correct box.
- 4 Do the same with the other sections. Monitor and check students are on task.

Closing

- Say *Now you can talk about transportation. You can talk about your world. You can talk about places in town and give and follow directions. You can make a wonderful 3D model of your town.*
- Praise students for their hard work on Unit 12.

STUDENT'S BOOK

page 105

1 Show and tell

- 1 Model the language of the unit and point to the village or town *This is our village/town. It's near the river, etc.*
- 2 In pairs, ask students to show and tell about the building they made. Monitor and help as needed.
- 3 Ask students to present to groups of 3 or 4.
- 4 Finally, encourage any students who want to present to the class to show and tell about their buildings or the model in general if they can.
- 5 Praise all efforts and say *Well done everyone!*

Extra practice

- Say *I'm at the museum. Where's the store?*, etc. and ask students to tell you how to get from one place to another using *left, right and straight*.

Unit 12

PLAY TIME

page 106

- Play time pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast-finishers.

1 Follow the lines. Where do Shady, Fares, and Daren go?

- 1 Remind the students of the transportation, directions and places in town they know with flash cards. Call out any of the vocabulary and ask students to touch or point to them. You can ask them to look at the beginning of the unit if they cannot remember or ask a confident student to remind them.
- 2 Help students find page 106.
- 3 Tell students they have to follow the lines to find where each person goes in town.
- 4 Show students how to trace with a finger and follow the lines.
- 5 Monitor and check all can do this.

Answers:

Shady goes to the library.
Fares goes to the restaurant.
Dareen goes to school.

2 Point and say. Use the words in the box

- 1 Once everyone has done Exercise 1 ask them to point and say where the people go. Read the words in the box together with the class and explain these will help them.
- 2 Students point and say using the word box.
- 3 Monitor and give help and praise.

3 Write the sentences

- 1 Direct attention to the example in Exercise 3. Elicit some of the sentences students said in Exercise 2.
- 2 Tell students they are going to write them for Fares and Daren. Tell them they can use the words in Exercise 2 to help them.
- 3 Monitor and help with writing as needed.

Answers:

2 rides a car to the restaurant.
3 walks to school.

Play time

- 1 Follow the lines. Where do Shady, Fares, and Daren go?



- 2 Point and say. Use the words in the box

restaurant drives school walks library rides a bike

- 3 Write the sentences

1 Shady rides a bike to the library.
2 Fares _____.
3 Daren _____.

106

Fast finishers

- Ask students to draw the way they get to school (bus, car, bike, walking) and write a sentence about it.

Review 4

LESSON 1

pages 108-109

Objectives: To revise the vocabulary and language from Units 10-12

Vocabulary: *apartment, house; couch, armchair, TV, picture, bed, computer, cupboard, kite, robot; very, big, small, tall, short; fine, ok, not bad, sad, ride, cycle, walk, drive; taxi, plane; left, right, straight, turn; street, city, village; next to*

Language: *I have an armchair and cupboard in my living room. This is a big, blue balloon. That's a small, red robot. How are you? I'm ok. He rides a bicycle. She drives a car. Turn right. Turn left. It's next to the park.*

Materials: Student's Book pages 108 and 109
Flash cards: apartment, house; couch, armchair, TV, picture, bed, computer, cupboard, kite, robot; very, big, small, tall, short; fine, ok, not bad, sad, ride, cycle, walk, drive; taxi, plane; left, right, straight, turn; street, city, village; next to
Class CD

Opener

- Welcome the children with a smile.
- Revise the vocabulary from Units 10-12 with a game of *Snap* (Games Bank, page 119).

STUDENT'S BOOK

page 108

1 Listen and point

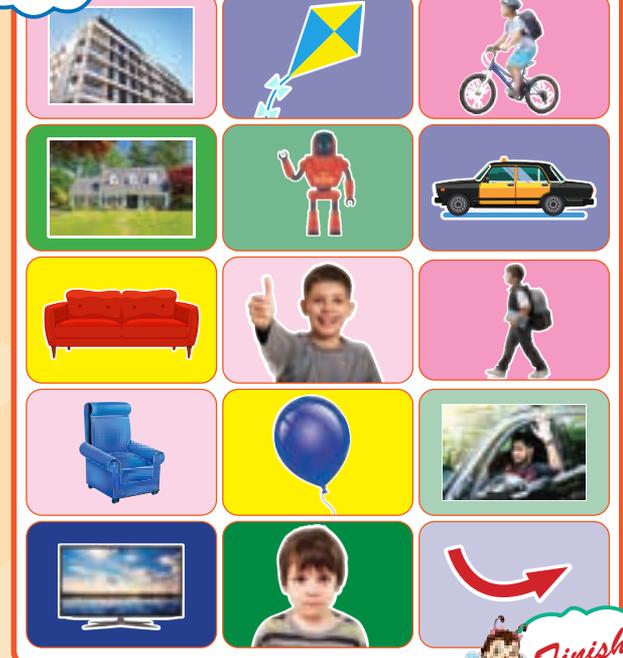
- 1 Help the students to find page 108.
- 2 Ask them to look at the pictures. How many can they name?
- 3 Tell them they are going to listen and point.
- 4 Play the CD. Students point as they hear the items.
- 5 Play once more so students can check their answers.
- 6 Monitor and help as needed.

Review 4

1 Listen and point

2 Play and say

Start



Finish

108

Revision of vocabulary from units 10-12

Audioscript

turn right
house
sad
ride a bike
fine
TV
armchair
taxi
walk
apartment
couch
kite
balloon
drive
robot

2 Play and say

- 1 Put students in pairs and tell them to start at the beginning of the pictures.
- 2 One student points to a picture (using the start/finish order) and other has to say the word. Then they swap over and continue until they get to the finish.
- 3 If they finish this quickly then they can point and say at random.
- 4 Monitor and check all can do this and are on task.

Reading

Review 4

1 Look, read, and color the correct pictures for Amira's bedroom



This is my bedroom. I have a bed, computer, wardrobe, and a picture. I have four toys – a blue robot, an orange kite, a yellow balloon, and a red teddy bear.



bed



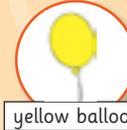
computer



wardrobe



yellow robot



yellow balloon



orange kite



balloons



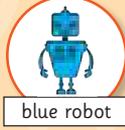
red kite



armchair



picture



blue robot



red teddy bear

2 Point and say



What's this?



This is a kite.

Revision of vocabulary from units 10-12

109

Fast finishers

- Students draw and label the items in their bedroom.

Practice game

- Play *In my room...* (Games Bank, page 118).

Closing

- Put the students into pairs to ask and answer how they get to school. Students then swap round.
- Go around to monitor, encourage and help as necessary. Praise all their efforts.

STUDENT'S BOOK

page 109

1 Look, read, and color the correct pictures for Amira's bedroom

- Review items in the house and toys using flash cards.
- Play *Snap* (Games Bank, page xx) with the vocabulary sets, giving a point for a match and the correct word and an extra point for the word and a color.
- Help students find page 109.
- Get students to look at the pictures first, then read the speech bubble as a class. Read again slowly and get students to point at the items as they read them.
- Get students to read the labels and color the items that are in Amira's bedroom.
- Monitor and help out as needed.
- Ask students to check their answers in pairs and say the items and colors.

Students' own answers

2 Point and say

- In pairs get students to point and say *What's this? This is a kite.*
- They should go through all the items and if they can add the color too – *It's an orange kite.*
- Monitor and check all can do this and give help as needed.

Review 4

LESSON 2

pages 110-111

- Objectives:** To revise places in town and directions
To evaluate progress in units 10-12
- Vocabulary:** *museum, library, park, right, school, house, turn, straight, left*
- Materials:** Student's Book pages 110 and 111
Flash cards: museum, library, park, store, right, school, house, turn, straight, left
Colored pencils or crayons

Opener

- Wave to the class and say *Good morning/Good afternoon* and get them to reply.
- Show the flash cards and elicit places in town and directions.
- Then get students to match pictures to words.

STUDENT'S BOOK

page 110

1 Look and complete with the words in the box

- Help students to find page 110. Point to Exercise 1.
- Read the words in the word box, with students helping you.
- In pairs students read the directions and insert the missing words from the word box.
- Then in pairs get students to check their answers by following the route with a finger.
- Monitor and check all can do this.

Answers:

- turn
- straight
- right
- park
- house

2 Listen and check

- Tell students they are going to listen and check their answers.
- Play the CD and students listen and read the directions.
- Monitor and see all are on task.

Audioscript

My school is near my house. I walk home. I come out of school and turn left, then I go straight and take the second right onto Al-Helaly Street.

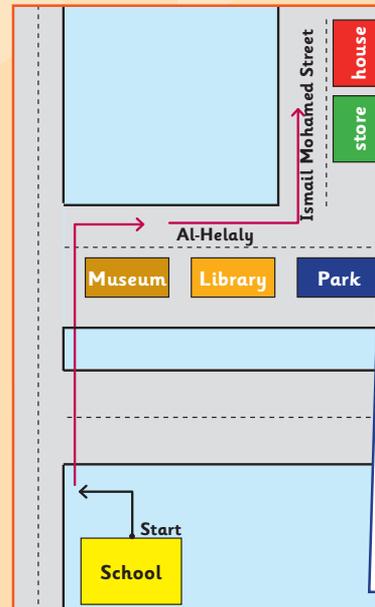
I walk along Al-Helaly Street, past the museum, the library and the park. I turn left onto Ismail Mohamed Street. I go past the store. Then I come to my house.

Review 4



1 Look and complete with the words in the box

right park house
turn straight school



My 1 school is near my house. I walk home. I come out of school and 2 _____ left, then I go 3 _____ and take the second 4 _____ onto Al-Helaly Street. I walk along Al-Helaly Street, past the museum, the library, and the 5 _____. I turn left onto Ismail Mohamed Street. I go past the store. Then I come to my 6 _____.



2 Listen and check

110

Revision of vocabulary from units 10-12

Phonics

Review 4

1 Listen and write

ai ay a-e y ie i-e igh

c a k e	fl _	n _ _ _ t
s _ _	p _ _	firef _ _ _ ter
tr _ _ n	n _ n _	r _ _ _ t

2 Look and write. Then say



1 My kite is in the _ _ _.



2 I can see a _ _ _ _ and _ _ _ _ _ on a plate.



3 The _ _ _ _ _ helps the _ _ _ _ _.

Revision of phonics from units 10-12

111

2 Look and write. Then say

- 1 Students look at the pictures and decide what the missing words might be.
- 2 Students can work in pairs if this works for your class.
- 3 Once all have written the missing words go over and check the answers.
- 4 Put students in pairs to say the sentences.
- 5 Monitor and check all are on task.

Answers:

- 1 My kite is in the **sky**.
- 2 I can see a **cake** and **grapes** on a plate.
- 3 The **firefighter** helps the **child**.

Closing

- Praise students for their work on these common spellings and sounds.
- Encourage students to say the phrases in Exercise 2 as fast as they can (like tongue twisters).

STUDENT'S BOOK

page 111

1 Listen and write

- 1 Review the spellings and sounds of *ai*, *ay*, *a-e*, *y*, *ie*, *i-e* and *igh* and elicit the vocabulary from the students, getting to give you the sound as well if they can.
- 2 Write the sounds on the board and get students to tell you what sound they don't know.
- 3 Let students look at the chart before they listen. Can they work out any of the words they know?
- 4 Ask students to listen carefully to the CD. It will give them clues on what to write in the gaps.
- 5 Play the CD. Students just listen.
- 6 Play again and this time get students to fill in the gaps.
- 7 Monitor and check.
- 8 Play once more so students can check their answers.

Audioscript

- 1 *cake, say, train*
- 2 *fly, pie, nine*
- 3 *night, firefighter, right*

Answers:

- 1 **say, train**
- 2 **fly, pie, nine**
- 3 **night, firefighter, right**



- Play time pages give the students extra practice of the language in the unit. They can be completed at any time and are ideal for fast-finishers.

1 Read, draw, and complete

- 1 Remind students of the prepositions *behind*, *in front of*, *near* and *next to*. Practice by placing classroom objects in different places and encouraging students to tell you where they are in relation to each other.
- 2 Help students to find page 112 in their books.
- 3 Point to the picture in the center and elicit that it is a school. Ask *What color is it?* Ask *What color is our school?* Discuss any similarities or differences between the school in the picture and the students' school (e.g. the color of the door, the size of the building, etc.)
- 4 Read *next to* in the first bubble with the class. Ask *What's next to our school?* Encourage different ideas and praise all correct answers.
- 5 Ask students to write an answer in the bubble and then continue in the same way with the other bubbles.
- 6 Go around the class as they work and help with spelling as necessary.

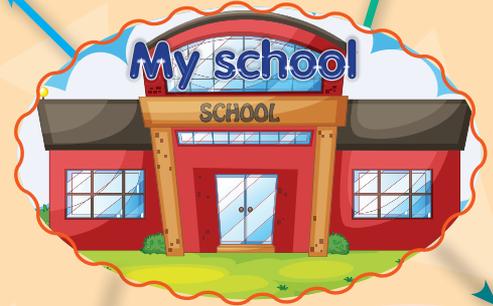
Students' own answers

Play time



1 Read, draw, and complete

next to



Self-Assessment

Review 4



1 Tick what you can say

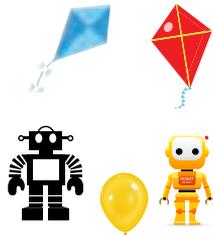
Now I can ...



name furniture.



name toys and their colors.



say different ways to travel.



give directions.



say these sounds.



113

9 Say *Well done!* to the class.

Practice game

- In pairs, students play *Guess the word* (Games Bank, page 118) to revise words and letters.

Closing

- Play *Word whispers* (Games Bank, page 119) to revise all the known vocabulary.
- Go around to monitor, encourage and help as necessary. Praise all their efforts.
- Praise students for their work in Review 4. Say *Well done! You practiced all the language from this term. Next, we will read a story.*

1 Tick what you can say

- Hold up your book. Point to the furniture, toys, transportation and directions and elicit as many as students can remember.
- If the students are confident that they know the words, they should put a tick in the box at the top of the panel.
- Point to the furniture. Ask students to name them and check if they know these words. They should put a tick in the box at the top of the panel if they know them.
- Point to the toys and ask students to name them. Ask students if they know these words and colors. If they are confident that they know the toys and their colors, they should put a tick in the box at the top of the panel.
- Hold up your book. Point to the ways to travel. Ask students to name them. Ask the students if they know these words. If they are confident that they know the words, they should put a tick in the box at the top of the panel.
- Point to the directions and ask students if they can say the phrases.
- If the students are confident that they know the phrases, they should put a tick in the box at the top of the panel.
- Point to the phonic sounds. Elicit them and ask students to say them. Can they think of words with the sounds in? When the students are happy that they know them, they should put a tick in the box at the top of the panel.

Story

LESSON 1

SB pages 114 to 127

Objectives:	To follow a fiction text To enjoy reading in English To guess what the story is about using pictures
Vocabulary:	<i>break, crops, fix, flow, neighbor, plumber, pour, pot, tractor, travel, water pump</i>
Materials:	Student's Book pages 114 to 127 Class CD Flash cards: break, crops, fix, flow, neighbor, plumber, pour, pot, tractor, travel, water pump

Opener

- Welcome the children with a smile.
- Ask students what flowers and vegetables need to grow. Elicit *sun* and *water*.

Presentation

- 1 Explain to the class that in today's lesson, the class will listen to and read a story together. First, they are going to learn some words from the story.
- 2 Show the title page and present *water pump*. Ask students to repeat after you. Discuss what a pump is and how people use it.
- 3 Help students to find page 115. Ask students to point and repeat as you say the words. Encourage them to say what they can about the pictures.
- 4 Ask what they think the story is about. Draw attention to the title page. Get students to look at the title, the author and the illustrator. Ask them what they think is familiar about these people (They are Egyptians). Explain that the story is a translation of an Arabic story.

STUDENT'S BOOK

pages 114-127

The Water Pump

- 1 Let students look through the story and just look at the pictures.
- 2 Answer any questions they might have, or tell them their questions will be answered as you read.
- 3 Look at the *Before reading* question as a class. Ask them to say from the pictures if Amm Abdel-Azim lives in a village or the city (village).
- 4 Now look at the first two pages of the story together. Ask *What can you see?* Encourage students to speak as much as possible and praise all correct answers.

CONNECT READING ADVENTURES

The Water Pump



BY ABDEL-TAWAB YOUSSEF
TRANSLATED BY LOUBNA YOUSSEF
ILLUSTRATED BY HUDA ELMURSHIDY

- 5 Play the audio and ask students to listen and follow, pointing to the pictures.
- 6 Play the story again, this time with students following the text.
- 7 Ask simple concept questions: *Is Amm Abdel-Azim a good farmer? (Yes). Does he share his water pump? (Yes, he lets everyone in the village use it). What happens to the pump when he travels? (It breaks and the neighbor doesn't fix it). Do Amm Abdel-Azim and the plumber fix the pump? (Yes).*

Picture Dictionary



break



crops



fix



heart of the pump



flow



neighbor



plumber

115

Audioscript

Amm Abdel-Azim is a kind farmer. He loves his tractor and his field. He cares for his crops and loves them very much. At home, he does not have to worry about water because he has a great water pump. The water of Amm Abdel-Azim's pump makes the best tea.

The people in the village send their children with large pots to get water from Amm Abdel-Azim's water pump.

Amm Abdel-Azim allows everyone to use it.

When little children can't pull the hand of the water pump up and down, Amm Abdel-Azim helps them. He always says, "This water pump belongs to the whole village."

When the water pump breaks, Amm Abdel-Azim quickly fixes it. He is always happy to do this.

Before he travels, Amm Abdel-Azim tells his neighbor, "Never stop people from getting water. You must fix the pump when it breaks."

The neighbor does not listen. Amm Abdel-Azim comes back after a week. The water pump does not work. He asks his neighbor, "Why doesn't the water pump work?"

"We did not fix it", says his neighbor.

Amm Abdel-Azim is very angry. He starts to fix the heart of the water pump, but he can't. He asks a plumber to help him. The plumber says, "We must pull the pump out and dig it in again."

Amm Abdel-Azim and the plumber work hard. They fix the heart of the water pump. Many children with empty pots watch.

Audioscript

A little boy wants to start the water pump. Amm Abdel-Azim says he can.

The little boy shouts, "Come on, pump! Pour and pump!"

Pure and clean water flows out of the water pump. Amm Abdel-Azim walks away, saying, "The heart of the pump is clean. A clean heart gives clean water."

Until today, the water pump is pure and gives water to everyone in the village. It makes the best tea!

- 8 Before they listen again, students can look at the picture dictionary on page 115-116 to remind them of the new words. Now ask the class to listen to and read the story again.
- 9 Play the audio again.
- 10 Now ask students some general questions about the story. Do the students like the story? Why / Why not? Which character do they like best and why?

Extra practice

- Put students in groups to practice reading the story to each other.

Closing

- Ask students to give a sentence or two to summarize what they remember of the story. Praise all students.
- Explain that in the next lesson, they will look at the story again in more detail.

LESSON 2

SB pages 128-129

Objectives: To answer questions to demonstrate understanding of the story
To determine the meaning of words as they are used in the text
To recount the key details of the story
To describe and compare characters in a story

Vocabulary: *break, crops, fix, flow, neighbor, plumber, pour, pot, tractor, travel, water pump*

Materials: Student's Book pages 128-129
Class CD
Flash cards: break, crops, fix, flow, neighbor, plumber, pour, pot, tractor, travel, water pump

Opener

- Welcome the children with a smile.
- Review the words from the story using flash cards.

Presentation

- 1 Ask students to tell you what they remember about the story.
- 2 Play the audio for the story again and encourage students to read along, following in their books.

STUDENT'S BOOK

page 128

1 Look, read, and guess the meaning of the underlined words

- 1 Ask students to name the characters in the story.
- 2 Help students find page 128.
- 3 Read the sentences together. Show that students are to read the sentences and try to guess the meaning of the underlined words as they were used in the story.
- 4 In pairs, students choose the correct word for each sentence.
- 5 Monitor and assist as needed.
- 6 Go over the sentences for students to check their answers.

Answers:

- 1 b clean
- 2 a inside
- 3 a agrees

Story

The Water Pump



1 Look, read, and guess the meaning of the underlined words

- 1 Pure water comes out of the pump.
a dirty b clean
- 2 Amm Abdel-Azim fixes the heart of the pump.
a inside b outside
- 3 Amm Abdel-Azim allows people to use his water.
a agrees b doesn't agree



2 Look, read, and match

1 A little boy wants to start the water.

2 Amm Abdel-Azim wants a plumber to help him.

3 Amm Abdel-Azim cleans the water pump.



128

Fast finishers

- Ask students to find the pages the words from the sentences appear on.

2 Look, read, and match

- 1 Ask students to look at the pictures and then read the sentences.
- 2 Ask them to match the sentences and the pictures.
- 3 Monitor and assist as needed.

Answers:

- 1 - b
- 2 - a
- 3 - c

The Water Pump

Story



3 Look, read, and complete



1 Amm Abdel-Azim is a He lives in a



2 He has a water



3 Everyone in the village gets from the water pump.



4 One day, the water pump Amm Abdel-Azim it. Everyone is happy.

Closing

- Ask students to work in groups to reread the story, select a scene they refer/like and draw it. Encourage students to write a sentence under the scene they like.
- Explain that in the next lesson, they will talk about their opinions of the story.

STUDENT'S BOOK

page 129

3 Look, read, and complete

- 1 Ask the students to look at the pictures, then the sentences underneath them.
- 2 Now ask them to write the words in the gaps of the sentences.
- 3 Monitor and check all can do this.
- 4 Ask students to check their answers in pairs and then check as a class.

Answers:

- 1 Amm Abdel-Azim is a **kind farmer**. He lives in a **village**.
- 2 He has a water **pump**.
- 3 Everyone in the village gets **water** from the water pump.
- 4 One day, the water pump **breaks**. Amm Abdel-Azim **fixes** it. Everyone is happy.

Extra practice

- ❑ Students re-tell the story. One can do the first half, the second the second half. Help and prompt with any details.

LESSON 3

SB pages 130-131

Objectives: To answer questions to show understanding of the story

To give an opinion of a character in a story

Vocabulary: *break, crops, fix, flow, neighbor, plumber, pour, pot, tractor, travel, water pump*

Materials: Student's Book pages 130-131
Flash cards: break, crops, fix, flow, neighbor, plumber, pour, pot, tractor, travel, water pump

Opener

- Wave to the class and say *Good morning/Good afternoon* and get them to reply.
- Show pictures of the story to the class. Ask students to say a sentence that talks about the picture.

STUDENT'S BOOK

page 130

4 Find the mystery word

- 1 Ask students to look at the pictures. Can they name the things in the pictures?
- 2 Tell students they are going to do the crossword and they will find a mystery word once they've finished and got all the answers correct.
- 3 Monitor and help as needed.
- 4 Go over the answers once all have finished and check all can find the mystery word.

Answers:

2 village

3 travel

4 tea

5 tractor

6 crops

7 pour

8 farmer

9 plumber

Mystery word: water pump

Fast finishers

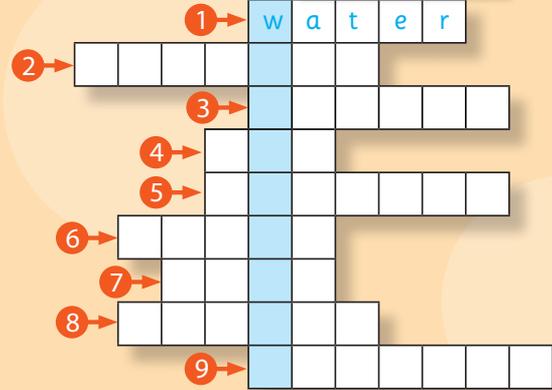
- If any finish quickly, ask them to look through the story again in pairs and ask and answer questions about the story *Why is Amm Abdel-Aziz angry when he comes back? The pump is broken.*

Story

The Water Pump



4 Find the mystery word:



130

The Water Pump

Story

5 Read and match

1 When the water pump breaks,

a it gives clean water.

2 When Amm Abdel-Azim can't fix the pump,

b Amm Abdel-Azim fixes it.

3 When the heart of the pump is clean,

c he asks the plumber to help him.

6 Look, read, and say why you like/don't like these characters

1 Amm Abdel-Azim



.....

2 The neighbor



.....

3



The plumber

.....

Extra practice

- Ask pairs to role-play their favorite scenes from the story.

Closing

- Perform the story as a short play in groups of several students so everyone has something to say. If you have time this is good to invite parents to see, or other classes.
- Praise students for their work.

5 Read and match

- 1 Help students find page 131.
- 2 Ask them to read the sentences.
- 3 Explain they are going to match up the sentences halves.
- 4 Monitor and make sure all are on task.
- 5 Once everyone has finished go over the answers as a class.

Answers:

- 1 – b
 2 – c
 3 – a

6 Look, read, and say why you like/don't like these characters

- 1 Look at the pictures.
- 2 Encourage students to look back at the story to remind themselves about the characters.
- 3 Elicit ideas for the writing with the whole class, asking why students like or don't like characters.
- 4 Monitor and help with any vocabulary needed.
- 5 Read out some of the writing to the rest of the class.
- 6 Give praise.

Students' own answers

Animal charades

Similar to *Guess the animal*, but with mime only, adding noises only if no one guesses the animal.

Are there any...?

Name a number and familiar classroom objects, such as 4 pens, 2 pencils, 3 books. Students do this in pairs or small groups. Say *Are there any pens? How many are there?* Students reply *There are 4.*

Circle it 1

Use this game to practice letter sounds and numbers and their formation. Draw between two and six different letters on the board. Ask for a student to come to the board and circle and say a letter sound, e.g. *the letter h (/h/)*. The student comes to the board and circles the letter *h*. Repeat with other students and letter sounds.

Circle it 2

Use words students know mixed in with new words. Students circle and say. Add a level of difficulty by listing the words found but without all the letters so students have to complete the words.

Describe it

Use any new vocabulary (or review vocabulary) with adjectives. Think of an object and say *It's big and green and it lives in water*. Students guess, give more clues if they don't. The student who guesses right then has a turn.

Feely bag

This practices *Is there a.../Yes, there is, No, there isn't* with known vocabulary. Use a cloth bag which isn't see-through and let students guess by feeling the bag and then putting a hand in the bag. This is a really good way to practice this structure and lots of vocabulary.

Find a number

Use the models or flash cards of numbers placed around the room. Call a number and students run to the correct number. This is a noisy game, but is good for the end of a lesson or a restless class.

Find me a...

Review classroom objects by asking students to find items around the classroom. They must say what it is and the color to get a point.

Guess the animal

Use this game to review farm animal vocabulary. Make an animal noise or mime the animal and students say the name. Reverse the process (so the students are miming and making the noises) for a game for letting off steam!

Guess the picture

Slowly draw a picture of a vocabulary item, e.g. *board, book, chair, crayon, pencil* or *table* for classroom objects on the board or on a piece of paper. Pause for pupils to guess the word. Students could play in teams, with each group trying to guess first.

Guess the word

In pairs take turns writing target vocabulary or phonic sounds on the back of your partner, then swap over. You can ask students to add a mime to go with this, especially if it's a long word.

Guess where?

Collect pictures of small villages, streets, towns and cities all over the world to practice town/village, etc. vocabulary. Students guess the sort of place, rather than the location, but this is good for seeing pictures of other places all over the world.

I can...

This echoes the *I can...* statements and as well as providing a game, it shows students how much they have learned and gives a sense of achievement. Use flash cards from sports (for instance) to practice this: *I can play football/Can you play football? Yes, I can./No, I can't. Can you?* students find two students who can do the same thing as you, asking and answering the questions.

I spy

Choose one thing you can see in the classroom. Say *I spy with my little eye, something beginning with* (letter with which the name of the item begins). Encourage students to name everything they can see beginning with that letter. When someone guesses correctly, they can then think of another item for everyone to guess.

In my house....

Like the *Shopping* game, this is about recall of vocabulary and listening skills. One student starts and says *In my house I have 3 armchairs, a couch, four beds*, etc. then the next student repeats the list of the first one plus adds an item of their own, and so on. Can be used for rooms in a house or furniture.

In my room...

Similar to the *Shopping* game, students list the things in their room (add colors and adjectives for extra challenge) and the next student has to remember their items and add at least one. This is very good for recall and utilizes the excellent memory skills of Egyptian students.

Kim's Game

You will need a tray and a cloth to cover it. Also objects like classroom things, toy animals or toy food also works well. Students look at the tray for a minute (time this) and then it is covered and you take away an object. Uncover it and students tell you what's missing. A variation on this is to try and remember everything on the tray and recall as many items as possible.

Matching

Similar to *Snap*, match numbers and words to a time limit. Variations on *Matching*: Find someone who likes the same animal. Then find others, so there's a group of students. Practice *What's your favorite animal?*

Point to the card

Use this game to practice vocabulary using flash cards. Display the flash cards. Say one of the words, e.g. *daddy*. If students think they know which picture is daddy, they put up their hands. Choose a student to come to the board and point to the front of the classroom and point to the flash card of daddy. That student says the next word and chooses the next student to come and point to it.

Red Hand

Use flash cards and colors plus any vocabulary you want to practice. Shuffle multiple sets and put them in two piles to get *blue leg*, *yellow hair*, etc. Have a big piece of paper on the wall and students draw their bit of the drawing, others add as they get other cards. The result should be a funny looking monster or similar and can be displayed and used for revision and consolidation.

Same sound?

This is a phonics game. Gather all the sounds learned so far and mix them up. The object of the game is to find sounds that sound the same.

Shopping!

Use play food to practice food and drink vocabulary and make interactions more 'real world'. Language can be simple: *I like apples. Two apples, please./Thank you.* Swap roles so everyone gets to be both shopper and shopkeeper.

Show me

Use this game to practice numbers. Make sure each student has some real items that they know the vocabulary for, e.g. *pencils*, *crayons* and *books*. They will need enough of each item to show the numbers you are practicing. Say the number, for example: *two*. Students select and show you the correct number of items. Alternatively, they could just show the correct number of fingers when you say the number. Play this first as a class and then in pairs.

Slow reveal

Use flash cards, the IWB or magazine pictures of recent vocabulary and put a piece of card over them. Reveal slowly. Put the class in 2 teams. 1 point for a correct guess, 2 for a correct guess before the whole image is revealed.

Snap

The classic simple matching game can be used to practice all vocabulary and is very good for numbers, colors and all lexical sets and can be used to match words to pictures to make it more challenging. You can use it in many different ways:

Color Snap: Using multiples of colors or matching colors to color words.

Number Snap: Using multiple cards for numbers 1 to 10, simple matching or match numbers to words and use for simple addition.

Shape Snap: Using known shapes, name the shape to get the point.

Sorting

Sort different categories of shapes and colors into two different piles. Extend the game (mixing it with *Red Hand*) by putting the piles together e.g. *Yellow triangle*.

Teacher says

Like *Simon says* but use to practice directions and left and right. Can be used with TPR.

What's the number?

Use this to practice numbers up to a 100. Use flash cards and the first to call the number gets a point. Choose students so that everyone can join in, not just confident students.

Where in the world?

Use a simple, non-political world map or globe and point to a country. Let students guess then tell them and put a colored dot next to it to see if anyone remembers it next time.

Word whispers

Use this game to practice vocabulary. You need pictures of vocabulary items or words or letter sounds written on pieces of paper. Students sit or stand in a line or circle. Show the first student in the line one of the words, letter sounds or pictures, e.g. *doll*, without letting the rest of the group see. The first student whispers: *doll* to the student next to them, who whispers the word they have heard to the student next to them, until the word reaches the student at the end of the line or circle. He or she says the word. Students look at the pictures, words or letter sounds and see if this matches the word. If it matches, they all say the word. Students can also play this game in small groups.

End of term Round Up game

A variation on *Sorting*. Get all known flash cards and mix them up. Then get the students help you sort them into different piles – numbers, letters, food, colors, classroom objects, living things, people, animals, etc. Then do some pictures and simple sentences based around them to round off the year and summarize learning that has taken place.

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