

#### **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 there 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

How the world works				
Unit	Vocabulary	Language	Phonics	
Where are you from?	Egypt, China, France, America; American, Chinese, Egyptian, French; dollars, euros, pounds, yuans	Where are you from? I'm from Egypt. I'm Egyptian. They're from China. They're Chinese.	ff: coffee, off, muffin II: dollar, bell ss: glass, dress	
8 Seasons of the year	January, February, March, April, May, June, July, August, September, October, November, December; cold, hot, rainy, sunny	In January, it's cold. In August, it's hot. Yesterday, it was cold. Today it is sunny. Tomorrow, it will be hot.	spr: spring, spray str: street, strawberry, straight	
9 What did you do?	jewelry, necklace, bracelet, ring; gold, silver; went, loved, visited, looked at, played, worked; was, were, had, ran, bought, wore, baked, cooked, traveled, stayed, saw	What did you do yesterday? I visited the bazaar. I looked at the jewelry. I bought a bracelet.	pr: present, price, princess, printer br: bracelet, branch, bread, broom, brush	
Review 3	Revision from units 7-9			

#### How the world works **Issues** and Integrated cross-Life skills **Values** challenges curriculum topics Loyalty and belonging Social Studies: School days Communication Curiosity around the world Tolerance and International awareness **Community participation** acceptance of Math: Addition and subtraction Cross-cultural **Respect for diversity** others using money from other communication countries **Environmental awareness** Social Studies: Seasons in **Critical thinking:** Observation: Appreciation Seasons in different countries; the of science different countries Awareness of rights and water cycle Independence **Science:** The water cycle; duties **Communication:** Self-expression describing weather conditions in different places Communication Love of Loyalty and belonging Social Studies: Jewelry in homeland **Ancient Egypt** Creativity Cooperation **Acceptance** Creativity **Accountability**

# Scope and Sequence

Communication					
Unit	Vocabulary	Language	Phonics		
10 Let's search online!	internet, website, email, cell phone, tablet, mouse, computer, keyboard, keyword, information, search engine	I can talk to Grandma in Cairo.  I can watch videos.  She needed some information so she used her computer.	Counting syllables		
11 How tall is it?	Numbers 1 – 1000, grams, kilograms, centimeters, meters, sea creatures	How long is it?  It's 1,000 meters long. How tall is it?  It's 12 centimeters tall.  It weighs 120 grams.	er: meter, water, teacher suffix -er: teacher, painter, singer, cleaner		
12 I'd like chicken, please	breakfast, lunch, dinner, snack, chicken, rice, potatoes, soup, vegetables, fruit, meat, fish, cereals	What would you like? I'd like rice, please. Would you like some vegetables? Yes, please. / No, thank you.	gg: egg, foggy nn: dinner, sunny tt: butter, kitten		
Review 4	Revision from units 10-12				
Fiction reader		Tamer's Travels on the Tablet			

Communication					
Life skills	Values	Issues and challenges	Integrated cross- curriculum topics		
Communication Problem-solving Decision-making	Independence: Self-discipline	Digital citizenship Technological awareness	ICT: Use digital technology safely and effectively to carry out self study or simple research		
Communication Negotiation	Curiosity	Loyalty and belonging National unity	Math: Addition of numbers up to 1000  Social Studies: Famous monuments in Egypt  Science: Measurement of size and weight		
Communication Decision-making Accountability	Cooperation Independence: Self-discipline Accounting: provision of resources	Community participation	Math: Mathematical processes to solve simple problems in everyday situations  Science: A balanced diet, a healthy heart		
Communication Creativity Accountability	Respect for others	Non-discrimination for people with special needs	Digital citizenship  Cross-cultural communication		

## Introduction

#### Introduction

Welcome to *Connect Primary 3*. 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

The course 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 needs of English language 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 Egyptian 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

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

#### **Topics**

The context of *Connect Primary 3* 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 3* include nationalities, seasons of the year, Egyptian culture and jewelry, digital technology, measurements and balanced diets for a healthy life.

#### The main characters

to create a comprehensive, successful learning experience.

Hany and Hana are the main child characters. They are a brother and sister who live with their immediate family. They are in Primary 3 and 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 rubric.

#### **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 unit review section

The review units, which appear after each theme, 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.

#### **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 includes. 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 Book**

A full-color Teacher's Book with every page of the Student's 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 EKB. 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 attention 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, as this means you stop to check for your students' understanding using simple ways to see who's good to go, who's almost there, and who needs more help.

#### Flash cards

To facilitate learning, flash cards are provided for all the key vocabulary in each unit. They can be used during the opener 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 letter sounds presented on the course. These are full color double sided cards with the letter on one side and a picture and the word of a key vocabulary item which represents this sound on the other side, for example the letters 'ss' with a picture of a dress. 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.



To complete the assessment, take in the books at the end of the lesson. 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, tick the correct colored circle in the Student's Book to represent their general progress in all the skills. You can follow the guidelines to give appropriate grades.

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.

- If the student was able to achieve all of the unit objectives, and is able to express himself clearly, tick the blue circle.
- If the student was able to achieve all of the unit objectives, tick the green circle.
- If the student was able to achieve most of the unit objectives, tick the yellow circle.
- If the student is struggling to achieve the unit objectives, and needs more support from you, as well as more practice, tick the red circle.

#### Closing

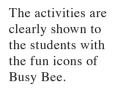
A closing section is included at the end of each lesson to help you check for understanding and to inform you about subsequent instructions. At some point, it will help you to emphasize key language and correct misunderstanding. Closings might take several forms; they can just be quick reviews to summarize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

#### How to use the course

#### **Unit walkthrough**

There are two or more Student's Book pages for each lesson. Each lesson has a particular focus.

#### **Unit opening lesson**



The unit topic is introduced through a fun and realistic dialog featuring the course characters.



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

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

#### Vocabulary / Listening and reading

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.



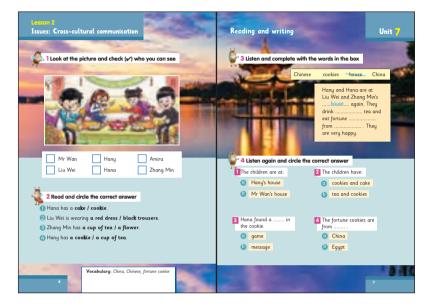
The language in each lesson is clearly presented to teachers and parents in the footer.

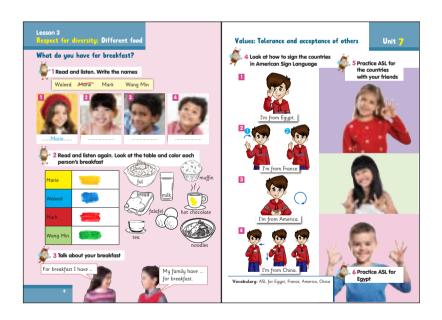
New language is presented and practiced in a variety of ways so that the students enjoy learning. Confidence with the new language is gradually built up through fun activities.

## Introduction

#### Life skills, Values, and Issues

Life skills, Values, and Issues are integrated throughout the course, but there are also specific lessons focusing on these learning points as they relate to the unit topic.





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

In this unit about Cross-cultural communication, students learn how to respect diversity, and tolerance and acceptance of others, what children for different countries eat and drink for breakfast and how to sign the names of some countries in ASL.

#### **Phonics / Writing skills**

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

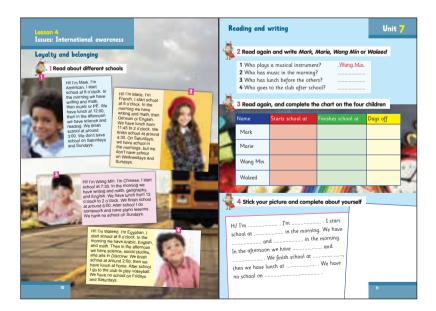
The letter sounds are presented with words that are known or simple and common so that students can link a new concept to familiar words and objects.



Writing skills focus on sentence formation and punctuation. Clear guidance about capitalization is given on this page through an activity. Other writing skills are practiced on this page through various activities.

Students are encouraged to listen and understand how words are formed by blending sounds. They then move on to blending sounds and forming words themselves.

#### English in the classroom (CLIL) / Values, Life Skills, and Issues



CLIL topics relate closely to the unit topic and are carefully graded to be relevant to the curriculum that the students are studying in other lessons.

Content and Language Integrated Learning (CLIL) lessons connect topics from other areas of the curriculum, including Maths, Science, Social Studies, Art or Music. In this lesson, the related curriculum area is Social Science.

This lesson also links to the *Value* of loyalty and independence and the *Issue* of international awareness because students learn about how the school day is different in other countries.

### Introduction

#### **Project and Show and tell**

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*.

Resources needed for the project are clearly shown on the page.



Both creativity and working in groups are important elements of the Primary 3 curriculum. In the projects, students create a fun craft project which can be displayed in the classroom or taken home to show their families. Students should work together, sharing resources and cooperating with each other.

Key steps are provided in the Student's Book and full guidance about 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. The presentation includes practice of the target language of the unit. Suggested language to use while presenting the project is provided in the Student's Book. However, students can use more language or different language if they wish.

#### **Self Assessment**



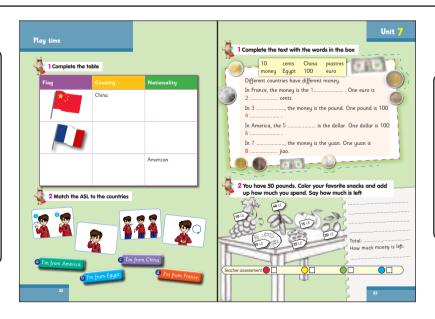
Every unit ends with a *Self Assessment*. This revises the language that the students have learned in the unit. The Teacher's Guide suggests fun extension activities to give extra practice in any areas that need revision.

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 they can ask for the teacher's help to read, or ask for their shoulder partner's help to read.

#### **Play time**

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

The tasks on these pages are not compulsory 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 3* 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, songs and games until they become a part of the students' active repertoire.

For Primary 3, the language and topics of the course remain close to the world of the student, sometimes moving out into the world beyond, and returning regularly to familiar territory. All new vocabulary is related to the unit topic. The words are high frequency and so they can be used actively by the students throughout their language learning. 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 3, 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, in addition to other language skills.. 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.
- **Manager:** You organize the classroom in order to fulfill the different activity requirements. This may involve organizing students to work in pairs or groups (see detailed notes below).
- **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 CD in advance.

#### Teaching reading and writing skills

This course has been carefully designed to support both pre-literacy and early literacy skills in the developing child. In the emergent stage, a child is learning about print and sound as they develop oral language. 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.

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 trained to gradually move from the level of writing simple words and phrases to writing complete, meaningful sentences reflecting their own thoughts. As they build more confidence, students are encouraged to write simple paragraphs and other communicative forms of writing. In all these efforts, students develop writing skills, like capitalization and punctuation, as much as their writing skills permit. In the same way, reading passages gradually become longer throughout the book, so that students develop their abilities.

Encourage children to understand how writing, reading, 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 differentiate 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 3 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.

On 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 3 are developing many new skills, building on the life skills learnt in kindergarten and Primary 1 and 2. These include a wide variety of essential life skills. The curriculum framework divides life skills into four learning dimensions:

- Co-existence skills participation, empathy, and respect for diversity. In *Connect Primary 3*, skills introduced for this dimension include collaboration, and respect for diversity.
- Self skills self-management, accountability, communication, resilience. In *Connect Primary 3*, skills introduced for this dimension include building independence and self-confidence, effective listening and assessing progress.
- Job skills collaboration, decision making, negotiation, productivity. In *Connect Primary 3*, skills introduced for this dimension include respecting others, working in groups and following rules.
- Scientific skills critical thinking, creative thinking, problem-solving. In *Connect Primary 3*, 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 students.

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.

#### **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 co-existence 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 a story and in the form of photos and songs. Through these they are guided towards 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

#### Introduction

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 conserving water 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 Book.

#### 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's a process that can boost language learning, it's 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 letter 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**

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 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 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 Learners 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 a previous lesson.

#### **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 which has been lovingly written and designed to create a memorable and purposeful language learning experience.

## LESSON 1

pages 2-5

**Objectives:** To learn about people from different

countries

To learn different nationalities

Vocabulary: Egypt, France, America, China, Egyptian,

Chinese, French, American

Language: Where are you from?

I'm from Egypt. I'm Egyptian.

They're from China. They're Chinese.

**Materials:** Student's Book pages 2 to 5

Audio files

Flash cards: Egypt, Egyptian, China, Chinese, France, French, America,

American

#### Opener •

- Say Hello (name). How are you? to several students to encourage the response: Hello, Miss / Mr (name). I'm fine
- Have students say to each other and ask Hello. How are you?

#### **Presentation**

- 1 Take out flash cards and show them one by one to the students. Ask students if they know any of the words.
- Then raise each unit flash card one by one and say each word. Ask students to repeat after you. Repeat once more.
- Place flash cards on the board. Point to a student to say a word of one of the flash cards. Point to it and say it aloud for the class to repeat.



#### STUDENT'S BOOK

pages 2-3



#### Look, listen, and read

- Ask students to look at the picture and say what they think is happening in it.
- Raise the Student's Book and point to the first speech bubble. Tell students to point to the same one in their books. Explain that this sentence tells us what the dialog will be about. Read the second sentence, and ask students to repeat.
- Repeat the above for all the lines in the conversation.
- Play the audio for students to listen to. Tell them to read along as they listen.
- 5 Divide the class into four groups and allocate each group a part from the text e.g. Amira, Hana, Hany, Lui Wei, Youssef, Zhang Min.
- 6 Explain that you will play the audio and students have to repeat their parts. Play the audio with pauses for students to complete the activity.
- Place the students in groups and have them role-play the
- Ask confident groups to come to the front of the class and role-play the dialog.



#### Audioscript

**Youssef:** This is the house of my father's friend, Mr

Wan. Here are his children. Their names are

Liu Wei and Zhang Min.

Amira: Hello, Liu Wei and Zhang Min.

**Zhang Min:** Hello!

**Hany:** Where are you from?

Liu Wei: We're from China. We're Chinese.

Where are you from?

**Hany:** We're from Egypt. We're Egyptian.

Youssef: Welcome to Egypt!

**Liu Wei:** Thank you. I'm happy to be here.

# 2 Hany, Hana, Amira and Youssef are at Mr Wan's house. Is Mr Wan from Egypt?

- 1 Ask students to look at the picture. Read the instructions with them and ask where they think Mr Wan is from. Elicit *China*.
- 2 Discuss what clues there are in the picture that the Wan family is from China. (The Chinese characters on the wall, Liu Wei and Zhang Min's clothes, etc.)

Answer:

No. He is Chinese because he has a Chinese name.

#### **Extra practice**

- Ask students to look at the picture and say what room of the house it is. Then ask what they see in the room.
- ☐ Tell students you are going to describe someone and they have to say who it is. Say *She's got glasses*. Elicit *Hana*. Say *He's got black hair*. Elicit *Hany*.
- ☐ Place students in pairs and have them do the activity.

#### STUDENT'S BOOK

page 4

#### 3 Listen, point, and say

- 1 Use flash cards to revise lesson vocabulary.
- Play the audio and ask students to listen and point.
- 3 Say He's from America. He's American.
- 4 Place students in pairs. Explain that one student has to say a country for their partner to say the nationality e.g. Student 1: America. Student 2: American.
- 5 Make sure students take turns. Monitor for correct use of language as students work.

- 1 I'm from Egypt. I'm Egyptian.
- 2 I'm from France. I'm French.
- 3 I'm from America. I'm American.
- 4 I'm from China. I'm Chinese.

#### 4 Look, read, and match

- 1 Explain to students that you will say a nationality for them to say its country.
- Say Chinese. Elicit China. Repeat for all the nationalities.
- Tell students they now have to match the sentences. Have them complete the activity individually and then check answers as a class.

Answers:

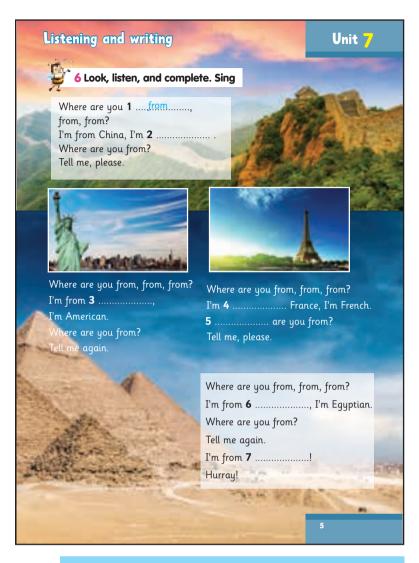
1c 2a 3d 4b

#### 5 Read and complete about yourself

- Ask students to read the incomplete sentences in the Student's Book in pairs.
- Have them complete the activity individually about themselves and then share answers with their shoulder partners.

Students' own answers





#### STUDENT'S BOOK

page 5



#### 6 Look, listen, and complete. Sing

- Ask students to quietly read through the song and say what words they think will go in each space.
- 2 Play the audio for students to check answers. Write answers on the board for students to check against.
- Play the song again for students to sing along.
- 4 Divide the class into four groups. Assign each group a stanza from the song. Explain that they have to sing their song when their turn comes. Play the song for students to complete the activity.
- When students are confident, play the version of the song without words for students to sing along.

Where are you from, from, from? I'm from China, I'm Chinese. Where are you from? Tell me, please.

Where are you from, from, from? I'm from America, I'm American. Where are you from? tell me again.

Where are you from, from, from? I'm from France, I'm French. Where are you from? Tell me, please.

Where are you from, from, from? I'm from Egypt. I'm Egyptian. Where are you from? Tell me again. I'm from Egypt! Hurray!

#### Answers:

- 1 from
- 2 Chinese
- 3 America
- 4 from
- 5 Where
- 6 Egypt
- 7 Egypt

#### **Closing**

- Tell students that you are going to mouth a word for them (say a word without using your voice) to guess what it is. Mouth the word Egyptian. Elicit answer.
- Repeat for all new vocabulary. Then place students in pairs and have them play.
- Tell students that in the next lesson they will learn about different cultures.

### LESSON 2

#### pages 6-7

**Objectives:** To learn about different cultures

**Vocabulary:** China, Chinese, fortune cookies, apartment

**Life skills:** Respect for diversity – different food

Issues: Cross-cultural communication

Materials: Student's Book pages 6 and 7

Audio files Strips of paper

Color pens or pencils

#### Opener |

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Say *Hello* (name). *How are you?* to several students to encourage the response: *Hello*, *Miss / Mr* (*name*). *I'm fine*, *thanks*.
- Have students ask and answer Where are you from?

#### **Presentation**

- 1 Tell students that today they will learn about a special food and drink people in China have.
- 2 Ask them to say what kind of things people drink and eat in Egypt. Ask what their favorite food is. Discuss what food they have tried from other countries.
- 3 On the board write *You will have a happy life*. Ask where they think they would find this message. Leave it on the board.

#### STUDENT'S BOOK

#### page 6

#### 1 Look at the picture and tick who you can see

- 1 Refer students to the picture. Ask what kind of food they see in it. Explain the terms *tea* and *cookie* if necessary.
- 2 Ask students if they drink tea with cookies.
- 3 Ask students to say what they think Hana is holding in her hand and where she got it from.
- 4 Explain that in some small Chinese cookies there are messages. Tell them these are fortune cookies and they usually have funny and happy messages. Explain that they are meant to make people happy and are only for fun.
- 5 Students work in pairs to tick the correct characters that appear in the picture.
- 6 Check answers as a class.

#### Answers:

#### Students tick:

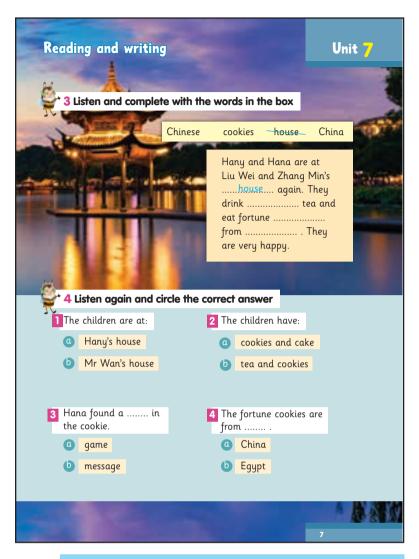
Hany, Hana, Zhang Min, Liu Wei



#### 2 Read and circle the correct answer

- 1 Draw students' attention to the questions. Ask them to work in pairs to look at the picture and circle the correct answer.
- 2 Check answers as a class.

2 a red dress 4 a cup of tea



#### STUDENT'S BOOK

page 7



#### **Listen and complete with the words in the** box

- Refer students to the words in the word box.
- Ask students to complete the activity individually. Then play the audio for students to check answers.
- Place students in pairs and have them read the text to each
- Ask confident students to read the text aloud to the class.

#### Audioscript

Hany and Hana are at Liu Wei and Zhang Min's house again. They drink Chinese tea and eat fortune cookies from China. They are very happy.

Hana: Hi Liu Wei. Thank you for inviting us to

your home.

Liu Wei: I'm very happy you are here. Hany: This tea is very good.

**Zhang Min:** It is Chinese tea. Do you like the cookies? Yes, they're delicious. What's this? Hana: **Zhang Min:** It's a message in the cookie.

Hana: It says 'you will have a happy life'.

**Zhang Min:** That's very good!

#### Answers:

house, Chinese, cookies, China

#### Listen again and circle the correct answer

- Read the sentences and options with the class.
- Play the audio again and ask students to circle the correct answers. Ask them to check their answers in pairs.

Hany and Hana are at Liu Wei and Zhang Min's apartment again. They drink Chinese tea and eat fortune cookies from China. They are very happy.

Hana: Hi Liu Wei. Thank you for inviting us to

your home.

Liu Wei: I'm very happy you are here.

This tea is very good. Hany:

**Zhang Min:** It is Chinese tea. Do you like the cookies? Hana: Yes, they're delicious. What's this? **Zhang Min:** It's a message in the cookie.

It says 'you will have a happy life'. Hana:

**Zhang Min:** That's very good!



2 b 3 b 1 b

4 a

#### **Closing**

- Remind students of the sentence you wrote on the board at the beginning of the lesson. Now that they know that it's a fortune cookie sentence, give each student a strip of paper. Ask them to write a message on it that they can put in a fortune cookie. Tell them they can write in their own language if they like.
- Take all the strips and put them in a box or bag. As the students leave the classroom, have them take a strip from the box or bag and read it.
- Tell students that in the next lesson they will learn about what people have for breakfast from around the world.

### LESSON 3

pages 8-9

**Objectives:** To learn about breakfast around the world

based on a listening text To complete a table

To learn about different cultures
To learn how to sign countries' names

**Vocabulary:** ASL (American Sign Language) for Egypt,

France, America, China

**Life skills:** Respect for diversity – different food

Materials: Student's Book pages 8 and 9

Audio files A4 paper

Color pens or pencils

#### Opener •

- Greet each student as they come into class and say Good morning or Good afternoon.
- Have students say to each other and ask *Hello*. *How are you?*

#### Presentation •

1 Ask students what they usually have for breakfast. Discuss what kind of foods are healthy and unhealthy for breakfast.

#### STUDENT'S BOOK

page 8

## 1 Read and listen. Write the names

- 1 Ask students to think about children in China, America and France and say what they think these children have for breakfast.
- 2 Play the audio with pauses for students to complete the activity. Then check answers as a class.

#### Audioscript

My name's Marie and I'm from France. For breakfast I have hot chocolate and French bread.

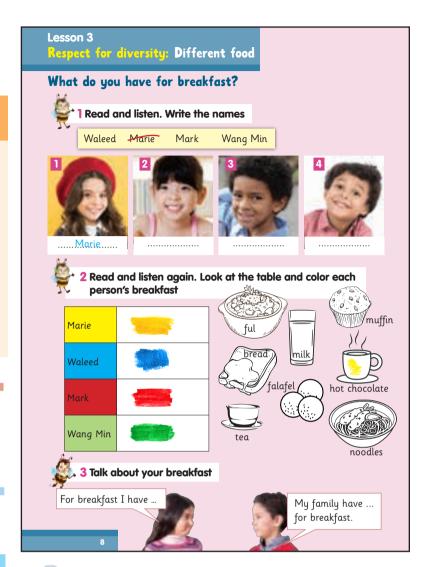
I'm Mark and I'm American. For breakfast I have muffins and a glass of milk.

My name's Wang Min and I'm Chinese. I have Chinese tea and noodles for breakfast.

I'm Waleed and I'm Egyptian. I like to eat ful and falafel for breakfast.

Answers:

1 Marie 2 Wang Min 3 Mark 4 Waleed



# Read and listen again. Look at the table and color each person's breakfast

- 1 Ask students to look at and name the foods presented. Ask if they have any of these for breakfast.
- 2 Ask students to say if they can remember who has each breakfast.
- Play the audio for students to complete the activity. Check answers as a class.

#### Audioscript

My name's Marie and I'm from France. For breakfast I have hot chocolate and French bread.

I'm Mark and I'm American. For breakfast I have a muffin and a glass of milk.

My name's Wang Min and I'm Chinese. I have Chinese tea and noodles for breakfast.

I'm Waleed and I'm Egyptian. I like to eat ful and falafel for breakfast.

Answers:

Marie: Color the hot chocolate and bread

in yellow

Waleed: Color the ful and falafel in blue
Mark: Color the muffin and milk in red
Wang Min: Color the tea and noodles in green



#### 3 Talk about your breakfast

- 1 Ask students to read the speech bubbles. Elicit different words that can be used to complete the gaps.
- 2 Model the activity with a confident student. Then place students in pairs and have them complete the activity. Monitor for proper use of language and grammar.
- 3 Invite pairs to come to the front and do the activity.

Students' own answers

## Fast finishers



- Give students a sheet of A4 paper. Tell them to fold the paper in half.
- Ask them to say what they remember about healthy and unhealthy food.
- Explain that on one half of the paper they have to draw and name what food makes a healthy breakfast, and on the other what makes an unhealthy one.
- Students present their work to the class.

#### STUDENT'S BOOK

page 9

#### Presentation •

- 1 Ask students to say what they remember about sign language.
- 2 Have them sign the different words they might remember.
- 3 Sign different words for them and have them say what the words are.

## 4 Look at how to sign the countries in American Sign Language

- 1 Ask students to look at the pictures. Have them practice signing each country.
- Then ask a student to say a country and sign the word.
- 3 Choose different students to complete the activity.

## 5 Practice ASL for the countries with your friends

- 1 Place students in pairs. Explain that one student will sign a country for their partner to say which country it is.
- 2 Monitor and assist as necessary and make sure students take turns.

#### 6 Practice ASL for Egypt

- 1 If possible, encourage students to find out the ASL for Egypt online, or present the ASL to them, and encourage them to copy what you do.
- 2 Ask students to practice in pairs.
- 3 Monitor and assist as necessary and make sure students take turns.

#### **Closing**

- Place students in pairs. Give each pair a sheet of A4 paper. Tell them they have to draw 3 different words they know in sign language as best they can. Students present their work to the class and sign the words they have on their posters.
- Ask students what they enjoyed about today's lesson.
- Say In the next lesson, we will learn about different schools around the world.

### LESSON 4

#### pages 10-11

**Objectives:** To learn about different schools around the

world

To answer questions on a reading

comprehension text about schools around

the world

**Vocabulary:** musical instrument **Life skills:** Respect for diversity

Materials: Student's Book pages 10 and 11

Flash cards from Lesson 1

#### Opener i

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

- Have students say to each other and ask *Hello*. *How are you?*
- Practice the ASL for different countries that students learned in the last lesson.

#### **Presentation**

- 1 Review Lesson 1 vocabulary with the use of flash cards.
- 2 Ask students to think about a typical school for children from around the world.
- 3 Ask what they know about them, if they think they are similar to their days or how they could be different.
- 4 Ask students what subjects they think students around the world study at school.

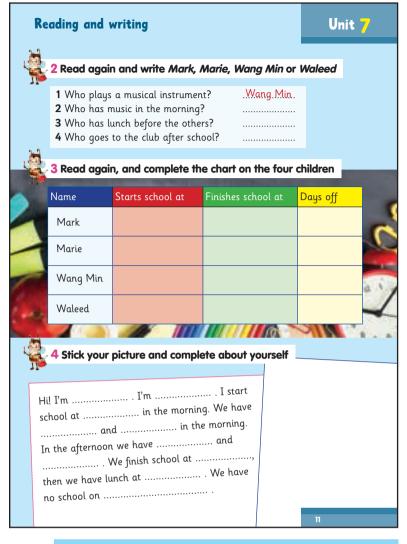
#### STUDENT'S BOOK

#### page 10

#### 1 Read about different schools

- 1 Explain to students that they will read about children and their school days from around the world.
- 2 Give students some time to read the text quietly. Explain that they can ask you for any unknown words.
- 3 Then ask students to say which of the children in the text has a similar school day to theirs. Have students explain why.
- 4 Assign students into groups and write some questions about the text on the board. E.g. When does school start in each country? / When does it end? / What school subjects do the children have in each country?, etc.
- 5 Ask each group to read the text again to answer one of the questions. Encourage groups to present their answers.





#### STUDENT'S BOOK

page 11

## 2 Read again and write Mark, Marie, Wang Min, or Waleed

- 1 Ask students to read the questions. Explain any unknown words.
- 2 Place students in pairs and have them complete the activity.
- 3 Then check answers as a class.

# 1 Wang Min 2 Mark 3 Marie 4 Waleed

## 3 Read again, and complete the chart on the four children

- 1 Ask the questions which you wrote on the board once more to remind students of the text details. Explain that students will use these details to complete the chart. Explain the meaning of *day off* (days when you don't go to school). Check that they understand where to write the names, and how to read the chart.
- 2 Read and complete the answers for Mark as an example.
- 3 Place students in pairs to complete the exercise.

4 Then check answers as a class.



#### 4 Stick your picture and complete about yourself

- 1 Ask students to stick or draw their own picture on the page.
- 2 Read the paragraph together as a class and elicit possible responses.
- 3 Ask students to complete the paragraph individually and compare their answers in pairs.

Students' own answers

#### **Closing**

- Place students in pairs. Ask them to write five sentences about the text, three of which have to be incorrect. Then have students play with other pairs. Explain that they have to read the statements to the other pair which has to say *True* or *False*. They have to correct the false statement.
- Ask students what they found interesting about today's lesson.
- Say In the next lesson, we will learn the sounds ff, ll and ss.

### LESSON 5

pages 12-13

To identify the letter combinations in words **Objectives:** 

with ff, ll and ss

To write sentences that have words with the

letter combinations ff, ll and ss To use the correct punctuation and capitalization marks in a paragraph

Vocabulary: coffee, muffin, off, dollar, bell, glass, dress

**Materials:** Student's Book pages 12 and 13

> Audio file Phonics cards

Flash cards for this lesson

A4 paper

#### Opener •

- Greet each student as they come into class and say Good morning or Good afternoon.
- Say Hello (name). How are you? to several students to encourage the response: Hello, Miss / Mr (name). I'm fine
- Have students say to each other and ask Hello. How are you?
- On the board write different words from Term 1.
- Then ask students to look at the words. Point to one and ask students to say what sounds or letter combination it has.
- Repeat for all words on the board.

## ■ Presentation – the sounds ff, Il and ss ■

- 1 Show a flash card of the word coffee. Ask students to say the word. Write it on the board and underline ff. Say the sound and have students repeat after you.
- Then show a flash card with the word dollar. Ask students to say the word. Write it on the board and underline *!!*. Say the sound and have students repeat after you.
- Repeat for the word *dress*, underlining <u>ss</u>.
- Then ask students if they know any other words with these word combinations. Have them say the words. Write them on the board. Possible words: puff, stuff, cliff, bell, doll, small, pass, miss, boss, class.

#### STUDENT'S BOOK

page 12



#### 1 Listen and read. Then say

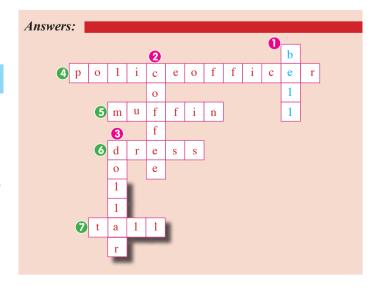
- 1 Refer students to the pictures and ask what they can see.
- 2 Ask them to listen to the audio as they look and point to the pictures in their notebooks. Play the audio.
- Tell students you will play the audio with pauses for them to repeat what they hear. Play the audio with pauses.
- Place students in pairs. Tell them that one student has to say a word for their partner to point to.
- Monitor for proper pronunciation and correct where necessary. Make sure students take turns.

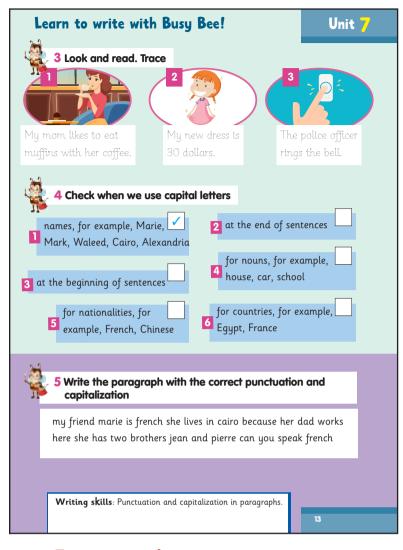


1 dollar 2 bell 3 coffee 4 muffin 5 off 6 glass 7 dress

#### 2 Complete the crossword with the words

- Ask the students to look at the pictures and say them.
- Give students a little time to complete the activity. Check answers as a class.
- Write the words on the board for students to check against.





#### **Extra practice**

- ☐ Give each student a sheet of A4 paper.
- ☐ Ask them to write on it the first half of 4 words from the lesson.
- ☐ Tell students to swap papers and have them complete the
- $\hfill \Box$  Students can check in their Student's Book for the answers.
- ☐ They then read the words to their partners.

#### STUDENT'S BOOK

page 13

#### Presentation |

- 1 Ask students to say the new phonics sounds.
- Write them on the board. Ask them to say as many words as they can with the phonics sounds.

#### 3 Look and read. Trace

- 1 Ask students to look at the activity and say what they see in each picture.
- 2 Have students trace the sentences as best they can. Walk around and praise neat handwriting.
- 3 Then read each sentence and have the rest of the class repeat after you. Ask a confident student to read the first sentence aloud.
- 4 Repeat the above step with sentences 2 and 3.
- 5 Have students read the sentences to their partners.

#### 4 Check when we use capital letters

- 1 On the board write <u>H</u>ana and <u>H</u>any are from <u>Egypt</u>. <u>They are Egyptian</u>.
- 2 Ask students to look at the underlined letters. Ask why they think you have underlined them.
- 3 Ask students what they know about using capital letters.
- 4 Have students read and complete the exercise, checking the correct cases.
- 5 Check answers as a class.

#### Answers:

- 1 names, for example, Marie, Mark, Waleed, Cairo, Alexandria. ✓
- 2 at the end of sentences X
- 3 at the beginning of sentences ✓
- 4 for nouns, for example, house, car, school X
- 5 for nationalities, for example, French, Chinese 🗸
- 6 for countries, for example, Egypt, France ✓

## 5 Write the paragraph with the correct punctuation and capitalization

- 1 Ask students to rewrite the paragraph in their notebooks using the correct punctuation.
- 2 Check their work and praise neat handwriting and correct use of punctuation.

#### Answer:

My friend Marie is French She lives in Cairo because her dad works here She has two brothers, Jean and Pierre Can you speak French?

#### **Closing**

• Tell students that in the next lesson they will learn about money in other countries. Ask students to find out the different currencies people use around the world, at home, if they have an internet connection.

### LESSON 6

pages 14-15

To talk and learn about money and different **Objectives:** 

currencies

Vocabulary: euro, pound, dollar, yuan, piastre, cent, jiao

**CLIL:** Math: Money in other countries

Materials: Student's Book pages 14 and 15

Flash cards: euro, pound, dollar, yuan,

piastre, cent, jiao

Audio file

#### Opener

- Greet each student as they come into class and say Good morning or Good afternoon.
- Say Hello (name). How are you? to several students to encourage the response: Hello, Miss / Mr (name). I'm fine thanks.
- Have students say to each other and ask Hello. How are you?

#### Presentation •

- 1 Ask students if they found out about the different currencies around the world and if they did, to share their findings with the class.
- Explain to students that different countries usually have their own currency and that their money has different colors and sizes.

#### STUDENT'S BOOK

page 14

#### 1 Look, listen, and read

- 1 Tell students to look at the different pictures. Ask if they recognize the money presented there or if they have ever seen it.
- 2 Have students read the text quietly. Explain that Europe and America have cents but they are different. Tell students they cannot use European cents in America and vice versa.
- Tell students you are going to say a currency and they have to say which country it is from. Say dollar. Elicit America. Then say *euro*. Elicit *France*. Continue for all the currencies presented.

- 1 In my country, Egypt, our money is the pound. One pound is 100 piastres.
- In my country, France, our money is the euro. One euro is 100 cents.
- 3 In my country, China, our money is the yuan. One yuan is 10 jiao.
- In my country, America, our money is the dollar. One dollar is 100 cents.

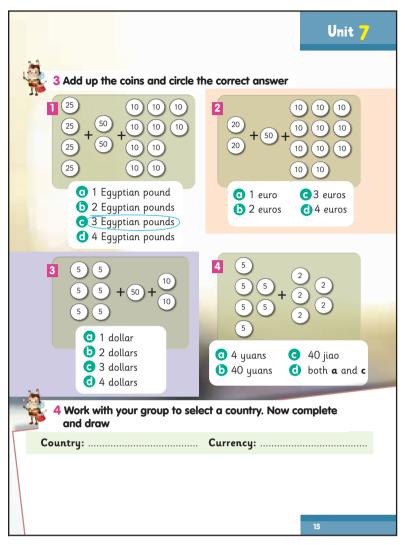


#### 2 Read again and complete

- Read the first sentence with your students and ask 1 pound equals how many piastres? Elicit 100 piastres.
- Students work individually to complete the exercise.
- Check answers as a class.

#### Answers:

- a 100 piastres
- b 100 cents
- c 10 jiao
- d 100 cents



#### STUDENT'S BOOK

page 15

#### 3 Add up the coins and circle the correct answer

- 1 Explain to students they are going to do a little Math. Tell them they have to add up the money in each box and find what its total is. Explain that 100 cents make one euro or one dollar and 100 piastres make one pound while 10 jiaos make 1 yuan.
- 2 Have students work in pairs to complete the activity.
- 3 Check answers as a class.

#### Answers:

- 1 c 3 Egyptian pounds
- 2 b 2 euros
- 3 a 1 dollar
- 4 d both **a** and **c**

## 4 Work with your group to select a country. Now complete and draw

- 1 Ask students to look at the money presented in Exercise 1 or of another country they know.
- 2 Divide students into groups. Ask each group to choose a country then find a picture of one kind of its currency.
- 3 Students then work in their groups to find out what's on their currency and complete the activity.
- 4 Ask each group to talk about their currency.

Students' own answers

#### **Closing**

- Explain to students that currencies usually have important people on them or symbols that are important.
- Place students in pairs. Explain that they have to make a new currency for their country and draw it. They have to make a note and a coin and explain the pictures they have put on it.
- Students then present their work to the class.
- Ask students to bring in catalogs or leaflets from supermarkets for the next lesson.

### LESSON 7

#### pages 16-17

**Objectives:** To do some mathematical processes

(addition and subtraction) using money To complete a graphic organizer on a topic To use a graphic organizer to write a

paragraph

To learn about how to plan for writing a

paragraph

**Vocabulary:** euro, pound, dollar, yuan **Language:** What did you buy? I bought...

How much is it? It's for...

**CLIL:** Math: Money – addition and subtraction

Materials: Student's Book pages 16 and 17

Flash cards: pound, euro, yuan, dollar

Catalogs from a supermarket

#### Opener •

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Use the flash cards to revise the different currencies from Lesson 6.

#### Presentation •

1 Ask students about where they usually go shopping. What kind of things do they like shopping for?

#### STUDENT'S BOOK

#### page 16

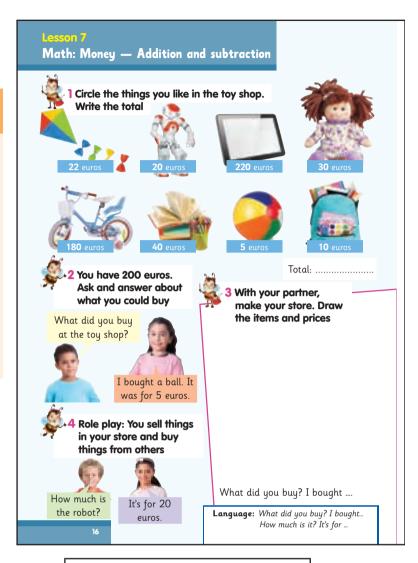
## 1 Circle the things you like in the toy shop. Write the total

- 1 Ask students to look at the items in Exercise 1. Ask them which of these things they like.
- 2 Tell them to imagine they can buy any of these things they like. Ask them to circle the ones they like best and will buy.
- 3 Then ask them to add up the amount of money they will need to buy these things. Have students tell you the total amount.

#### Students' own answers

## 2 You have 200 euros. Ask and answer about what you could buy

- 1 Explain that students are going to pretend that they have 200 euros and that they need to buy things from the toy shop using this money. Show that they need to calculate the money they spend for buying the items they wanted to buy (addition) and then calculate how much money is left (subtraction).
- 2 Model the activity with a confident student. Then place students in pairs and have them complete the activity.
- 3 Ask pairs to come to the front and do the activity.



#### Students' own answers

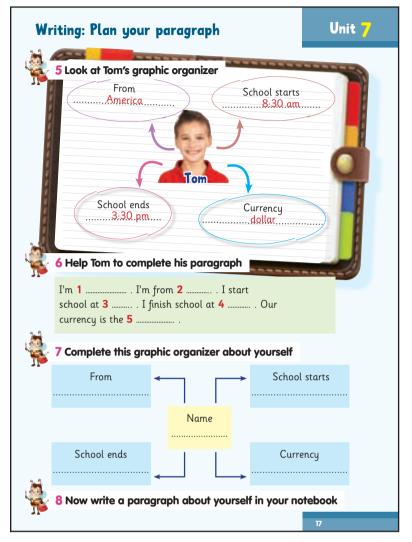
## 3 With your partner, make your store. Draw items and prices

- 1 Explain that they have to pretend that they are opening a store. In it they can have anything they like and they must have a price tag. Explain that they can use any currency they like, but it can only be one currency.
- 2 Place students in pairs and have them make a store on a sheet of A4 paper. Have pairs show the class the things they have put in their stores.

#### Students' own answers

# 4 Role play: You sell things in your store and buy things from others

- 1 Draw students' attention to the speech bubbles. Explain that they are going to use them to role-play buying things.
- 2 Bring three pairs to the front of the class. Explain to the rest of the class that they have to go to the different pairs and buy things from their store.
- 3 Model the activity with the three pairs.
- 4 Then have the class circulate and complete the activity.
- 5 Monitor and assist as necessary.
- 6 After students finish, ask the 3 buyer students *What did you buy?* Students reply *I bought* ... and the buyers ask *How much is it?* The other group reply, *It was for* ... to talk about



what they bought and how much it cost.

7 Continue for as many rounds as time allows to give all students a chance to talk.

Students' own answers

#### STUDENT'S BOOK

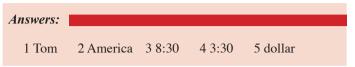
page 17

#### 5 Look at Tom's graphic organizer

- 1 In order to write about something or someone, students need to jot down or brainstorm ideas about the topic; these are put in what is called a *graphic organizer*.
- 2 Draw students' attention to the graphic organizer model in the Student's Book. Explain that it combines the ideas about Tom under some categories/titles.
- 3 Read each of the bubbles in the picture.
- 4 Encourage students to ask questions about the graphic organizer to their shoulder partners to answer.

#### 6 Help Tom to complete his paragraph

- 1 Read the paragraph with gaps to the class and explain that the information needed to complete the paragraph is in the graphic organizer.
- 2 Ask students to work in pairs to complete the gaps.
- 3 Check answers as a class.



#### 7 Complete this graphic organizer about yourself

- 1 Explain that students should complete the graphic organizer with their own information. Show students that the organizer has the same format as in Exercise 5.
- 2 Encourage students to work individually to add their answers. Go around the class as they work to monitor and help as necessary.

Students' own answers

## 8 Now write a paragraph about yourself in your notebook

- 1 Read the paragraph in Exercise 6 with the students again, and remind the class how the information is shown in the graphic organizer.
- 2 Explain that students should now write a paragraph in the same way about themselves. They should take the information from the graphic organizer in Exercise 7.
- 3 Go around the class as they work to monitor and check.
- 4 Ask students to read their paragraphs to their shoulder partners.

Students' own answers

#### **Closing**

- Tell students to take out their catalogs. Explain that they
  have to go shopping. Tell them they only have 50 Egyptian
  pounds to do so and they can only buy things that are totally
  necessary.
- Give students some time to look at the catalog and list what they can buy with their money. Have students then share their lists with the class and explain why they chose the things they did.
- Ask students what they enjoyed learning in the lesson.
- Tell students in the next lesson they will make country displays. Divide students into groups of four. Ask them to bring in pictures of the currency, flag and map of a country of their choice and some food pictures from that country too.

## LESSON 8

pages 18-21

**Objectives:** To revise the language of the unit

To make a country display

To work together in groups

Language: This is our country display.

Materials: Student's Book pages 18 to 21

Flash cards from Lesson 1

Flash cards from Lesson 1 A flag template

Colored tissue paper White cardboard

Scissors Glue

Pictures of currencies, food, flags and maps

from around the world

#### Opener =

• Ask How are you? How do you feel today? Elicit answers.

#### Presentation •

- 1 Revise countries and nationalities from Lesson 1 using the flash cards.
- 2 Place flash cards on the board. Explain that you will point to one for them to say the word. Go through all flash cards.

#### STUDENT'S BOOK

pages 18-19

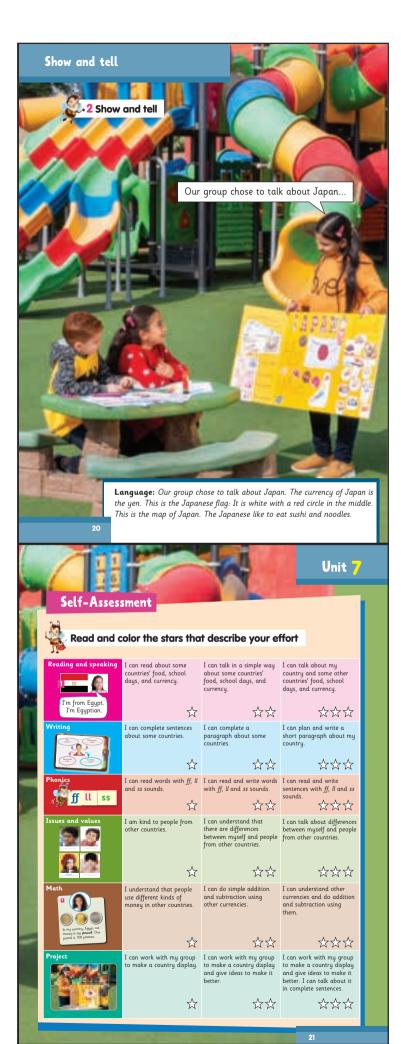
#### 1 Read and make

- 1 Show students the pictures of different currencies, food, flags and maps that you have. Tell them that different countries have different flags and currencies. Some are very colorful, have symbols on them while others are very plain with only one or two colors.
- 2 Then tell students to look at the instructions. Refer them to the first and second instructions. Explain that students already chose countries and brought in the pictures.
- 3 Have each group stick the pictures they brought on cardboard paper.
- 4 Then move to the next step and have them label the pictures (flag, map, ... etc).
- 5 Move around monitoring and helping as necessary. Make sure all students are taking part in the project.

### **Fast finishers**

Ask fast finishers to help their classmates with their projects.





## STUDENT'S BOOK

page 20

#### 2 Show and tell

- 1 Model the language of the unit and show one of the groups' display and say: *This group chose (Japan)*. *Look! This is the (Japanese) flag*.
- 2 Read the language with the students and tell them that they should talk about their displays in the same way.
- 3 Place students in small groups and have them present their displays. Ask each group to choose one member to talk about their display.
- 4 Monitor and help as necessary.

## STUDENT'S BOOK

page 21

#### **Self-Assessment**

# Read and color the stars that describe your effort

- 1 Ask students how they feel about this unit. Tell students that it is fine to be honest and express their feelings.
- 2 Have students look at the activity. Explain that they have to color the stars which show what they can do for each row.
- 3 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.
- 4 Monitor and check students are on task.
- 5 Have students share their work with their partners.

- Tell students to go through the unit pages and say what they liked best about this unit.
- Place students in pairs. Have them choose a lesson, read it to each other and do an activity from it if they like.
- Ask pairs to share their work with the class.
- Praise students for their efforts in Unit 7 and ask them to say *Thank you!* to you and to their shoulder partner.

# **PLAY TIME**

page 22



• 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 Complete the table

- 1 Place flash cards from Lesson 1 on the board and revise the words. Point to each card and ask students to say what the word is.
- 2 Explain to students they have to complete the table with different countries, nationalities and draw a flag.
- 3 Complete the first row with the students.
- 4 Then place students in pairs and have them complete the activity.
- 5 Check answers as a class.

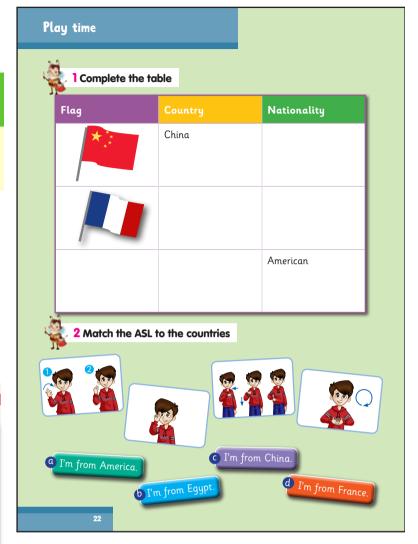
# Flag Country Nationality China Chinese France French America American

#### 2 Match the ASL to the countries

- 1 Ask students to sign the different countries using the sign language they used in Lesson 3.
- 2 Have students complete the activity in pairs.
- 3 Check answers as a class.
- 4 Place students in pairs and have them sign to each other the countries.

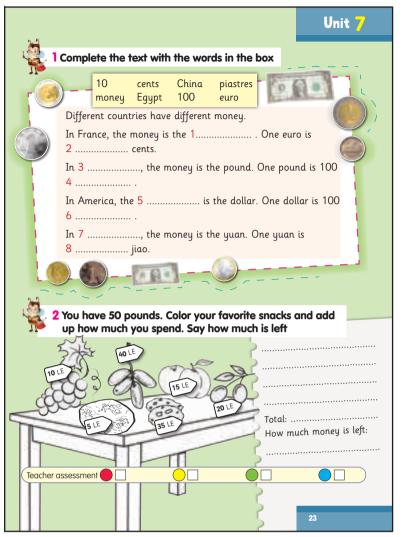
#### Answers:

- 1 d I'm from France.
- 2 b I'm from Egypt.
- 3 c I'm from China.
- 4 a I'm from America.



# **Extra practice**

☐ Place students in small groups and have them play a spelling game. One student says a word from the unit for their partner to spell.



# **PLAY TIME**

page 23



 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 Complete the text with the words in the box

- 1 Ask students to quietly read the word box and complete the activity.
- 2 Have students check answers with their partners.
- 3 Check answers as a class by writing them on the board for students to check against.
- 4 Place students in pairs. Have them read the text to each other.

#### Answers:

Different countries have different money.

In France, the money is the **euro**. One euro is **100** cents.

In **Egypt**, the money is the pound. One pound is 100 **piastres**.

In America, the **money** is the dollar. One dollar is 100 **cents** 

In China, the money is the yuan. One yuan is 10 jiao.

# 2 You have 50 pounds. Color your favorite snacks and add up how much you spend. Say how much is left

- 1 Tell students to look at the snacks and say which ones they like the best.
- 2 Explain that they have 50 pounds and they have to choose two or three suitable snacks and color them in. Then they have to say how much they have to spend to buy these snacks and how much they have left.
- Give students a few minutes to complete the activity and then have them share their answers with the class.

#### 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 the *Teacher Assessment* in the introduction page viii for help.

# Unit 8

# LESSON 1

pages 24-25

**Objectives:** To learn about the seasons of the year

To learn to describe weather

To say what the weather is like today,

tomorrow, and yesterday

**Vocabulary:** hot / cold / rainy / sunny

**Language:** Today, it is..../ Tomorrow, it will be..../

Yesterday, it was ....

Materials: Student's Book pages 24 and 25

Audio files

Flash cards: January, February, March, April, May, June, July, August, September, October, November, December; spring, summer, fall, winter, hot, cold, rainy, sunny

# Opener |

- Say *Hello* (name). *How are you?* to several students to encourage the response: *Hello*, *Miss / Mr (name)*. *I'm fine thanks*.
- Have students say to each other and ask Hello. How are you?

# Presentation =

- 1 Ask the students to look outside. Ask if they like the weather today.
- 2 Then refer students to page 24. Ask what is happening in the picture. Ask who they see and what food they see.
- 3 Ask students to say what kind of things they talk about when they have dinner as a family.
- 4 Place flash cards on the board. Ask students if they know any of the words. Point to a flash card and say the word. Ask students to repeat after you.
- 5 Then point to a student to say a word of one of the flash cards. Repeat for all cards.
- 6 Ask students to use one of the weather words to say what the weather is like today.
- 7 Then on the board write: *fall, spring, summer, winter*. Ask students if they know these seasons. Then ask what the weather is like during these seasons.



# STUDENT'S BOOK

page 24

# 1 Look, listen and read. Who likes the fall? Why?

- 1 On the board write *is* and *was*. Ask students to say when we use *was* (to talk about things that happened in the past).
- 2 Raise the Student's Book and point to the first speech bubble. Tell students to point to the same one in their books. Read the sentence aloud and have students repeat after you.
- 3 Repeat the above for all the sentences in the conversation. You might need to explain *August* and *January*.
- 4 Play the audio and ask students to listen. Tell them to read along as they listen.
- 5 Explain that you will read a sentence from the story and the students have to tell you who says it.
- 6 Place the students in groups of four and have them role-play the dialog.
- 7 Ask groups to come to the front of the class and role-play the dialog.
- 8 Ask students what seasons the family talk about. Then ask who likes fall.
- 9 Ask students what their favorite season is and encourage them to explain why.



#### Audioscript

Hana: Dad, what's your favorite month?

Dad: I like January best because it's cold. I like cold

weather, and you?

Hana: I like August best because it's hot and I can go to

the beach. What about you, Mom?

I like the fall because it's not too hot. In some Mom:

places there are very beautiful colored leaves.

Hany: I like the spring because there's a lot of sunshine.

Today it is rainy, but tomorrow it will be sunny.

Hurray!

# Answer:

Mom. Because it's not too hot.

# **Extra practice**

- ☐ Place students in four groups. Give each group a season. Explain that they have to write as many words as they can that are related to that season e.g. summer – hot, August, swim, ice-cream, etc.
- ☐ Then have groups share their words with the class.

# STUDENT'S BOOK

page 25



# 2 Listen, point, and say

- Use flash cards to revise unit vocabulary.
- Play the audio and ask students to listen and point.
- Tell students you will say a word and they have to mime it as best they can. Say In November, it's cold. Have students mime being cold. Mime with them. Repeat for all the vocabulary.
- Then tell students you are going to mime a word for them to guess what it is. Mime hot to elicit it from the students. Repeat for all the words.

1 In November, it's cold. 3 In April, it's sunny.

2 In August, it's hot.

4 In January, it's rainy.

#### 3 Read and match

- On the board write: *Today it is.... Yesterday it was...*. Tomorrow it will be... . Ask students to help you complete the sentences. Check that all understand the differences between the three models.
- Tell students they now have to read to match the sentences. Have them complete the exercise individually and then check answers as a class.
- Ask the following questions to check understanding:
  - 1 Where is Nada from? (Mansoura.)
  - 2 Does she like flowers? (Yes, she does.)
  - 3 What days does she like best? (Sunny days)
  - 4 What can she do tomorrow? (Go to the park and play).

Answers:

2b 3a 1c

#### **Closing**

On the board write:

 $I'm \dots I'm from \dots$ 

*I like* ... and ... .

It's ... today.

It was .. yesterday.

- Have students complete the sentences about themselves in their notebooks. Then have students read the sentences to the class.
- Ask students to say what they enjoyed about this lesson.
- Tell students that in the next lesson they will learn the months of the year and write about their favorite one.

# Unit 📒

# LESSON 2

pages 26-27

**Objectives:** To revise the months of the year

To read and complete a seasons chart

To talk about their favorite month

Vocabulary: January, February, March, April, May,

June, July, August, September, October,

November, December

Issues: Environmental awareness

Student's Book pages 26 and 27 **Materials:** 

> Audio files Strips of paper

# Opener |

- Greet each student as they come into class and say Good morning or Good afternoon.
- Say Hello (name). How are you? to several students to encourage the response: Hello, Miss / Mr (name). I'm fine thanks.
- Have students say what their favorite season and weather is.

# Presentation •

- Tell students that today they will learn the months of the year. Ask if they know any of them in English.
- Refer students to Exercise 1 in their Student's Book. Ask them to look at each month and say what the weather is like.

# STUDENT'S BOOK

page 26

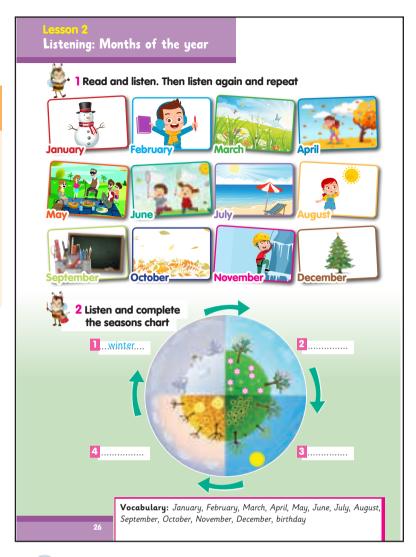


# Read and listen. Then listen again and repeat

- 1 Refer students to the months. Explain that they will hear them and as they do, they have to point to them.
- 2 Play the audio and ask students to listen and point.
- 3 Next, have the students repeat the months as they hear them.
- On the board, write the four seasons: *spring*, *summer*, *fall*,
- Ask students what months correlate to each season.

#### Audioscript

January **February** March April May June JulyAugust September October December November



# Listen and complete the seasons chart

- On the board write winter. Ask students what months winter
- 2 Then ask students if they know the other seasons and how the weather is like in each season. Elicit responses and praise correct answers. Ask what months the seasons are in. Explain to students that we have different seasons during the year and each season lasts for three months.
- Have students look at the pictures in the chart. Elicit the weather in each season as shown in each picture. Ask students to listen and complete the chart with the names of the seasons.
- Encourage students to write the names of the seasons in the correct spaces. Monitor and help with spelling.
- Check answers as a class.

# Audioscript

1 winter 2 spring 3 summer 4 fall

Answers:

1 winter 4 fall 2 spring 3 summer

## Listening and speaking

Unit



#### Which months are special? Listen and complete

My favorite month is 1 .... because it's my birthday and we have a special party. I also love .... this year because we have Eid Al-Fitr.

3 ..... and

fantastic months for me. My grandparents come to see us!





## STUDENT'S BOOK

page 27



# 3 Which months are special? Listen and complete

- Refer students to the text and ask them to read it quietly. Ask if they have any unknown words they'd like you to explain.
- Ask students to complete the exercise individually. Then play the audio for students to check answers.
- Place students in pairs and have them read the text to each
- Ask students what their favorite month is and what they do in that month that makes it so special.

## Audioscript

My favorite month is January because it's my birthday and we have a special party. I also love May this year because we have Eid Al-Fitr. July and August are also fantastic months for me. My grandparents come to see us!

Answers: 1 January 2 May 3 July 4 August

## 4 Which months are special to you? Why?

- Ask different students to say things that make their favorite months special. Write the different ideas on the board.
- Explain to students that they will now talk about their favorite months.
- Give students a little while to think about what makes their favorite month special.
- Then ask two students to read the speech bubbles aloud.
- Model the exercise with a confident student. Place students in pairs and have them complete the exercise. Monitor for proper use of language and pronunciation.
- Then have students swap pairs and repeat the activity.
- Invite pairs to come to the front and do the activity in front of the class.

#### Students' own answers

# **Extra practice**

- ☐ Give students six strips of paper each. On each one, students have to write the first half of the month e.g. Janu for January. For May they can write Ma.
- ☐ Then have students walk around and swap strips with six different students. They must have six strips with them before sitting down.
- Students then complete the strip of paper with the correct letters to form the month's name and read it aloud to the class.

# **Fast finishers**

- Give students a sheet of A4 paper. Tell them to fold the paper in four.
- Ask them to write a month in each square and then write the different things they do in those months. Students then read their work to the class.

- Ask students what they enjoyed about today's lesson.
- Say In the next lesson, we will learn about birthdays.

# Unit 📙

# LESSON 3

pages 28-29

To learn how to say dates of birth **Objectives:** 

To learn how to order the months

To sing a song about birthdays

Vocabulary: calendar, birthday

Language: When is your birthday? It's in (March).

Life skills: Communication

**Materials:** Student's Book pages 28 and 29

> Audio files Strips of paper

# Opener

- Greet each student as they come into class and say Good morning or Good afternoon.
- Say Hello (name). How are you? to several students to encourage the response: Hello, Miss / Mr (name). I'm fine thanks.
- Have students say to each other and ask Hello. How are you?
- Ask students to say the months in order.

## Presentation

- Write the numbers 1 to 12 on the board in one line.
- Invite students to come to the board and write a month under each number e.g. 6 – June.
- Then tell students you will say a number for them to say what month it is. Say: 10. Elicit October.
- Continue with all the months.

# STUDENT'S BOOK

page 28



# Listen and write these names on the calendar below

- Ask students to look at the calendar. Ask if they have their birthday in October.
- Explain to students that they will listen to some people talking about their birthdays and they have to write the names they hear in the correct space on the calendar. Tell students that the names are next to the little girl.
- Play the audio with pauses for students to complete the exercise.
- Check answers as a class.

- *Mazen*, when's your birthday? My birthday is on October 21st.
- Mariam, when's your birthday? My birthday is on October 4th.
- Jana, when's your birthday? My birthday is on October 23rd.
- Omar, when's your birthday? My birthday is on October 12th.



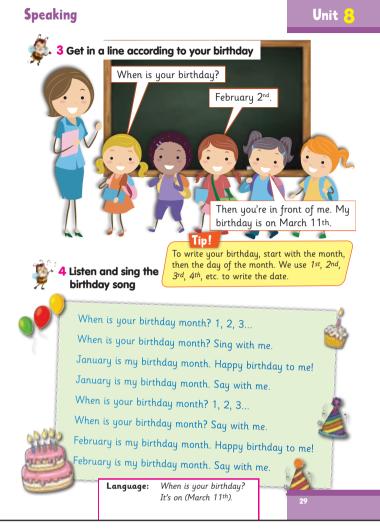
- Fares, when's your birthday? My birthday is on October 27th.
- Farida, when's your birthday? My birthday is on October 30th.

#### Answers:

Mariam - October 4th Mazen – October 21st Jana – October 23rd Omar - October 12th Fares - October 27th Farida - October 30th

# 2 Now say

- Explain to students that when we say the date, we use ordinal numbers. On the board write: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 20, 30.
- Then go through each number and say its corresponding ordinal e.g. 1 first, 2 second, 3 third, 4 fourth, etc.
- Emphasize that 1, 2, 3, 11, 12, 15, 20 and 30 differ from the other ordinal numbers e.g. eleventh, twelfth are used for 11 and 12, but for 13 we say thirteenth. For 5 and 9 we say fifth and *ninth*, and in other words we just add *th* after the number.
- Then explain that for 21, 22 and 23 we say twenty-first, twenty-second, twenty-third and that for 31 we say thirty-
- Finally, on the board write  $I^{st}$ ,  $2^{nd}$ ,  $3^{rd}$ ,  $4^{th}$ ,  $2I^{st}$ ,  $22^{nd}$ ,  $23^{rd}$ ,  $31^{st}$ , etc and explain that although we say the full date, we write them as they are on the board. Read the Tip! box with students to make sure they understand.
- Explain that you will say a number and the students have to say the ordinal number e.g. say 18, elicit eighteenth. Repeat



for a few numbers.

- 7 Then place students in pairs and have them do the activity above with their partners. Have them stop after five rounds.
- 8 Next refer students' attention to the calendar and the names of the children in Exercise 1. Say two names and the dates of their birthdays as an example and then ask confident students to model with the remaining names.
- 9 Place students in pairs and have them complete the activity.
- 10 Monitor and assist as necessary and make sure students take turns.

# Extra practice

☐ Place students in pairs. Give each student three strips of paper. Tell them they have to write a month and a number on each one e.g. July 10. They then show the strip to a partner who has to say the date e.g. July tenth.

#### STUDENT'S BOOK

page 29

## 3 Get in a line according to your birthday

- 1 Review the months of the year.
- 2 On the board write *in front of* and *behind*. Ask students if they remember what they mean.
- 3 Explain you will say two months. They have to tell you which month is before and which one is after. Say *April*, *March*. Elicit *March is before April*. *April is after March*.
- 4 Write these on the board: *March is before April. April is after March*.

- 5 Explain to students they will now line up in front of the class in the order of their birthdays. Give each student a sheet of A4 paper and ask them to write the month of their birthday on it. Draw students' attention to the speech bubbles to illustrate what they need to do.
- 6 Place students in small groups and have them work out what order they will stand in. Tell them to use the words *before* and *after*.
- 7 Then have each group come to the front. Ask them to stand in any order and then to rearrange themselves in order again, using the words *before* and *after* and the question *When is your birthday?*
- 8 If there are students who have their birthdays in the same month, ask them to work out whose birthday is first in terms of days so they stand in order.

# 4 🚺 Listen and sing the birthday song

- 1 Ask students to read the song. Explain that if students have their birthday in January, they stand up, clap and sing. The same applies for students with birthdays in February.
- 2 Play the audio for students to sing along to.
- 3 Then tell students they will sing again, but this time substitute the months *January* and *February* with the other months of the year. Again the students stand and clap to their birthday months.
- 4 Continue the activity for all the months, using the audio track without words.
- 5 Divide the class in four groups. Assign each group a stanza from the song. Explain that they have to sing their song when their turn comes. Play the song for students to complete the activity.
- When students are confident, play the version of the song without words for students to sing along.

#### Audioscript

When is your birthday month? 1, 2, 3...

When is your birthday month? Sing with me.

January is my birthday month. Happy birthday to me. January is my birthday month. Say with me.

When is your birthday month? Happy birthday to me. When is your birthday month? Say with me.

February is my birthday month. Happy birthday to me. February is my birthday month. Say with me.

- Give each student a strip of paper and ask them to write their names and birth date on it. Collect all strips. Explain that you will read out the names and dates but that you might get mixed up. If you do, the students have to correct you. Pick up a strip and say the name and date e.g. Mariam, December two. Elicit December second. Then say a name and date correctly. Continue in this manner for all strips.
- Ask students what they enjoyed about today's lesson.
- Say In the next lesson, we will learn about the seasons in different countries.

# Unit 🧏

# LESSON 4

pages 30-31

**Objectives:** To learn about seasons around the world

To complete a diagram

To write and draw about favorite weather.

Language: I'm from America. In winter it's very cold

and we get snow on our faces.

CLIL: Social Studies - Seasons in different

countries

**Materials:** Student's Book pages 30 and 31

> Audio files Map of the world A4 paper

# Opener •

- Greet each student as they come into class and say Good morning or Good afternoon.
- Say Hello (name). How are you? to several students to encourage the response: Hello, Miss / Mr (name). I'm fine thanks.
- Sing the song from Lesson 3 again.
- Ask students what they think about today's weather.

## **Presentation**

- Place the map of the world on the board. Point to different countries students already know and have students name them. Then point to the equator. Ask students what they know about the equator. Tell students that it is usually very warm and wet there.
- Point to different countries near the equator and then show them Uganda. Tell students they will learn a few things about this country today.

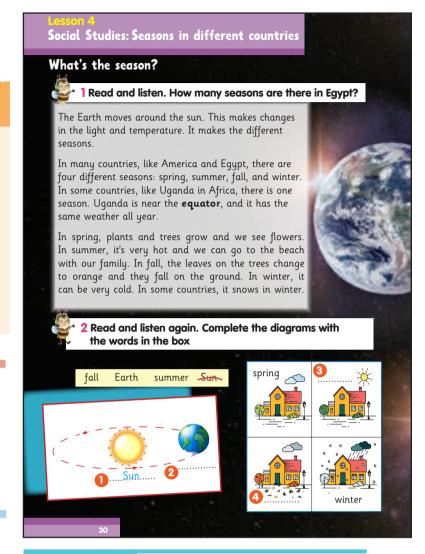
# STUDENT'S BOOK

page 30



# Read and listen. How many seasons are there in Egypt?

- 1 On the board write fall. Ask students what months fall is in.
- Then ask students if they know the other seasons. If so, write them on the board. Ask what months they are in. Explain to students that we have different seasons during the year and each season lasts for three months.
- 3 Have students read the text quietly. You may need to explain any unknown words.
- Elicit the answer to the question. Then point to the map on the board. Explain that the countries above the equator do not have the same seasons as the ones below the equator. Point to North America and explain when it's winter here, it's summer in Australia and point to Australia. Repeat for Europe but with spring and point to South Africa, explaining that it's fall here when it's spring in Europe.
- Ask questions about the text to check understanding.



# Audioscript

The Earth moves around the sun. This makes changes in the light and temperature. It makes the different seasons.

In many countries, like America and Egypt, there are four different seasons: spring, summer, fall and winter. In some countries, like Uganda in Africa, there is one season. Uganda is near the equator, and it rains all year.

In spring, plants and trees grow and we see flowers. In summer, it's very hot and we can go to the beach with our family. In fall, the leaves on the trees change to orange and they fall on the ground. In winter, it can be very cold. In some countries, it snows in winter.

## Answer:

There are four seasons.

# Read and listen again. Complete the diagrams with the words in the box

- 1 Have students look at the words in the box then the diagrams.
- Have students work in pairs to complete the exercise.
- Check answers as a class.



Answers:
1 Sun 2 Earth 3 summer 4 fall

# **Extra practice**

☐ Place students in pairs. Give each pair a sheet of A4 paper. Ask them to fold it in half. Ask them to draw or write two countries, one from the Northern hemisphere and one from the Southern hemisphere. Then have them write or draw a country on the equator. Have them write the seasons and what months each country has them in and the two seasons the equator has. Students present their work to the class.

# STUDENT'S BOOK page 31

#### 3 Listen. Match the countries to the photos

- 1 Ask students to look at the pictures and say what they see. Ask which season they think each picture shows. Have them explain their answers.
- 2 Have them read the countries in the lozenges. Point to each one on the world map. Ask if they know anything about the weather in those countries. Ask which pictures they think match to the countries.
- 3 Play the audio for students to complete the activity. Check answers as a class.

4 Explain that you will play the audio again. Ask students to listen closely and note any weather words they hear. Elicit answers. Play the audio with pauses for students to write the answers. Write them on the board. Possible answers: winter, cold, snow, summer, hot, dry, dry, wet, rain.

## Audioscript

**Girl:** Hi! I'm from America and in the winter it's very cold and we get snow on our faces! It's awesome!

**Boy:** Hi! I'm from France. In the summer, it's very hot and sometimes it doesn't rain. Then our flowers are very dry.

**Girl:** Hello! I am from Uganda. In my country, we have one season. It is usually hot. In some months, it rains a lot. This is called a monsoon.

**Boy:** Hello! I'm from Egypt. Sometimes we have very hot summers and we need to drink a lot of water.

**Girl:** Hello! I'm from China. In my country, it sometimes rains a lot and the streets are full of water. This is called a flood.

Answers:

1 E 2 A 3 B 4 C 5 D

# 4 What is your favorite weather? Draw and color a picture

- 1 Have a general conversation on weather and seasons students like best. Write any key words on the board.
- 2 Explain that students have to draw a picture that shows their favorite weather and to write a few sentences about it.
- 3 Have students present their work to the class.

Students' own answers

- On the board write: hot, sunny, August. Ask students what season they think you are describing (summer). Then write: cold, snow, December. Again ask what season you are describing (winter). Ask students to write three sets of words that describe a season each. They then read the words to their partners who have to guess the season.
- Tell students in the next lesson they will learn about the water cycle.

# Unit 📒

# LESSON 5

pages 32-33

**Objectives:** To learn about the water cycle

To complete a text To understand a diagram

**Vocabulary:** the water cycle, evaporation, condensation,

precipitation, accumulation

Values: Respect for diversity
CLIL: Science: the water cycle

Materials: Student's Book pages 32 and 33

Audio file

# Opener

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

• Say *Hello* (name). *How are you?* to several students to encourage the response: *Hello*, *Miss / Mr (name)*. *I'm fine thanks*.

## Presentation •

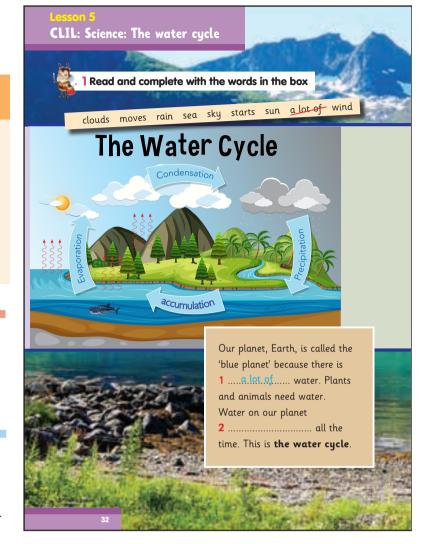
- 1 Ask students when the last time they saw rain was. Encourage them to guess how rain is formed and to try to explain the reasons.
- 2 Then ask students why they think rain is important for our planet (trees, flowers need water to grow, we need water for our rivers and seas and animals need water to survive).
- 3 Ask if they know how rain is formed. Explain that in today's lesson they will learn about how rain is formed.

# STUDENT'S BOOK

page 32

# 1 Read and complete with the words in the box

- 1 Ask students to look at the words in the box. Ask them what they think the text with these words in it will be about.
- 2 Have students read the text quietly and explain any queries. Students then work individually to complete the exercise.
- 3 Don't check the answers for now, as students will listen and check in the next exercise.





## STUDENT'S BOOK

page 33



# 2 Now listen and check

- Have students check their answers with their partners. Then play the audio and check answers as a class.
- Ask students to cover page 33 with a book so they cannot see the text.
- Refer them to page 32 and ask them to look at the illustration. Have them describe what is happening in the illustration to their partners. Monitor and assist as necessary. Make sure students take turns.
- Bring pairs to the front to do the activity in front of the class.

Our planet, Earth, is called the 'blue planet' because there is a lot of water. Plants and animals need water. Water on our planet moves all the time. This is the water cycle.

The rain falls from the sky. The water goes to the sea, rivers and earth.

The sun warms the sea and earth and the water becomes water vapor. It goes into the sky. This is called 'evaporation'.

Then the water vapor comes together to make clouds. This is called 'condensation'.

The wind blows the clouds in the sky. When the clouds become very big and heavy, this makes rain.

The rain falls on the sea and earth and this is called 'precipitation'.

The water goes into the earth, rivers and the sea . This is 'accumulation'. Then the water cycle starts again.

Answers:		
1 a lot of	2 moves	3 sun
4 sky	5 clouds	6 wind
7 rain	8 sea	9 starts

# 3 Read and guess with one of the processes

- Ask students to look at the words in the box. Remind them that these are the 4 different processes that make up the water cycle.
- Read the first sentence with the class and elicit the name of the process (accumulation). Students then work individually to complete the exercise.
- Ask students to check answers in pairs.



# **Extra practice**

☐ Place students in pairs. Have them write four sentences about the text, one of which has to be false. They then swap sentences with another pair who has to find and correct the false sentence.

- Ask students what they found interesting about this lesson.
- Tell students in the next lesson they will learn the sounds spr and str.

# Unit 📒

# LESSON 6

## pages 34-35

To identify the sounds spr and str in words **Objectives:** 

To trace and write sentences

To order sentences to make a paragraph To write a paragraph about favorite season spring, spray, street, strawberry, straight

Vocabulary: **Materials:** Student's Book pages 34 and 35

Audio files

Phonics cards: spr, spring, spray; str, street,

strawberry, straight

A4 paper

# Opener •

- Greet each student as they come into class and say Good morning or Good afternoon.
- Say Hello (name). How are you? to several students to encourage the response: Hello, Miss / Mr (name). I'm fine thanks.
- Have students say to each other and ask Hello. How are you?
- Write the different phonics words from Unit 7 on the board.
- Then ask students to look at the words on the board. Point to one and ask students to say what sounds or letter combination it has.
- Repeat for all words on the board.

# Presentation – the phonics spr and str

- Show a flash card of the word *spring*. Ask students to say the word. Write it on the board and underline spr. Say the sound and have students repeat after you.
- Then show a flash card with the word street. Ask students to say the word. Write it on the board and underline str. Say the sound and have students repeat after you.
- Then ask students if they know any other words with these word combinations. Have them say the words. Write them on the board. Possible words: spr - sprint, spray; str- string, stripes, straight.

# STUDENT'S BOOK

## page 34

#### 1 Listen and repeat

- Refer students to the pictures and ask what they see.
- Ask them to listen to the audio as they look and point to the pictures in their Student's Books. Play the audio.
- Tell students you will play the audio with pauses for them to repeat what they hear. Play the audio with pauses.
- Place students in pairs. Tell them that they have to take turns to say a word for their partner to point to.
- Monitor for proper pronunciation and correct where necessary. Make sure students take turns.



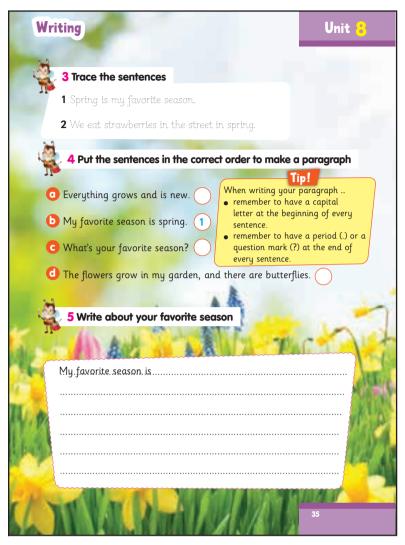
- 1 spring
- 2 spray
- 3 street
- 4 strawberry
- 5 straight

# 2 Listen and write

- Explain that students will hear the new words and write them. Give them a few minutes to study the words from Exercise 1.
- Play the audio for students to complete the activity. Then check answers as a class. Write the words on the board for students to check against their answers.
- As an extension, have students make sentences with the words.

## Audioscript

- 1 straight
- 2 strawberry
- 3 spray
- 4 street
- 5 spring



# Answers:

- 1 straight
- 2 strawberry
- 3 spray
- 4 street
- 5 spring

# Extra practice

- ☐ On the board write *I* eat seven strawberries in spring in the straight street.
- ☐ Explain that this is a tongue twister. Tell students to read the sentence first slowly and then again and again, picking up speed as they do. Explain that the aim is to say the sentence as fast as they can without mixing up their words or getting stuck
- ☐ Place students in pairs and have them complete the activity.
- ☐ Tell students they can write their own tongue twister as well if they like.

## STUDENT'S BOOK

page 35

#### 3 Trace the sentences

- 1 Ask students to say the new words. Write them on the board.
- 2 Ask students to look at the exercise and read the sentences quietly.

- 3 Have students trace the sentences as best they can. Walk around and praise neat handwriting.
- 4 Then repeat each sentence and have the rest of the class repeat after you. Ask a confident student to read the first sentence aloud.
- Repeat the above step with sentence 2.
- 6 Have students read the sentences to their partners.

# 4 Put the sentences in the correct order to make a paragraph

- 1 Refer students to the *Tip!* box. Revise the use of capital letters and punctuation marks.
- 2 Explain that the four sentences they are going to read are from a paragraph that is mixed up. Tell students they have to put the sentences in order to make a paragraph.
- 3 Explain to class that the first sentence in a paragraph usually presents the general idea of the paragraph while the last one presents a summary, an opinion or a question to get the attention of the reader. The sentences in between present more details about the topic of the paragraph.
- 4 Students work in pairs to complete the activity. Check answers as a class.
- 5 Have students read the paragraph to each other.

Answers:

a 2 b 1 c 4 d 3

#### 5 Write about your favorite season

- 1 Ask students to say what their favorite season is and why they like it. Write key words on the board.
- 2 Explain to students they have to write a short paragraph about their favorite season. Tell students they should write four sentences at least.
- 3 Ask them to look at the paragraph in Exercise 4 and say what each sentence is about. (1 what their favorite season is 2 one thing that happens in that season 3 another thing that happens in that season)
- 4 Give students a few minutes to complete the activity. Monitor and assist as necessary.
- 5 Ask students to read their paragraph to their partners. Invite students to read their work to the class.

Students' own answers

- Explain to students that they will play a game.
- Place students in small groups. Tell them you will say a sound and they have to write a sentence that has a word with that sound. Explain they only have one minute for each sound.
- The group with the most sentences wins.
- Tell students that in the next lesson they will learn about saving water. Ask them to think about how they use water and what they do to save it at home.

# Unit 📒

# LESSON 7

pages 36-37

**Objectives:** To learn about water conservation

To write about how they save water at home

Vocabulary: faucet, turn off, bowl, showers, baths

Language: Conserving water, turn off the faucet when

brushing your teeth

**Issues:** Water conservation

**Materials:** Student's Book pages 36 and 37

Audio file

# Opener |

Ask: How are you? How do you feel today? What's the weather like? Do you like today's weather? Elicit answers.

Ask students what they remember about the weather cycle and how rain is formed.

# Presentation

- Ask students why they think it is important to save
- Then ask what kinds of things they do at home that use water e.g. have a bath, wash dishes.

# STUDENT'S BOOK

page 36

## Listen and read

- Ask students to look at the pictures and say what they see. 1
- Play the audio for students to listen to the activity. Explain any unknown words.
- Ask students if they do any of these things at home to save
- Then ask students to think about how these things help save
- Students then take turns to read the sentences to their shoulder partners.

## Audioscript

- Use only the water you need to make coffee and tea.
- 2 Turn off the faucet when brushing your teeth.
- Turn off the water when putting shampoo on your hair. Take short showers not long baths.
- Water your plants in the early morning or evening.
- Wash fruits and vegetables in a bowl of water.



## Ask and answer

- Draw students' attention to the speech bubbles and practice asking a confident student the question. Students listen to his/her answer.
- Students work in pairs to ask and answer about how they conserve water at home. Tell them that they can use the previous exercise or any other ways they use to conserve water.
- Monitor as they practice and help if necessary.
- Invite confident pairs to ask and answer in front of the class.

Students' own answers



# STUDENT'S BOOK

page 37

## 3 How do you conserve water at home? Write

- 1 Have a class discussion on what students do to save water at home. Write key ideas on the board.
- Then give students some time to complete the exercise in pairs. Explain that they can use ideas from the board.
- 3 Have pairs share their work with the class.

Students' own answers

# **Extra practice**

- Ask students to think about what life would be like with no or little water.
- Place students in pairs and have them make a report showing why we need to save water. They can draw or find pictures of dry flowers, brown grass, thirsty animals, etc.

- Ask students to present their work to the class in pairs.
- Tell students that in the next lesson they will make a poster. Ask them to bring in photos or drawings of themselves at home doing things like: washing dishes, brushing teeth, turning off faucets as examples of conserving water and other photos as examples of wasting water.

# Unit 🔠

# LESSON 8

pages 38-41

**Objectives:** To revise the language of the unit

To make a poster about conserving water

To work together in groups

**Language:** This is my water conservation poster.

*Fix the faucet.* 

Turn off the faucet when you don't need it.

Materials: Student's Book pages 38 to 41

Flash cards from Unit 7

Glue

Poster paper

Photos or drawings of children at home

Marker pens

# Opener •

- Ask How are you? How do you feel today? Elicit answers.
- Sing the song from Lesson 3 again.
- Ask students what they have enjoyed about this unit and what they have learned.

# Presentation

- 1 Revise countries and nationalities from Unit 7 using the flash cards.
- 2 Place flash cards on the board. Explain that you will point to one for them to say the word. Do this for all the flash cards.

# STUDENT'S BOOK

pages 38-39

#### 1 Read and make your water conservation poster

- 1 Ask students to show their photos or drawings of themselves at home. Have them say what they are doing in each one.
- 2 Explain that they will be making a poster about things they should and shouldn't do at home to save water.
- 3 If necessary, students might need to draw more pictures of themselves. Make sure they have four pictures, two showing what they should do and two what they shouldn't do to save water.
- 4 Tell students to take out their poster paper or give them one piece each. Have them refer to the poster on page 38 as an example. Explain that on the left, they write things they should do and on the right, write things they shouldn't do.
- 5 Tell students to show you their sentences before writing them on the poster.
- 6 Give students some time to complete the activity.
- Ask students to share their work with their partners.





# **Fast finishers**



 Ask fast finishers to help their classmates with their projects. Have them check the posters for spelling and punctuation.

## STUDENT'S BOOK

page 40

#### 2 Show and tell

- 1 Model the language of the unit and show one of the students' posters to the class. Read the ideas presented e.g. (*This is my water conservation poster.*), (*Fix the faucet if it drips.*), (*Turn off the faucet when you don't need it.*).
- 2 Place students in small groups and have them present their posters.
- 3 Monitor and help as necessary. Make sure all students take turns presenting.
- 4 If there are any confident students who want to present to the class, encourage them to do so.

## STUDENT'S BOOK

page 41

#### **Self-Assessment**

# Read and color the stars that describe your effort

- 1 Ask students how they feel about this unit. Tell students that it is fine to be honest and express their feelings.
- 2 Have students look at the exercise. Explain that they have to color the stars according to how strong they feel about each area, 1 being the weakest.
- 3 Encourage them to look back through the unit to see what they have learned and what they need to practice further. Explain that if they haven't done so well on this unit, it means that they need to work a little harder in future.
- 4 Ask students to complete the activity individually.
- 5 Monitor and check students are on task. If any students have concerns about their progress, be reassuring and encouraging.

- Tell students to go through the unit pages and say what they liked best about this unit.
- Place students in pairs. Have them choose a lesson, read it to each other and do an exercise from it if they like. Ask pairs to share their work with the class.
- Praise students for their efforts in Unit 8 and ask them to say *Thank you!* to you and to their shoulder partners.

# Unit 😕

# **PLAY TIME**

page 42



• 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 write the missing months

- 1 Ask students to say the different months of the year. Write them on the board as they do so.
- 2 Then ask them to complete the exercise.
- 3 Check answers as a class.
- 4 Have students say the months of the year to their partners. Make sure students take turns.



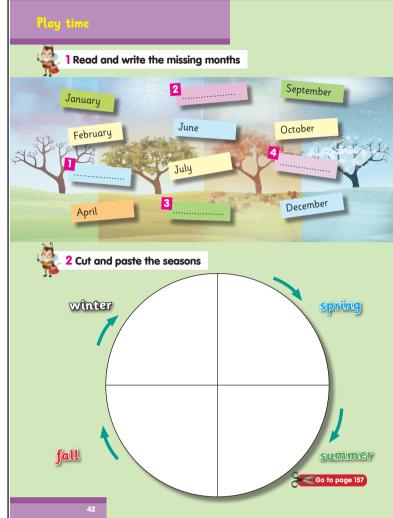
## 2 Cut and paste the seasons

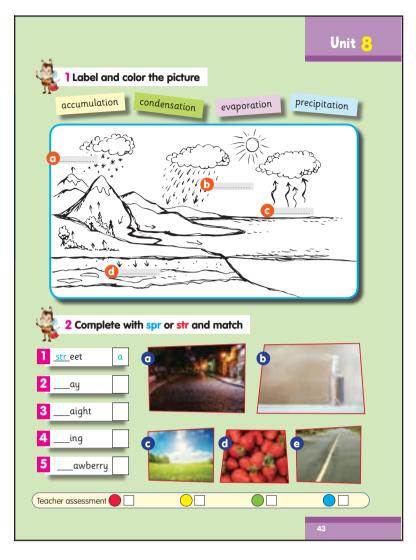
- 1 Refer students to page 157 and ask them to cut out the different pictures and color them in.
- 2 Tell students to glue the pictures to the seasons wheel. Before they glue in the seasons, check that they have placed the pictures in the correct section.



# **Extra practice**

☐ Place students in small groups. Explain that one student says a month for the group members to say what season it is in, what the weather is like and one good thing about it.





# **PLAY TIME**

page 43



• 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 Label and color the picture

- 1 Ask students what they remember about how rain is formed.
- 2 Refer them to the words and have them say what each word means.
- 3 Give students some time to label the picture. Explain that they can look back at Lesson 5 for help.
- 4 Check answers as a class. Ask students to color the picture after completing Exercise 2.

#### Answers:

- a condensation
- b precipitation
- c evaporation
- d accumulation

## 2 Complete with spr and str and match

- 1 Tell students to look at the pictures and say what they see.
- 2 Give them a minute to complete the activity.
- 3 Then have students read the words to each other.
- 4 As an extra activity have the students make sentences about the pictures.

#### Answers:

- 1 a, street
- 2 b, spray
- 3 e, straight
- 4 c, spring
- 5 d, strawberry

#### **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 the *Teacher Assessment* in the introduction page viii for help.

# Unit 9

# LESSON 1

pages 44-45

**Objectives:** To learn to talk about actions in the past

To put actions in order

**Vocabulary:** bazaar, jewelry, necklace; went, bought **Language:** Did she like it? Yes, she liked her present.

We baked a cake.

Materials: Student's Book pages 44 and 45

Audio file

Flash cards: bazaar, jewelry, ring, necklace,

bracelet

# Opener •

• Say *Hello* (name). *How are you?* to several students to encourage the response: *Hello*, *Miss / Mr (name)*. *I'm fine thanks*.

- Have students say to each other and ask *Hello*. *How are* you?
- Play Teacher says (Games Bank, page 135) as an energizer to start the lesson.

# Presentation

- 1 Look at the picture on page 44. Ask students to look at the pictures and say who is in them, what they are doing and what they think they are talking about.
- 2 Ask students what kind of gifts they buy for their parents, brothers and sisters and friends. Explain that we don't need to buy presents, but we can do things like make a cake, clean the house and so forth.
- 3 Take out flash cards and show them one by one to the students. Ask students if they or people in their family have any of this jewelry or if they have been to a bazaar. If so, ask if they wear the jewelry and what do they buy at the bazaar.
- 4 Then raise each unit flash card one by one and say each word. Ask students to repeat after you. Repeat once more.
- 5 Place flash cards on the board. Point to a student and ask them to say a word on one of the flash cards. Point to each flash card and say the words aloud for the class to repeat.



# STUDENT'S BOOK

page 44

# 1 Listen, read, and guess: A bazaar is a place to:

- 1 Read the question with students and ask them to guess the answer. Don't check the answer for now as students are going to check their answer after they listen to the audio.
- 2 On the board write: go-went, do-did, buy-bought, like-liked.
- 3 Ask students what tenses they think these words are in? (Present simple / Past simple).
- 4 Explain that we use *went*, *bought*, *did* in the past. This is because some verbs change. Most verbs such as *visit* simply take an *-ed*.
- 5 Raise the Student's Book and point to the first speech bubble. Tell students to point to the same one in their books. Read the sentence aloud and have students repeat after you.
- 6 Repeat the step above for all the lines in the conversation.
- 7 Play the audio for students to listen to. Tell them to read along as they listen.
- 8 Ask the following questions to check understanding: Where did the children go? (To Khan Al-Khalili), What did they visit? (The bazaar), What did they buy? (jewelry), Who was the present for? (For their mother), Did she like the cake? (Yes, she did.).



- 9 Ask students what the answer to the question they read at the beginning of the exercise is. Elicit *buy and sell things*.
- 10 Place the students in groups and have them role-play the dialog.
- 11 Ask groups to come to the front of the class and role-play the dialog.

#### Audioscript

**Grandad:** What did you do yesterday? **Hany:** We went to Khan Al-Khalili.

**Grandad:** That's awesome. What did you do there?

**Hana:** We visited the bazaar.

Grandma: What did you do at the bazaar?
Hany: We bought jewelry for Mom's birthday.
Hana: After that, we went home and baked a

birthday cake.

**Grandma:** Did she like the present?

**Hana:** Yes, she liked the present, and she loved the

cake! It was delicious.

## Answer:

a buy and sell things

# STUDENT'S BOOK

page 45

# 2 Put what Hany and Hana did in order

- 1 Ask students to work in pairs to read the sentences in Exercise 2.
- 2 Ask the class which sentence happens first in the story. Elicit *They visited the bazaar*.
- 3 Encourage students to complete the exercise individually and to check their answers in pairs.

#### Answers:

- 1 b They visited the bazaar.
- 2 d They bought jewelry.
- 3 a They baked a cake.
- 4 c They gave Mom a present.

- Ask students to look at the verbs on the board: *go-went*, *do-did*, *buy-bought*, *like-liked*. Then ask them to look at the text and find these verbs in it. Ask them to find other examples of the simple past as well (loved, baked, visited). As a class, make simple sentences in the affirmative with these words. Write the sentences on the board.
- Then have students work in pairs to practice saying three sentences of their choice from the board or three sentences of their own. Explain that in the next lesson they will learn more about jewelry.

# Unit 🤥

# LESSON 2

## pages 46-47

**Objectives:** To learn to talk about actions in the past

To learn about jewelry

To form questions in the past

**Vocabulary:** bazaar, jewelry, necklace, bracelet, ring,

went, bought, saw, old Cairo, perfume, spice

**Language:** What did (Waleed) do yesterday?

He bought a cake.

Materials: Student's Book pages 46 and 47

Flash cards: bazaar, jewelry, necklace,

ring, bracelet, gold, silver

Audio file

# Opener

- Say Hello (name). How are you? to several students to encourage the response: Hello, Miss / Mr (name). I'm fine thanks.
- Have students say to each other and ask Hello. How are you?

# Presentation |

- 1 Use the flash cards to introduce the unit's vocabulary.
- 2 Play *Guess the word* (Games Bank, page 133) to practice the words.

# STUDENT'S BOOK

## page 46

# 1 Listen, point, and say

- 1 Play the audio and ask students to listen and point.
- 2 Tell students you are going to pick up a flash card and say the word on it. If the word is correct, they clap. If not, they sit still and make no noise. Then choose a student to correct you. If they clap or move when they aren't supposed to, the teacher gets a point. The aim is for the teacher not to get more than three points.
- 3 Raise the flash card that shows necklace. Say *necklace*. Check to see that all students have clapped.
- 4 Then raise the flash card that shows a bracelet. Say *earrings*. If a student makes a noise or moves, put a point on the board. Then, choose a student to correct you.
- 5 Continue for all the words.

#### Audioscript

jewelry a bazaar a necklace earrings a bracelet a ring



# Listen, read, and answer

- 1 Tell students that they are going to listen to an audio about Khan Al-Khalili.
- 2 Play the audio and tell students to follow along in their books.
- 3 Students then work in pairs to read the text to each other.
- 4 Then ask some confident students to each read the text aloud.

#### Audioscript

Khan Al-Khalili is in the heart of Old Cairo. It is about 600 years old. When you visit Khan Al-Khalili, you will find many markets for jewelry, fabric, perfume and spice. You will find restaurants and cafés where you can take a break from shopping, and have pizzas and coffee.

#### Answers:

- 1 It's about 600 years old.
- 2 You can buy jewelry, fabric, perfume and spice.
- 3 You can take a break at restaurants and cafés.



# a 3

visited.

b 4 c 2

bake-baked, visit-visited).

Check answers as a class.

On the board write buy, bake, visit.

# **Closing**

• On the board, write the following verbs: *liked*, *loved*. Ask students to work in pairs and have them make sentences in the affirmative with these verbs.

4 Match the replies to the questions in Exercise 3

Ask students to quietly read through the answers. Ask them to underline the verbs in the past simple: *bought*, *baked*,

Ask students to look at the board and to match the words to

d 1

the underlined verbs in their books (buy-bought,

Then have students complete the activity in pairs.

- Students then read their sentences to the class.
- Tell students that in the next lesson they will talk about their weekend and about a trip to a museum.

# STUDENT'S BOOK

page 47

# 3 Listen and complete the questions with the missing words

- 1 On the board write: What <u>did</u> you <u>do</u> yesterday? Explain that we use did to ask questions in the simple past, but the verb goes back to its basic form e.g. do, like, etc.
- 2 On the board write: *What* \_\_\_\_ *Hana* \_\_\_\_ *yesterday?* Ask what words are missing (did, do).
- 3 Then write on the board: \_\_\_\_\_ *did Sami do yesterday?* Ask what word is missing (What).
- 4 Read the first question and ask students to read along in their books.
- 5 Then, ask students to work in pairs to complete the activity.
- 6 Check answers as a class.

#### Audioscript

- 1 What did you do yesterday?
- 2 What did Waleed do yesterday?
- 3 What did Amina do yesterday?
- 4 What did your sisters do yesterday?

# Answers: 1 do 2 did 3 do 4 What, do

Answers:

# Unit 🤥

# LESSON 3

pages 48-49

To talk about actions that happened in the **Objectives:** 

To talk about what students did during the

weekend

To make sentences using regular and

irregular verbs in the past

visit, museum, gold, silver, cooked, played, Vocabulary:

worked, traveled

**Materials:** Student's Book pages 48 and 49

Audio files

Flash cards: bazaar, jewelry, necklace,

bracelet, gold, silver Strips of paper Color pens or pencils

# Opener |

- Greet each student as they come into class and say Good morning or Good afternoon.
- Have students ask and answer Where are you from?
- Use flash cards to revise the new vocabulary from Lessons 1

# Presentation

- Tell students that today they will learn how to talk about things they did last weekend.
- On the board write did, liked, went, saw, loved. Ask students if they remember when we use these verbs (to talk about an action in the past).
- Then ask students to say what they usually do on the weekend. Write key phrases on the board. Keep the phrases on the board.

# STUDENT'S BOOK

page 48



# Listen and match the names with what they did

- 1 Refer students to the items in options a-d. Ask if they do any of these things.
- On the board write *work worked*. Explain that some verbs are changed to the past by adding -ed.
- Play the audio for students to complete the activity. Then check answers as a class.
- Have students read the sentences to their partners. Monitor for correct pronunciation. Make sure students take turns.

**Interviewer:** Judy:

Judy, what did you do last weekend? I worked for my test – it was hard, but I

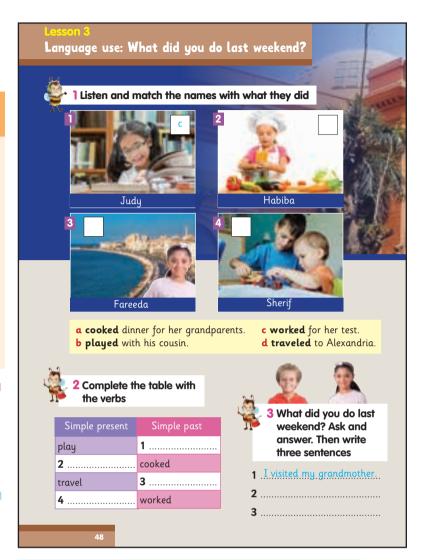
wanted to get a good grade.

Interviewer: Habiba:

Habiba, what did you do last weekend? I cooked dinner for my grandparents – I

**Interviewer:** 

made a fantastic pasta. They loved it! Fareeda, what did you do last weekend?



Fareeda: I traveled to Alexandria with my parents.

4 b

We went to see my aunt.

Interviewer: Sherif:

Sherif, what did you do last weekend? I played with my new cousin – He's so

cute!

Answers:

1 c

2 a

3 d

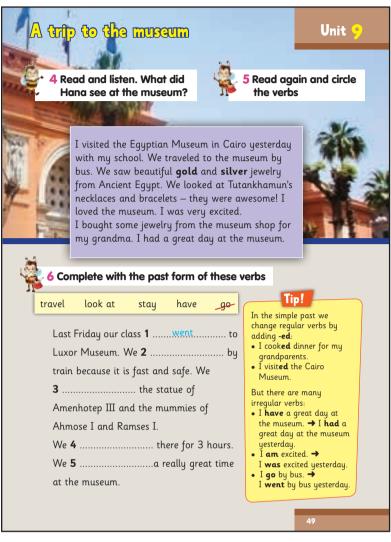
# 2 Complete the table with the verbs

- Refer students to the table and give them a few minutes to complete the table quietly.
- Then check answers as a class.
- On the board write *look*, *listen*, *cry*, *stay*. Ask students to say the past forms of these verbs and then choose confident students to spell the past form. Write the past forms on the board (looked, listened, cried, stayed).
- Ask students to say sentences with the verbs in the table or from the board.



# 3 What did you do last weekend? Ask and answer. Then write three sentences

Ask students to look at the key phrases for what they usually do at the weekend on the board.



- 2 Ask students how they would express these in the past e.g. play football *played football*, watch TV *watched TV*, visit my cousins *visited my cousins*. Students work in pairs to ask and answer.
- 3 Tell them to write about three things they did last weekend. Students work individually to write the sentences and then share them with their shoulder partners. Make sure students take turns
- 4 Invite some confident students to read their sentences to the class.
- 5 Monitor for correct use of language and pronunciation.

Students' own answers

# **Extra practice**

- ☐ Give students three strips of paper each. Ask them to write a verb on each one in the past tense.
- ☐ Then tell students to swap strips. They now have to make sentences with the verbs on the strips they have.

## STUDENT'S BOOK

page 49



- 1 Ask students what they can see in the picture (the Egyptian Museum)
- 2 Then ask them if they have visited a museum and if so, what they saw there.

- 3 Ask students what we can learn from museums.
- 4 Play the audio for students to complete the activity.
- 5 Check answers. Ask if they would like to visit the Egyptian Museum.

## Audioscript

I visited the Egyptian Museum in Cairo yesterday with my school. We traveled to the museum by bus. We saw beautiful gold and silver jewelry from ancient Egypt. We looked at Tutankhamun's necklaces and bracelets – they were awesome!

I loved the museum. I was very excited.

I bought some jewelry from the museum shop for my grandma.

I had a great day at the museum.

#### Answers:

She saw beautiful gold and silver jewelry from ancient Egypt and Tutankhamun's necklaces and bracelets.

# 5 Read again and circle the verbs

- 1 Ask a student to read out the first sentence to the class. Ask him or her to tell the class what the first verb he/she reads is (visited).
- 2 Tell the students to circle the verb *visited*.
- 3 Ask students to read the passage again individually and to circle the verbs as they meet them.

#### Answers:

I visited the Egyptian Museum in Cairo yesterday with my school. We traveled to the museum by bus. We saw beautiful gold and silver jewelry from ancient Egypt. We tooked at Tutankhamun's necklaces and bracelets – they were awesome! I loved the museum. I was very excited. I bought some jewelry from the museum shop for my grandma. I had a great day at the museum.

#### 6 Complete with the past form of these verbs

- 1 Refer students to the *Tip!* box. Read it aloud as students listen and read along.
- 2 Ask students what other irregular verbs they have learned from this and the previous lesson (went, bought, saw).
- 3 Read the first item of the activity. Ask students to look and say what the irregular verb is (went). Then ask them to work individually to write the past form of each of the verbs in the box over it.
- 4 With the class, do the second item.
- 5 Place students in pairs and have them complete the activity.
- 6 Check answers as a class.
- 7 Place students in pairs. Explain that they should take turns reading the paragraph.
- 8 Monitor for correct pronunciation. Make sure students take turns and swap roles.

# Unit 🤥

Answers:

1 went 2 traveled 3 looked at 4 stayed 5 had

# **Extra practice**

- ☐ Draw students' attention to the verbs in the box from Exercise 5.
- ☐ Have them make their own past sentences with the irregular verbs.
- ☐ Students share their sentences in pairs.

#### **Closing**

- Divide the class in half. Name one half present and the other half past.
- Explain that you will say a verb in the present or past. If it's in the present, the side that is named *present* stands up. If the verb is in the past, the side named *past* stands up.
- If students from the wrong side stand up, the teacher gets a point. The class gets a point every time they stand up at the correct verb.
- Say In the next lesson, we will learn about the different pronunciations of -ed for simple past regular verbs.

# LESSON 4

pages 50-51

**Objectives:** To identify the sounds of br and pr in words

To trace and write words with the *br* and *pr* 

sounds

To trace and write complete sentences that

have words with the *br* and *pr* sounds

**Vocabulary:** To learn more rules of correct capitalization *present*, *price*, *printer*, *princess*, *bracelet*,

brush, branch, broom, bread

Materials: Student's Book pages 50 and 51

Audio files

Flash cards: bazaar, jewelry, necklace, bracelet, gold, silver, earrings, ring Phonics cards: pr, present, price, printer, br,

bracelet, brush, branch, broom, bread

# Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Play Point to the card (Games Bank, page 134) to revise words from the unit.
- On the board write different regular verbs students know in the simple past.

#### Presentation – *pr* and *br*

- 1 Present the letter combinations and sounds for this lesson using the flash cards.
- 2 Ask students to hold a finger in front of their mouths and to say *br* and *pr*. Ask if they can feel a difference in the amount of air. They should feel a sudden burst of air when they say *pr*.



# STUDENT'S BOOK

page 50

# Listen and read. Then say

- Ask students to look at the words and say which ones they know
- 2 Play the audio for students to read along to. Then play the audio again with pauses for students to repeat the words.
- 3 Place students in pairs and have them say the words to each other.

# Audioscript

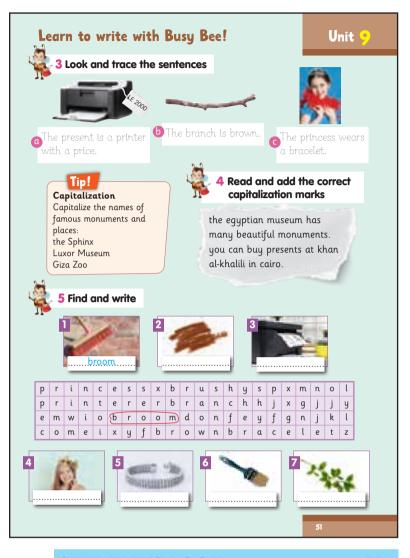
present price printer princess bracelet brush branch broom bread

# 2 Trace and match each picture to the correct word

- 1 Ask students to identify the items in the pictures.
- 2 Ask them to trace the words and match the words to the picture, as in the example.
- 3 Then in turns, students say the words to their partner. Monitor for correct pronunciation.

Answers:

2 e 3 d 4 c 5 b



# STUDENT'S BOOK

# page 51

## 3 Look and trace the sentences

- 1 Ask students to talk about what they can see in the pictures. Draw their attention to the words the *br* and *pr* sounds.
- 2 Ask them to work in pairs to read and trace the sentences.
- 3 Monitor as they work to check that handwriting is neat and letters are formed correctly.

#### 4 Read and add the correct capitalization marks

- 1 Refer students to the *Tip!* box. Explain that we use capital letters in English for famous places and monuments. Ask if students can remember any other rules for capital letters. Elicit that we also use capital letters for personal names and at the beginning of a sentence.
- 2 Then have students work on their own to complete the activity, and then check their answers in pairs.
- 3 Compare answers as a class.
- 4 Read the sentences aloud and ask students to repeat after you.
- 5 Have students read the sentences to their partners. Monitor for correct pronunciation and make sure students take turns.

#### Answers:

The Egyptian Museum has many beautiful monuments. You can buy presents at Chan al-Chalili in Cairo. Note: Chan Al-Chalili is also accepted.

#### 5 Find and write

- 1 Ask students to look at each of the pictures, to find the word in the wordsearch, and to write the word on the line.
- 2 Ask students to work on their own to complete the exercise and then to check their answers in pairs.



- Tell students you are going to say /br/ or /pr/. As you do, the student you point to has to say a word pronounced with that ending. For every correct answer, the class gets a point.
- Tell students that in the next lesson they are going to learn about ancient Egyptian jewelry.

# Unit 🤥

# LESSON 5

# pages 52-53

**Objectives:** To learn about jewelry in Ancient Egypt

> To read and answer comprehension questions about Ancient Egyptian jewelry To learn about paragraph's structure To arrange sentences in a paragraph To write a paragraph using some helping

words

Vocabulary: insect, stone, ancient, wore

CLIL: Connect with Social Studies: Jewelry in

Ancient Egypt

Issues: Loyalty and belonging

**Materials:** Student's Book pages 52 and 53

Flash cards: jewelry, necklace, bracelet,

gold, silver, ring, insect, stone

Images of six to eight different pieces of Ancient Egyptian jewelry, with the dates

they were made.

# Opener •

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

# Presentation

- Ask students to say what kind of things they can see in a
- Then ask how they think the objects in the museum got there
- Revise the words for jewelry using the flash cards.

## STUDENT'S BOOK

# page 52



# 1 Read and listen to the text. Why do you think Ancient Egyptians like jewelry?

- 1 Ask students if they like jewelry and if they wear it. Ask what type of jewelry they wear.
- Play the audio for students to listen and read along to. Ask them to underline any words they do not understand. Explain anything students might query.
- 3 Ask students if they like Egyptian jewelry and explain why.
- 4 Place students in pairs. Ask them to write five questions about the text. Then they swap papers and answer the questions.

# Audioscript

Jewelry in Ancient Egypt

Jewelry was very important in Ancient Egypt. Men, women and children wore jewelry. They wore it every day and for special days. They loved rings, bracelets, and necklaces.

The jewelry was very beautiful. Ancient Egyptian men made the jewelry from silver and gold. They also used stones with bright colors.

Loyalty and belonging: Jewelry in Ancient Egypt



Read and listen to the text. Why do you think Ancient Egyptians like jewelry?

#### Jewelry in Ancient Egypt

Jewelry was very important in Ancient Egypt. Men, women, and children wore jewelry. They wore it every day and for special days. They loved rings, bracelets, and necklaces.

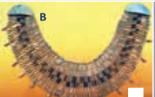
The jewelry was very beautiful. Ancient Egyptian men made the jewelry from silver and gold. They also used stones with bright colors

- At first (around 4,000 years ago), the Ancient Egyptians liked colored stones best. Look at this beautiful necklace.
- Then, around 3,300 years ago, the Ancient Egyptians loved gold jewelry with colored stones. Look at this awesome jewelry from Tutankhamun. It has a big, blue eye.
- Last, around 2,600 years ago, the Ancient Egyptians liked animals in their jewelry. Look at this fantastic gold ring with birds.



2 Read the text again. Match the photos A-C with the paragraphs 1-3







- 1 At first (around 4,000 years ago), the Ancient Egyptians liked colored stones best. Look at this beautiful necklace.
- 2 Then, around 3,300 years ago, the Ancient Egyptians loved gold jewelry with colored stones. Look at this awesome jewelry from Tutankhamun. It has a big, blue eye.
- 3 Last, around 2,600 years ago, the Ancient Egyptians liked animals in their jewelry. Look at this fantastic gold ring with birds.

#### Suggested answer:

The ancient Egyptians liked jewelry because it was very beautiful.

# 2 Read the text again. Match the photos A-C with the paragraphs 1-3

- Ask students to look at the pictures. Have them describe each picture as best they can. Tell them to say what colors they see and if they are gold or silver.
- Have students complete the activity and check answers as a
- Ask students which piece of jewelry they like best, explaining why.



Answers:
1 B 2 C 3 A

## STUDENT'S BOOK

page 53

# 3 Put the sentences in the correct order to make a paragraph

- Refer students to the *Tip!* box. Explain that paragraphs usually have three or more sentences. The first sentence is usually a general one, the second and third sentences give more information about the first sentence and the last sentence finishes the paragraph. This can be a question or an opinion.
- 2 Ask students to look at each sentence in the *Tip!* box and say what the main idea is in each one (1 The Great pyramid of Giza, 2 and 3 More details about Tutankhamun's jewelry. 4 A conclusion on where to see this jewelry).
- 3 Refer students to sentences A-D. Give them some time to complete the activity. Check answers as a class.



# 4 Write a paragraph on Tutankhamun's mask. Use these words:

- 1 Draw students' attention to the picture of Tutankhamun's mask.
- 2 Ask students to raise their hands and describe it as best as they can. They can describe the colors, the shapes and the animal icons used.
- Ask students to read the words in the word box. Explain that they can use these words or others to write their own paragraphs about the mask.
- 4 Then have students work on their own to complete the activity. Go around and provide help when needed. Monitor for correct sentence formation, consistent verb tenses and correct spelling.
- 5 Students work in pairs to read their paragraphs to each other. Monitor for correct pronunciation and make sure students take turns.
- 6 Ask some confident students to read their paragraphs to the class.

Students' own answers

#### **Closing**

- Ask students if they found the lesson about Ancient Egyptian jewelry interesting.
- Ask them to say what they like about Ancient Egyptian iewelry.
- Show students the pictures of the different Ancient Egyptian jewelry and their dates. Place them on the board. Then tell students they will make a time line for these. Tell students that in BCE, the date closest to 0 AD is the smallest number. Explain that we write the oldest item first and then next oldest, etc. Draw a horizontal line on the board with six or eight points, depending on how many pictures you have brought in. Complete the first two dates as a class and then have students work in pairs. Compare time lines as a class.

4500 BCE 4000 BCE 2000 BCE 1500 BCE 500 BCE 0

• Tell students that in the next lesson they are going to make an Ancient Egyptian necklace. Tell them to bring in colored paper and many pieces of pasta.

# Unit 🤥

# LESSON 6

# pages 54-57

**Objectives:** To make an Ancient Egyptian necklace

To review vocabulary and language from

Unit 9

To work on a group project

**Language:** This is my Ancient Egyptian necklace.

It is bright green with stones. The stones

*are* ....

Materials: Student's Book pages 54 to 57

Flash cards: bazaar, jewelry, necklace,

bracelet, gold, silver, ring Small pieces of pasta Buttons or beads

Scissors Paint

Colored paper

Glue String

Images of different pieces of Ancient

Egyptian necklaces

# Opener •

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Say Hello (name). How are you? to several students to encourage the response: Hello, Miss / Mr (name). I'm fine thanks
- Have students say to each other and ask *Hello*. *How are you?*

## Presentation •

- 1 Revise the vocabulary for jewelry using the flash cards.
- 2 Play *Memory* (Games Bank, page 133) with the unit's vocabulary.

# STUDENT'S BOOK pag

# **pages 54 and 55**

## 1 Read and make your Ancient Egyptian necklace

- 1 Tell students to look at the different pictures you brought and describe them as best as they can. Ask what colors they will use on their necklace.
- 2 Read step 1 and show students how to cut the paper to look like a necklace.
- 3 Then read the next step and have students color the pasta.
- 4 Lead on to the next step. Have students decorate their necklace as they like. Explain that students can draw pictures on their necklaces instead of adding pasta if they prefer.
- 5 Use the string to bind the 2 sides of the necklace together.





# **Fast finishers**



• Ask fast finishers to help their classmates with their projects.

# STUDENT'S BOOK

page 56

#### 2 Show and tell

- 1 Model the language of the unit and show one of the student's necklaces and say: *This is my necklace*. *It is (gold)*.
- 2 Place students in small groups and have them present their necklaces to their group. Have them show and describe their necklaces to their partners.
- 3 Monitor and help as necessary.
- 4 If there are any confident students who want to present to the class, encourage them to do so. Bring them to the front of the class and have them show their necklaces.

# STUDENT'S BOOK

page 57

#### **Self-Assessment**

# Read and color the stars that describe your effort

- 1 Ask students how they feel about this unit. Tell students that it is fine to be honest and express their feelings.
- 2 Have students look at the Exercise. Explain that they have to complete the stars.
- 3 Encourage them to look back through the unit to see what they have learned. Explain that if they haven't done so well on this unit, it means that they need to work a little harder in future.
- 4 Practice the words for jewelry using the flash cards. Ask students to complete the stars which match their confidence in using these words.
- 5 Encourage students to continue in the same way for each section
- 6 Monitor and check students are on task.
- 7 Have students share their work with their partners.

- Tell students to go through the unit pages and say what they liked best about this unit.
- Place students in pairs. Have them choose a lesson, read it to each other and do an activity from it if they like. Ask pairs to share their work with the class.
- Praise students for their efforts in Unit 9 and ask them to say *Thank you!* to you and to their shoulder partner.

# Unit 9

# **PLAY TIME**

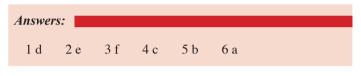
page 58



• 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 match

- 1 Place flash cards from Lesson 1 and 2 on the board and revise the words. Point to each card and ask students to say what the word is.
- 2 Explain to students they have to read the words and write the correct picture's letter in the empty boxes beside each word.
- 3 Place students in pairs and have them complete the activity.
- 4 Check answers as a class.



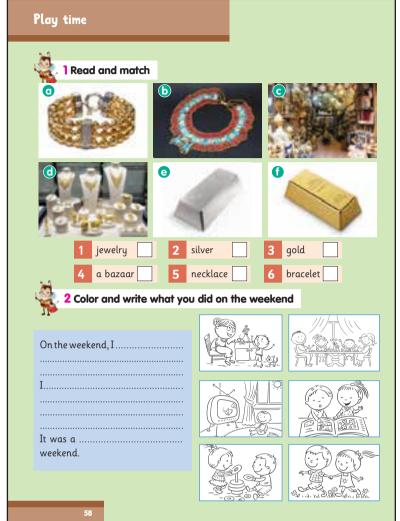
# 2 Color and write what you did on the weekend

- 1 Ask students to say the different things they did on the weekend.
- 2 Have them look at the pictures and say which of these things they did.
- 3 Have them color the activities they did. Then have them complete the activity. Remind them to use the verbs in the simple past.

Students' own answers

# **Extra practice**

☐ Place students in small groups and have them play a verb game. One student says a verb for their partner to say the simple past form.





# **PLAY TIME**

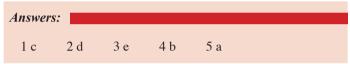
page 59



 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 Match the sentence halves

- 1 Ask students to quietly read the items and complete the activity.
- 2 Have students check answers with their partners.
- B Check answers as a class.



# 2 Color and talk about your Ancient Egyptian jewelry

- 1 Tell students to look at the jewelry in the black and white picture.
- 2 Explain they have to color it in as they like.
- 3 Give students time to complete the activity and then have them share their work with the class.

Students' own answers

## 3 Order and write

- 1 To prepare students for this activity put up a few sentences on the board with the words in the wrong order, e.g. is name my Mariam (My name is Mariam.); live Alexandria in I (I live in Alexandria.). If you like, you could make this into a longer activity and have students work in teams to reorder the sentences.
- 2 Show them the words in the sentences in the exercise are in the wrong order and they should re-order them.
- 3 Have students work in pairs to order the sentences.
- 4 Circulate and check everyone's on task.
- 5 Check answers as a class.

Answers:

- 1 The spider sees a princess. The princess sees a spider.
- 2 Do you like to play sports?

# **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 the *Teacher Assessment* in the introduction page viii for help.

# Review 3

# **LESSON 1**

pages 60-61

**Objectives:** To revise the vocabulary and language from

Units 7-9

**Vocabulary:** All vocabulary from Units 7-9

**Language:** Revision of language from Units 7-9

Materials: Student's Book pages 60 and 61 Flash cards from Units 7, 8, and 9

Paper clips

# Opener •

- Say Hello (name). How are you? to several students to encourage the response: Hello, Miss / Mr (name). I'm fine, thanks
- Have students say to each other and ask *Hello*. *How are you*?
- Play the song from Unit 7, Lesson 1 again and encourage students to sing along.

## Presentation

- 1 Ask students to say as many words as they can remember from Unit 7. Then place Unit 7 flash cards on the board.
- 2 Ask students to study them closely.
- 3 Then ask students to close their eyes. Take down two flash cards and ask students to open their eyes.
- 4 Ask students to say which two cards are missing.
- 5 Repeat a few times.
- 6 Place Unit 8 flash cards on the board. Explain that you will point to a card and say its word. If the word is correct, students clap. If it is incorrect, students sit still. You ask them what word it is and accept answers only from students who have raised their hands.
- 7 Next, tell students you will raise a card from Unit 9 for them to say the word. Raise cards one by one and accept answers from students who raise their hands.
- 8 Refer students to page 44.
- 9 Then ask students to name as many of the pictures as they can

# STUDENT'S BOOK

page 60

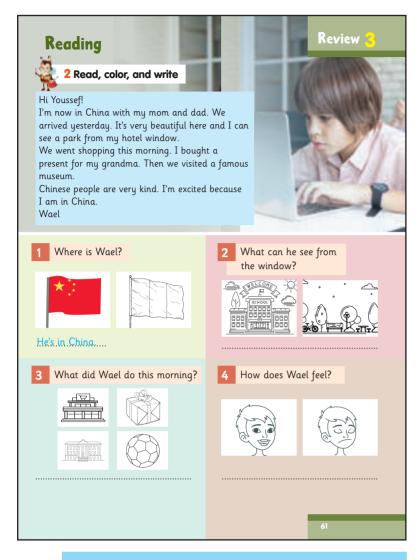
#### 1 Find the pictures and sort

- 1 Point to a picture on the page and ask: *What is it?* Elicit *It's a (necklace)*. Repeat for a few more items.
- 2 Point to the table in the center of the page. Read the column titles with the class and explain that they need to sort the items on the page into these groups.
- 3 Then place students in pairs. Ask them to complete the table. Encourage them to write the words without checking spelling first.



- 4 When they have finished, ask them to check their spelling by looking back through the unit.
- 5 Ask pairs to check their answers with another pair. Monitor for correct use of language and pronunciation. Make sure students take turns.

#### Answers: The weather Countries Money Jewelry necklace rainy. dollar. Egypt China cold ring. euro... ..hot... pound France bracelet America earrings sunny. yuan



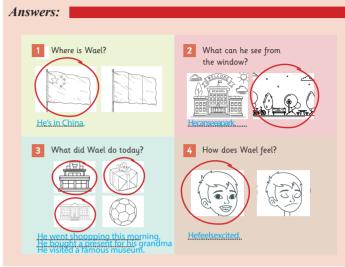
page 61

#### **Presentation**

- 1 Tell students that today they will read an email about a boy's trip to China.
- 2 Ask students what they think the email will say.

#### 2 Read, color, and write

- 1 Ask students to look at the picture and say where the boy is.
- 2 Ask students to read the email to each other in pairs.
- 3 Give students a little time to read the email and complete the activity quietly.
- 4 Tell students to compare their answers with their partners.
- 5 Check answers as a class.



#### **Extra practice**

- ☐ Tell students to imagine they are in China or another country. Tell them to write a short email like Wael's to a friend.
- ☐ On the board write: *Hi* ....,

 $I'm in \dots$ 

It's very ... here.

I can see ....

Yesterday I ....

I am excited.

- ☐ Tell students to use this template to help them.
- ☐ Assist and monitor as necessary. Have students read their work to the class.

- Tell students you are going to say a word from Exercise 1 for them to say a sentence with. Repeat for a few turns.
- Then place students in pairs and have them do the activity.
- Tell students that in the next lesson they will revise countries and nationalities.

### Review 3

#### **LESSON 2**

pages 62-64

**Objectives:** To read and complete a text about countries

and nationalities

To revise phonic sounds and letter combinations from Units 7 and 9

**Vocabulary:** Language and vocabulary from Units 7-9

Materials: Student's Book pages 62 to 64

Audio file

Flash cards from Units 7, 8, and 9

A4 paper

#### Opener =

- Greet each student as they come into class and say Good morning or Good afternoon.
- Revise the vocabulary for Units 7-9 using the flash cards.

#### Presentation •

- 1 Ask students if they remember what colors the flags of the above countries are.
- 2 Ask students to name different countries. Then ask them to say the nationalities.

#### STUDENT'S BOOK

page 62

#### 1 Match the countries to the nationalities

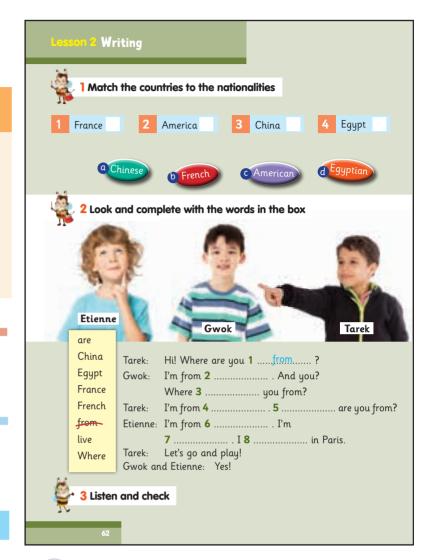
- 1 Refer students to the activity. Have them complete it individually.
- 2 Check answers as a class.
- 3 Tell students that you will say a nationality for them to say its country. Continue for all the nationalities they know.
- 4 Then tell students you will say a country and its nationality. If you say them correctly, then the students clap. If not, they sit still and you choose a student to correct you. If they clap to an incorrect statement, they lose a point and the teacher gets one.

#### Answers:

1 b France - French 3 a China - Chinese 2 c America - American 4 d Egypt - Egyptian

#### 2 Look and complete with the words in the box

- 1 Ask students to look at the pictures and say what they see.
- 2 Place students in pairs and have them complete the activity.
- 3 Pairs compare answers.
- 4 Don't check answers now as students are going to listen and check.



#### 3 底 Listen and check

- 1 Play the audio for students to check their answers.
- 2 Then invite three confident students to read the dialog aloud.
- 3 Place students in groups of three and have them role-play the dialog.

#### Audioscript

Tarek: Hi! Where are you from?
Gwok: I'm from China. And you?
Where are you from?

**Tarek:** I'm from Egypt. Where are you

from?

Etienne: I'm from France. I'm French. I

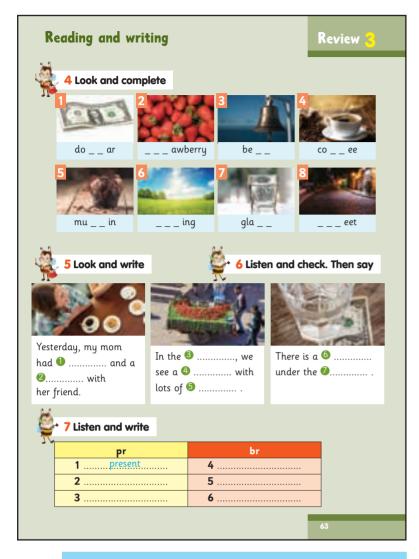
live in Paris.

**Tarek:** *Let's go and play!* 

**Gwok and Etienne:** Yes!

#### Answers:

1 from 2 China 3 are 4 Egypt 5 Where 6 France 7 French 8 live



page 63

#### 4 Look and complete

- 1 Ask students to look at each picture and say what they see.
- 2 Then have students complete the activity.
- 3 Check answers as a class.
- 4 Have students underline the sounds they studied in each word. Check answers. Then as a class, say each word and its sound.
- 5 Explain that you will say a sound and students have to say a word from the Exercise which has that sound. Say ff. Elicit coffee. Then say spr. Elicit spring. Continue for all words.

Answers:			
1 ll	2 str	3 ll	4 ff
5 ff	6 spr	7 ss	8 str

#### 5 Look and write. Then say

- 1 Go through each item and say what is happening in each one.
- 2 Ask students what verbs they will use to complete the gaps and in what tense.
- 3 Students complete the activity individually.

4 Ask students to read the sentences to each other in pairs. Go around the class as they work, monitoring and correcting pronunciation.

#### 6 Disten and check. Then say

- 1 Play the audio for students to check their answers.
- 2 Then have students read each sentence to their partners again. Ask a few confident students to read the sentences to the class.

#### Audioscript

Yesterday my mom had coffee and a muffin with her friend.

In the spring, we see a street with lots of strawberries. There is a dollar under the glass.

Answers:			
1 coffee	2 muffin	3 spring	4 street
5 strawberries	6 dollar	7 glass	

#### 7 🔯 Listen and write

- 1 Ask students to look at the table and say words that have the /br/ sound. Then continue with the /pr/.
- 2 Explain to students that they will hear some words and they have to write them in the correct column.
- 3 Play the audio with pauses for students to complete the activity.
- 4 Check answers as a class. Write answers on the board for students to check against.

#### Audioscript

brush	branch
printer	broom
princess	present

pr	br
1present	4brush
2printer	5branch
3princess	6broom

#### **Extra practice**

☐ In pairs, students play *Guess the word* (Games Bank, page 133) to revise words and letters.

### Review 3

#### STUDENT'S BOOK

page 64

#### **Self-Assessment**

#### 1 Tick what you can do. Now I can ...

- 1 Ask students how they feel about Units 7-9. Ask which unit they liked best, found easy or found difficult.
- 2 Ask students what they think they should revise and why.
- 3 Tell students that it is fine to be honest and express their feelings.
- 4 Have students look at the exercise. Explain that they have to tick what they can now do.
- 5 Encourage them to be honest and explain that if there is something they don't quite understand, you can revise it with them or they can revise at home.
- 6 If there are any areas which your class is not confident about, you can do a quick revision task before they start the exercise.
- 7 Ask students to complete the exercise in pairs.
- 8 Monitor and check students are on task.
- 9 Have students share their work with their partners.

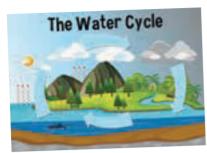
- Tell students to write a few sentences about themselves saying where they are from and where they live.
- Encourage students to read their work to each other in groups.
- Say In the next unit, we will learn to talk about computers and tablets.

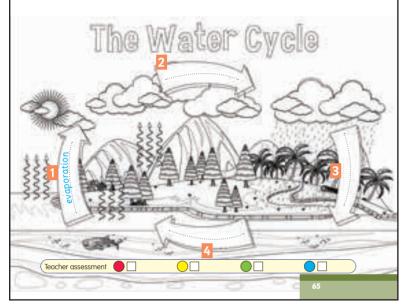






#### 1 Look, color, and label the water cycle





### **PLAY TIME**

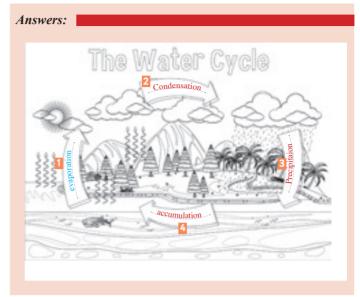
page 65



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

#### 1 Look, color, and label the water cycle

- 1 Have students say what they remember about the water cycle and what it produces.
- 2 On the board write: *condensation*, *evaporation*, *accumulation*, *precipitation*. Ask students if they remember what these words mean.
- 3 Have students complete the activity individually. Tell them to refer to the board for help if they like.
- 4 Check students' work and praise neat and tidy handwriting.
- 5 Invite students to share their answers with the class.



#### **Extra practice**

☐ Ask students to make a word cloud that shows their favorite words so far. Students can color the words and make sentences with them. Have students present their work to the class.

#### **Closing**

- Ask students what they have enjoyed about the course so far.
- Praise students for all their hard work.

#### **Teacher assessment**

• Fill in the teacher assessment section based on how well the student has understood the content of Units 7-9. If any students have not done so well in these units, reassure them and offer help as necessary. Use the guidelines for the *Teacher Assessment* in the introduction page viii for help.

#### LESSON 1

#### pages 66-67

**Objectives:** To learn to talk about technological device

To ask and answer about abilities to use

technology

**Vocabulary:** information, website, download, tablet,

computer, video, internet

**Language:** Do you have a computer?

Can you watch videos?

I want to learn to find information on a

website.

Materials: Student's Book pages 66 and 67

Audio files

Flash cards: camera, cell phone, tablet,

computer

#### Opener i

- Say *Hello* (name). *How are you?* to several students to encourage the response: *Hello*, *Miss / Mr* (*name*). *I'm fine*, *thanks*.
- Have students say to each other and ask Hello. How are you?
- Ask students what kind of electrical devices they use at home to help them with their homework.

#### Presentation •

- 1 Take out flash cards of some technological devices, e.g. tablets, cell phones, etc., and show them one by one to the students. Ask students if they have any of these devices at home.
- 2 Then raise each flash card one by one and say each word. Ask students to repeat after you. Repeat once more.
- 3 Place flash cards on the board. Ask students to say a word and point at it. As you point to a card, repeat the word and have students repeat after you.
- 4 Look at the pictures on pages 66 and 67. Ask students to look at the pictures and say who is in them, what they are doing and what they think they are talking about.

#### STUDENT'S BOOK pages 66 and 67

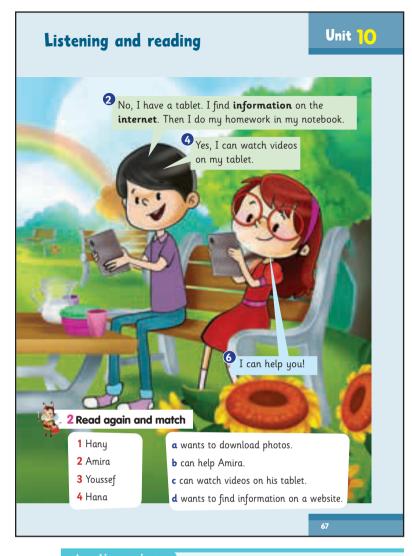
# 1 Listen, read, and guess: When you download a photo, you:

- 1 Read the question with students and ask them to guess the answer. Don't check the answer for now as students are going to check their answer after they listen to the audio.
- 2 On the board write *I want to ...*. Say: *I want to learn how to find information on a website*. *I want to learn how to download photos from the internet*.

  Then ask students what they want to learn to do with computers.



- 3 Raise your Student's Book and point to the first speech bubble. Tell students to point to the same one in their books. Read the sentence aloud and have students repeat after you.
- 4 Repeat the above step for all the lines in the conversation.
- 5 Play the audio for students to listen to. Tell them to read along as they listen.
- 6 Ask the following questions to check understanding: Has Hana got a computer? (No, she doesn't.) Can Hany watch videos from his tablet? (Yes, he can) Can Amira download photos? (No, she can't) What does Youssef want to learn to do? (To learn to find information on a website)
- Ask students what the answer to the question they read at the beginning of the exercise is. Elicit *get it from the internet*.
- 8 Place the students in groups and have them role-play the dialog.
- 9 Ask confident groups to come to the front of the class and role-play the dialog.



#### Audioscript

Amira: Do you have a computer to do your

homework, Hany?

**Hany**: No, I have a tablet. I find information on

the internet. Then I do my homework in my

notebook.

Amira: Can you watch videos?

Hany: Yes, I can watch videos on my tablet.
Amira: I want to learn to download photos.

Hana: I can help you!
Amira: Thank you!

Youssef: I have a computer and I can download

photos. I want to learn to find information

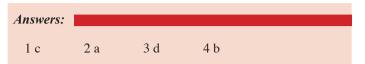
on a website.

#### Answer:

a get it from the internet

#### 2 Read again and match

- 1 Ask students to read the dialog again.
- 2 Students work individually to complete the exercise.
- 3 Check answers as a class.



- Ask students to think about the technological devices they
  have at home and how they use them. Have them talk
  about the websites they visit, the things they do with their
  computers and tablets and the games they play.
- Ask them to think about one thing they really want to learn about computers and tablets. Encourage students to say why.
- Tell students that in the next lesson they will talk about digital technology.

#### LESSON 2

#### pages 68-69

To identify some words related to digital **Objectives:** 

technology

To talk about what we can do on the internet

Vocabulary: internet, website, cell phone, tablet, mouse,

computer, keyboard, screen

Technological awareness

Language: I can (use the internet).

**Materials:** Student's Book pages 68 and 69

Audio files

Flash cards: internet, website, cell phone, tablet, mouse, computer, keyboard

#### Opener

**Issues:** 

- Greet each student as they come into class and say Good morning or Good afternoon.
- Say *Hello* (name). *How are you?* to several students to encourage the response: Hello, Miss / Mr (name). I'm fine thanks
- Ask students if they used their computers or tablets last night and if so, what they did on them.

#### Presentation •

- On the board write: digital technology. Ask students to say what type of things are digital technology: computers, tablets, emails, cell phones, etc.
- Revise the words from Lesson 1 using the flash cards.
- Then ask students to say what their favorite device is and why.
- Ask if their family members use digital technology and, if so, how.

#### STUDENT'S BOOK

#### page 68



#### 1 Listen, point, and say

- 1 Use flash cards to revise the unit's vocabulary.
- 2 Play the audio and ask students to listen and point.
- 3 Place all flash cards on the board. Tell students to look at them closely. Then ask students to close their eyes. Take down two flash cards. Ask students to open their eyes and say which two cards are missing.
- 4 Repeat for a few turns.

1 computer 2 website 3 cell phone 4 keyboard 5 tablet 6 mouse 7 information 8 screen



#### **Complete using words from Exercise 1**

- Ask students to define as best they can the following: computer, mouse, keyboard.
- Then say: We use this to call people. Elicit cell phone.
- Explain that these sentences are definitions of the words from the previous exercise.
- Tell students that they are going to complete the exercise with the words from Exercise 1.
- Then, ask students to work in pairs to complete the activity.
- Don't check answers now as students are going to listen and check.

#### Answers:

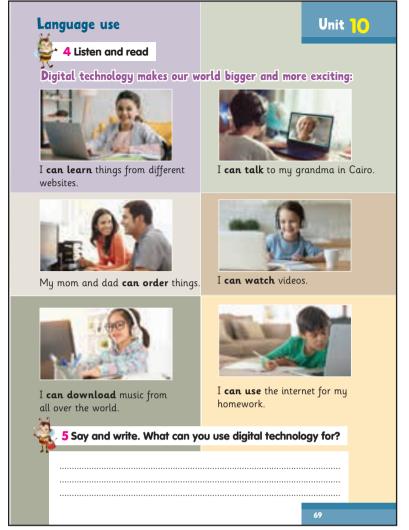
1 mouse 2 cell phone 3 website 4 tablet 5 screen 6 information 7 keyboard 8 computer

#### Listen and check

- Tell students that they are going to listen to the audio to check their answers.
- Play the audio pausing after each word for students to check their answers.

#### Audioscript

1 mouse 2 cell phone 3 website 4 tablet 5 screen 6 information 7 keyboard 8 computer



page 69

#### 4 Listen and read

- 1 Ask students to look at the pictures and say what they can see. Ask which of these things they do on the internet more
- 2 Play the audio and tell students to follow along in their books.
- Then ask students to each read a few sentences aloud.
- Ask students if their grandparents or parents use digital technology and if so, how.

#### Audioscript

Digital technology makes our world bigger and more exciting:

I can learn things from different websites.

I can talk to my grandma in Cairo.

My mom and dad can order things.

I can watch videos.

I can download music from all over the world.

I can use the internet for my homework.

#### 5 Say and write. What can you use digital technology for?

- Refer students to the pictures and ask how often they use computers. Ask if they use them only for homework or also for entertainment.
- Place students in pairs and have them share their ideas. Monitor for correct use of language and assist as necessary.
- Invite students to share their answers with the class.
- Students then work individually to complete the exercise.

Students' own answers

#### **Extra practice**

- ☐ Ask students to say how many hours a day they use digital technology. Then ask them to think of three negative things about them (your eyes hurt after being in front of a screen for too long, you spend all day in a chair instead of going out, you can waste a lot of time on social media, etc).
- ☐ Ask if their parents let them stay on the computer for as long as they like. Then ask what they can do instead of watching films, playing games, listening to music on a digital gadget.

- Place students in pairs. Explain that one student says a word from the new vocabulary for their partner to define as best they can or draw it.
- Monitor and assist as necessary. Make sure students take turns to play.
- Say In the next lesson, we will learn about being a good digital citizen.

#### LESSON 3

#### pages 70-71

Objectives: To learn

To learn about being a good digital citizen

To learn about how to keep safe on the

internet

To learn some good practices of a digital

citizen

**Vocabulary:** digital citizen, password, research, spend,

information

CLIL: Digital citizenship

Materials: Student's Book pages 70 and 71

Sheets of A4 paper

Flash cards: *internet*, *website*, *cell phone*, *tablet*, *mouse*, *computer*, *keyboard*,

information

#### Opener •

- Greet each student as they come into class and say Good morning or Good afternoon.
- Ask students what they did with their computers or tablets last night.

#### Presentation •

- 1 On the board write *digital citizen*. Ask students if they know what it means (a person who uses the internet responsibly and safely). Read the *Tip!* box with them.
- 2 Ask students what kind of things we can do to keep safe on the internet. Ask if we should do things like give out our phone numbers, our names and addresses to people we don't know on the internet. (No).
- 3 Explain that the internet can be very dangerous if we are not careful, but there are many things we can do to keep safe.

#### STUDENT'S BOOK

#### page 70

#### 1 Read and match

- 1 Draw attention to the title *Personal information*. Have students discuss what personal information can be, and if it is right to share it with others. Have students look at the activity. Ask if they know what a password is (a special word you use on the internet that only you know).
- 2 Have students complete the activity individually. Check answers as a class.

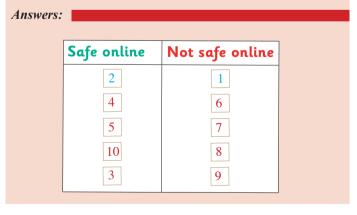
Answers:			
1 b 4 c	2 a 5 d	3 e	

### 2 What is safe online? Read and complete with your partner

1 Ask students to look at the sentences. Ask them to say what the sentences are about (things we can or cannot do on the internet).

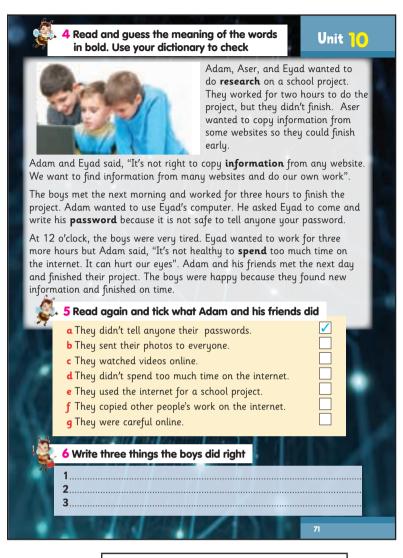


- 2 Have students complete the activity. Check answers as a class.
- 3 Then ask the following: Why can't we tell everyone our passwords? (Because they can open our accounts and steal information, photos, etc) Why can't you tell everyone where you live? (Because people can rob your house or kidnap you on your way home) Why can't we talk to people we don't know? (Because they can harm us).



#### 3 Write 3 things you do to stay safe online

- Have a class discussion on things students do to stay safe online.
- 2 Then place students in pairs and have them decide which three things they think are the most important things to do to stay safe online.
- 3 Ask pairs to share their answers with the class.
- 4 Students then work individually to complete the exercise



Students' own answers

#### **Extra practice**

□ Place students in pairs. Have them write three things they shouldn't do when going online that they haven't talked about in the lesson so far (e.g. download things from places you don't know, post whatever you like on social media, go to chat rooms and talk to everyone, click on all the things that look nice, stay logged on all day and night, have an easy password). Then have a class discussion on more things we can do to keep safe online. Have pairs share their ideas.

#### STUDENT'S BOOK page 71

### 4 Read and guess the meaning of the words in bold. Use your dictionary to check

- 1 Read the text to the students pausing after each paragraph to check understanding. Ask questions like What were Adam, Aser and Eyad doing? (a research), What did Aser want to do? (copy information from some websites), Is it right to copy information from any website? (No), Why did Adam ask Eyad to write his password himself? (Because it's not safe to tell anyone your password.), Why didn't the boys continue working after 12 o'clock? (Because it's not healthy to spend too much time on the internet.), Is it important to finish on time? (Yes).
- 2 Have some confident students read a paragraph each to the

class.

- 3 Students then work in pairs to check a dictionary for the words in bold.
- 4 Ask confident pairs to share their answers with the class.
- 5 Praise good team work.

#### Answers:

- **research:** serious and detailed study of a subject in order to find out new information
- **information:** facts or details that tell you something about a situation, person, event, etc.
- password: a secret group of letters or numbers that you must type into a computer before you can use a system or program
- **spend:** to use time doing a particular thing or pass time in a particular place

### 5 Read again and tick what Adam and his friends did

- 1 Read the first sentence and explain that students have to tick the sentences Adam and his friends did.
- 2 Then have students read the points presented in the activity.
- 3 Students work in pairs to complete the activity. Check answers as a class.

#### Answers:

Students tick: a, d, e, g

#### 6 Write three things the boys did right

- 1 Ask students to think about the points you discussed in the text.
- 2 Explain that they have to choose the best three things the boys did and write them to complete the exercise.
- 3 Students work individually to complete the exercise.
- 4 Have confident students share their work with the class.

Students' own answers

- Place students in pairs. Tell them to write three things they should do to stay safe online and two things they shouldn't do. Then have them read their sentences to another pair. The other pair have to find the two things they shouldn't do.
- Say In the next lesson, we will learn about doing online projects.

### LESSON 4

pages 72-73

**Objectives:** To learn how to research safely online **Vocabulary:** *keyword*, *search*, *search engine*, *website*,

information

**Issues:** Digital citizenship

CLIL: Digital citizenship: online research

Materials: Student's Book pages 72 and 73

Audio file

#### Opener

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

- Say *Hello* (name). *How are you?* to several students to encourage the response: *Hello*, *Miss / Mr (name)*. *I'm fine thanks*.
- Ask students to say what the weather is like and if they like it.

#### Presentation •

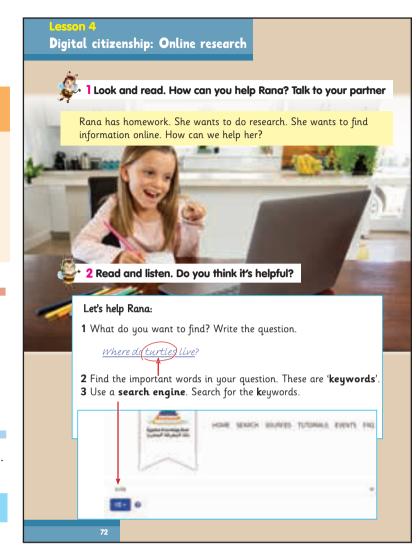
- 1 Ask students what they remember about staying safe online.
- 2 Then ask why we should always be safe online.

#### STUDENT'S BOOK pages 72 and 73

### 1 Look and read. How can you help Rana? Talk to your partner

- 1 Read the first part of the exercise. Ask students if they can share different ways people can find information online.
- 2 Ask students what they do when looking for information online. Do they search on their own or with their parents' help? What words do they type on the computer? Do they only take the information from one source?
- 3 As students discuss in pairs, pick up key points that link to safety and praise the students for thinking of them.

Students' own answers





#### 2 Read and listen. Do you think it's helpful?

- 1 On the board write: *keywords*, *search engine*, *website*. Ask students if they know what these words mean. Explain if necessary. Tell students that without keywords, the search engine will not find the exact information you are looking for on the internet.
- 2 If you have access to a computer or phone with internet, tell students you want to find information about turtles. Open a browser and type in *turtles*. Show the students the amount of information it produces. Tell students the links are for all kinds of information about turtles. Ask if they can see anything specific about where turtles live. Then type in *Where do turtles live?* and show the students how refined the search is now.
- 3 Refer students to the exercise. Play the audio for students to read along to.
- 4 Ask if they think the information provided is helpful. Then ask if this is how they search for information.

#### Audioscript

#### Let's help Rana.

- 1 What do you want to find? Write the question. Where do turtles live?
- 2 Find the important words in your question. These are 'keywords'.
- 3 Use a search engine. Search for the keywords.
- 4 Use 2 or 3 different websites. Find a lot of information.
- 5 Read information and write your ideas.
- 6 Find photos too.
- 7 Write the names of the websites you used.

#### Students' own answers

- Ask students if they found today's lesson about online research helpful.
- Then ask random students to each say a step of doing an online research to recap.
- Tell students that in the next lesson you will talk about working in a group.

#### LESSON 5

#### pages 74-75

**Objectives:** To understand the importance of working in

groups

To learn about rules for working in groups to

do a project successfully

**Vocabulary:** lotus flower, lily of the Sun

Life skills: Collaboration

Materials: Student's Book pages 74 and 75

#### **Opener**

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

• Say *Hello* (name). *How are you?* to several students to encourage the response: *Hello*, *Miss / Mr (name)*. *I'm fine thanks*.

#### Presentation |

- 1 Ask students what they remember about doing a research.
- 2 Then ask students if they prefer working individually or with others.
- 3 Tell them that today you will discuss why working with others is important.

#### STUDENT'S BOOK

#### page 74

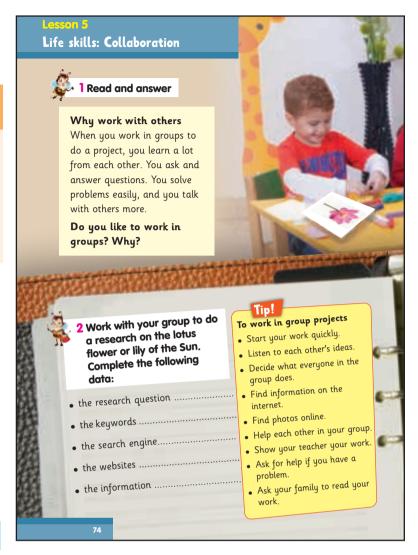
#### 1 Read and answer

- 1 Ask students to say if they like working in groups or not. Then ask what they do to make sure everyone in the group is happy and working well.
- 2 Refer students to the text and read for them to follow along in their books.
- 3 Ask if there is anything they can add to the list.
- 4 Students read the text to each other in pairs.
- 5 Encourage some confident students to come to the front of the class and read the text.

#### Students' own answers

#### 2 Work with your group to do a research on the lotus flower or lily of the Sun. Complete the following data:

- 1 Ask a few confident students to remind the class of the steps of doing a research you discussed last lesson.
- 2 Read the *Tip!* box with them and tell students that they have to follow these rules to do their research.
- 3 Read the points students have to mention in their research (research question, keywords, search engine, websites, information) and make sure everything is clear.
- 4 Divide students into groups of 5 and ask them to pick a topic.
- 5 Students divide roles among them. Go around and make sure each student has a role.



- 6 If you have access to a computer lab, take your students and assign each group a computer or more. If you don't have access to a computer lab ask students to complete their research at home and then discuss their ideas together to complete the exercise.
- 7 Give students a time limit. Ask them to start their work and listen to each other's ideas. Remind them that they can ask for help if they have any problems. Encourage students to work together.
- 8 Invite groups to present their work to the class.
- 9 Praise good team work.

Students' own answers



page 75

### 3 Read and complete the chart with the tips from Exercise 2

- 1 Read the *Tip!* box with your students again.
- 2 Explain that students should sort the tips in the table into things to do to work with others successfully and things to do to complete project.
- 3 Read the two example answers with students to check understanding. Students then work in pairs to complete the exercise.
- 4 Check answers as a class.

Things to do to work	Things to do to complete
with others successfully	a project
1 Listen to each other's ideas.	1 Start your work quickly.
2 Decide what everyone in the group does.	2 Find information on the internet.
3 Help each other in your group.	3 Show your teacher your work.
4 Ask for help if you have a problem.	4 Ask your family to read your work.
	5 Find photos online.

- Do the following activity to facilitate listening skills and group work. On the board write: We must be careful when we use our computers.
- Put students in small groups. Explain that in this activity, one person has to speak and the rest of the group must listen to him/her. After the person has spoken, the group members have to recap what the speaker just said. There is no interrupting, disagreement or criticism. They all listen to each other only.
- Tell students in the next lesson they will have a lesson on counting syllables in words.

#### LESSON 6

pages 76-77

**Objectives:** To learn how to count syllables

To learn about stress positions in some

To connect sentences with and, so, or but

Vocabulary: information, internet, syllable Student's Book pages 76 and 77 **Materials:** 

Audio files

#### Opener •

- Greet each student as they come into class and say Good morning or Good afternoon.
- Say Hello (name). How are you? to several students to encourage the response: Hello, Miss / Mr (name). I'm fine,
- Have students say to each other and ask Hello. How are you?

#### Presentation •

- Play a syllable spelling game. On the board write new words from this unit.
- Explain that students have to spell the words in syllables e.g. computer - com, pu, ter.

#### STUDENT'S BOOK

page 76

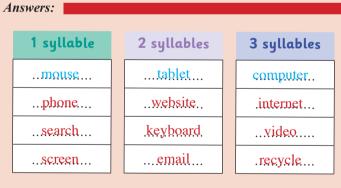
#### 1 Listen, say, and write

- 1 Refer students to the *Tip!* box. Read it aloud.
- 2 Refer students to the words in the word box. Explain they have to complete the table with the words according to how many syllables there are in the words.
- Tell students that a good way to count syllables is to clap. Say computer and as you do clap at each syllable: com [clap] pu [clap] ter [clap].
- 4 Place students in pairs and have them complete the activity.
- 5 Play the audio for students to check their answers.
- Then in turns, students say the words to their partners, clapping quietly at the syllable break.

#### Audioscript

phone computer email internet keyboard mouse website tablet video recycle screen search

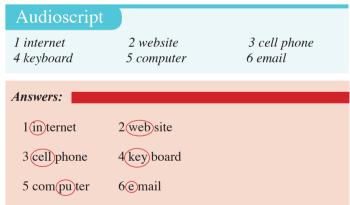




#### Listen and circle the stressed syllable

- 1 Explain that we sometimes give some emphasis or 'stress' to a specific syllable in a word, and we call this 'word stress'. Tell students that we should say the word with the stress on the correct syllable of words if we want to speak clearly for people to understand us.
- Play the audio with pauses for students to complete the activity.
- Write them on the board for students to check against. Check answers as a class.
- Play the audio again for students to listen and repeat.
- Then place students in pairs and have them say the words to each other with the correct stress. Monitor for correct syllable stress and pronunciation.





#### **Extra practice**

☐ Place students in pairs. Explain that one student has to say a word with the wrong syllable stress for their partner to correct. Model the activity with a few confident students first.

#### STUDENT'S BOOK

page 77

#### 3 Complete the sentences with and, so, or but

- 1 Ask students to read the *Tip!* box. Explain that we use *so* to give a reason. Write on the board: *I was tired, so I went to bed*
- 2 Then on the board write: *I like going school*, *but I don't like getting up too early*. Explain that we use *but* to give two contrasting ideas.
- 3 Then on the board write: *I enjoy reading and playing games*. Explain that we use *and* to join two or more of the same ideas in a sentence.
- 4 Students complete the activity individually. Check answers as a class.



#### **Extra practice**

- ☐ Tell students you are going to say the following sentences and they have to complete them. Say *I love reading, but* .... *I get tired easily so I* .... *Dad goes to work and* ....
- ☐ Repeat with a few more sentences. Then place students in pairs and have them continue.

- Have students say their favorite word in syllables.
- Tell students that in the next lesson they are going to make a tablet and talk about apps.
- For homework tell students to list the websites they have visited, apps used, texts and messages sent or anything else they have done on the internet. Ask students to bring in photos of their favorite tablet applications.

### LESSON 7

pages 78-81

**Objectives:** To work on a group project to make a tablet

template

To review vocabulary and language from

Unit 10

**Vocabulary:** Student's Book pages 78 to 81

**Language:** This is my tablet template. My favorite app

s ...

**Materials:** Scissors

Marker pens

Black and white cardboard

Glue

Pictures of tablet applications

#### Opener |

- Greet each student as they come into class and say Good morning or Good afternoon.
- Say *Hello* (name). *How are you?* to several students to encourage the response: *Hello*, *Miss / Mr (name)*. *I'm fine, thanks*.
- Have students say to each other and ask Hello. How are you?

#### Presentation •

- 1 Ask students if they found the lessons about staying safe on the internet interesting.
- 2 Ask them to say what they like to surf the internet for.

#### STUDENT'S BOOK pages 78 and 79

#### 1 Read and make your tablet template

- 1 Discuss the different devices we can use to access the internet. Ask students if they have any favorite apps.
- 2 Ask students to cut 2 tablet templates; a big one out of white cardboard and a smaller one out of black cardboard. Then ask them to cut out the pictures of tablet applications they brought.
- 3 Explain that students stick or draw the pictures and write the names of their favorite apps, games and videos they collected for homework on the black cardboard.
- 4 Students color in their tablet and the apps, games and videos they drew or stuck on the tablet for this project and then stick the black cardboard on the white cardboard.

### **Fast finishers**



• Ask fast finishers to help their classmates with their projects.





page 80

#### 2 Show and tell

- 1 Model the language of the unit and show one of the student's tablets and talk about it.
- 2 Have students show their tablets and describe the apps to their partners.
- 3 Place students in small groups and have them present their tablets and talk about the apps.
- 4 Monitor and help as necessary.
- 5 If there are any confident students who want to present to the class, encourage them to do so.
- 6 Bring different students to the front of the class and have them show their tablets and talk about their apps.

#### STUDENT'S BOOK

page 81

#### **Self-Assessment**

#### Read and color the stars that describe your effort

- 1 Ask students how they feel about this unit. Tell students that it is fine to be honest and express their feelings.
- 2 Have students look at the exercise. Explain that they have to complete the stars.
- 3 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.
- 4 Ask students to read each section, assess their achievement and complete the stars.
- 5 Monitor and check students are on task.
- 6 Have students share their work with their partners.

- Tell students to go through the unit pages and say what they liked best about this unit.
- Place students in pairs. Have them choose a lesson, write a
  few sentences about it and draw a picture about it. Ask pairs
  to share their work with the class.
- Praise students for their efforts in Unit 10 and ask them to say *Thank you!* to you and to their shoulder partner.

### **PLAY TIME**

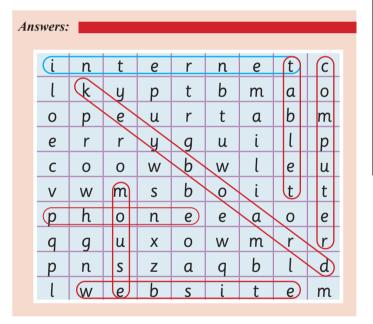
page 82



• 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 Find the technology words

- 1 Place flash cards from Lessons 1 and 2 on the board and revise the words. Point to each card and ask students to say what the word is.
- 2 Explain to students they have to find the words in the word game.
- 3 Then place students in pairs and have them complete the activity.
- 4 Check answers as a class.



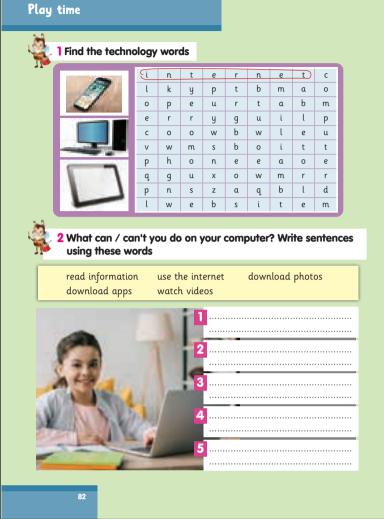
# 2 What can/can't you do on your computer? Write sentences using these words

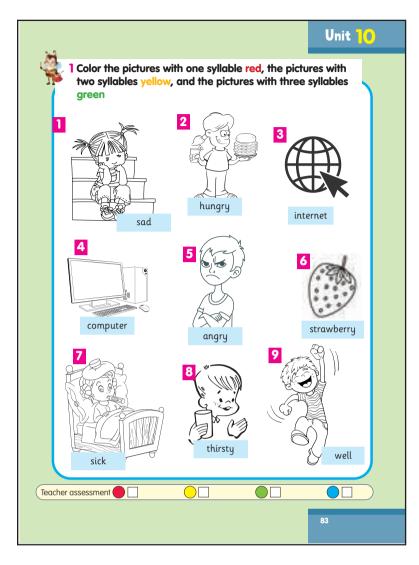
- 1 Ask students to look at the activities in the box and say if they can or can't do the activities presented.
- 2 Students work individually to complete the activity.
- 3 Ask students to read their sentences to the class.

Students' own answers

#### **Extra activity**

☐ Place students in pairs and have them play the word definition game. One student says a word from the unit for their partner to define and say a sentence with the word in it.





### **PLAY TIME**

#### page 83



- 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 the pictures with one syllable red, the pictures with two syllables yellow and the pictures with three syllables green
- 1 Say different words to the class and have the students say how many syllables are in each word.
- 2 Explain that students should color the pictures according to the number of syllables.
- 3 Give students time to write the number of syllables beside each word and then check answers as a class.
- 4 Students then color the pictures accordingly and check answers with their shoulder partners.

#### Answers:

Red: 1 sad, 7 sick, 9 well

Yellow: 2 hungry, 5 angry, 8 thirsty

Green: 4 computer, 3 internet, 6 strawberry

#### **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 the *Teacher Assessment* in the introduction page viii for help.

#### LESSON 1

pages 84-87

**Objectives:** To learn to talk about height and length of

some sea creatures

To learn how to measure some sea animals

**Vocabulary:** Numbers; diver, jellyfish, octopus,

seahorse, sea snake, starfish, Red sea

Language: How long/tall is it? It's \_\_\_ meters tall/long

Materials: Student's Book pages 84 to 87

Audio files

Flash cards: diver, jellyfish, octopus, seahorse, sea snake, starfish; ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, two hundred, one

thousand

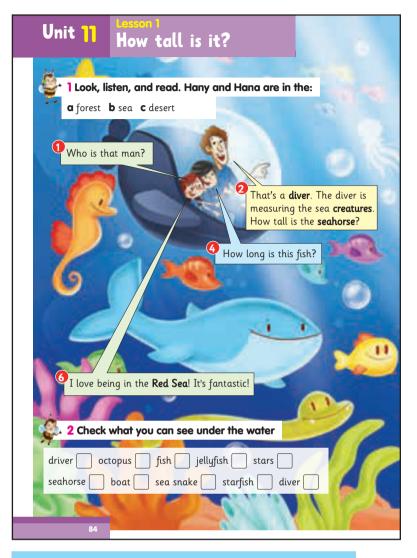
Ruler for each student Strips of paper

#### Opener •

- Say *Hello* (name). *How are you?* to several students to encourage the response: *Hello*, *Miss / Mr (name)*. *I'm fine thanks*.
- Have students say to each other and ask *Hello*. *How are you?*
- Ask if they used their computers or laptops yesterday and if so, what they did on them.

#### **Presentation**

- 1 Ask students what kind of things they measure with their rulers. Accept all reasonable answers.
- 2 Ask students if they go to the beach and if so, what animals they can see there.
- 3 Take out the flash cards and show them one by one to the students. Ask students if they have seen any of these.
- 4 Then raise each flash card of the sea creatures one by one and say each word. Ask students to repeat after you. Repeat once more.
- 5 Place flash cards on the board. As you point to a card, repeat the word and have students repeat after you. Then ask individual students to say the word you point to.

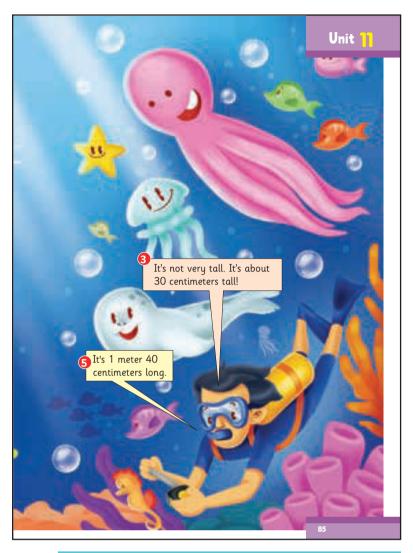


#### STUDENT'S BOOK

pages 84-85

### 1 Look, listen, and read. Hany and Hana are in the:

- 1 Look at the pictures on pages 84-85. Ask students to look at the pictures for a minute and to work with their partners to guess where the children are (They are on a trip to the Red Sea, probably Hurghada). Guide students to conclude that the children are under the sea (there are a lot of sea creatures, blue water, ...etc).
- 2 Guide students to look again at the pictures and say who are in it and what they are doing.
- 3 Ask them how tall/how long they think different sea creatures can be.
- 4 Play the audio for students to read along.
- 5 Then play the audio again. This time pause after each sentence and have students read aloud in unison.
- 6 Ask the following questions to check comprehension: *Is the starfish 3 centimeters tall?* (No, it's 30 centimeters tall), *Does Hana love the Red Sea?* (Yes, she does).
- 7 Place the students in groups and have them role-play the dialog.
- 8 Ask groups to come to the front of the class and role-play the dialog.



#### Audioscript

**Hana:** Who is that man?

**Dad:** That's a diver. The diver is measuring the

sea creatures. How tall is the sea horse?

**Diver:** It's not very tall. It's about 30 centimeters tall!

**Hany:** How long is this fish?

**Diver:** It's 1 meter 40 centimeters long.

Hana: I love being in the Red Sea! It's fantastic!

Answer:

b sea

#### 2 Tick what you can see under the water

- 1 Look at the pictures on pages 84 and 85 again. Ask students to look at the pictures and say what they can see in them. If necessary, revise the words using the flash cards.
- 2 Put students in pairs to read and tick the correct words.

Answers:

**Students tick:** octopus, fish, jellyfish, seahorse, sea snake, starfish, diver

### Unit |

#### STUDENT'S BOOK

page 86



- 1 Refer students to the *Tip!* box on page 87. Read it aloud as students follow along.
- 2 Ask students when we use *long* and when we use *tall*. Elicit that *long* is used for a horizontal measurement, and *tall* is used for a vertical measurement.
- 3 Ask students to look at the photos 1-6. Elicit whether we are asking about how *long* or *tall* each one is.
- 4 Play the audio, pausing after each one and ask students to listen and write the numbers they hear.
- 5 Repeat as many times as necessary.
- 6 Then play the audio again and check answers as a class.

#### Audioscript

- 1 The seahorse is 25 centimeters tall.
- 2 The diver is 1 meter 70 centimeters tall.
- 3 The sea snake is 1 meter 40 centimeters long.
- 4 The tilapia is 20 centimeters long.
- 5 The jellyfish is 20 centimeters long and 60 centimeters tall.
- 6 The shark is 150 centimeters long.

#### Answers:

- 1 The seahorse is <u>25</u> centimeters tall.
- 2 The diver is <u>1</u> meter <u>70</u> centimeters tall.
- 3 The sea snake is  $\underline{1}$  meter  $\underline{40}$  centimeters long.
- 4 The tilapia is 20 centimeters long.
- 5 The jellyfish is <u>20</u> centimeters long and 60 centimeters tall.
- 6 The shark is <u>150</u> centimeters long.

#### Measuring sea creatures



#### 1 Listen and write how long or tall these sea creatures are



The seahorse is .25 centimeters tall.





The sea snake is ...... centimeters long.



The tilapia is .....centimeters long.



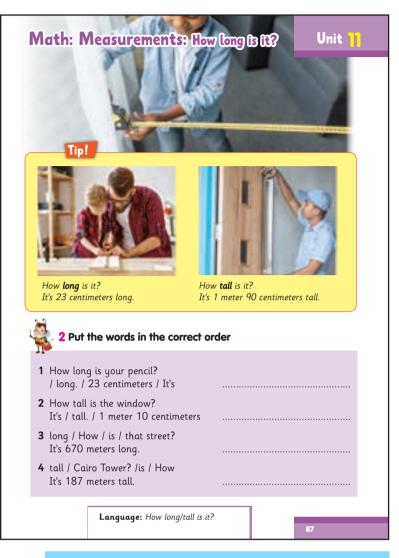
The jellyfish is .....centimeters long and ......centimeters tall.



The shark is ......... centimeters long.

86

**Vocabulary:** seahorse, diver, sea snake, shark, jellyfish, tilapia



page 87

#### 2 Put the words in the correct order

- 1 Read the questions and answers in the *Tip!* box again and encourage students to repeat.
- 2 Place students in pairs and have them read the questions and complete the activity to order the sentences.
- 3 Check answers as a class.

#### Answers:

- 1 It's 23 centimeters long.
- 2 It's 1 meter 10 centimeters tall.
- 3 How long is that street?
- 4 How tall is Cairo Tower?

- Place students in pairs. Ask each pair to select one sea creature and try to guess how tall or long it is. They then write their guesses on a piece of paper and exchange with their partner. Ask confident pairs to tell the class their guesses.
- Monitor and assist as necessary. Make sure students take turns.
- Tell students that in the next lesson they will measure different objects in the classroom. Tell students to bring glue, a pencil, a paper clip and a paper bag to the next lesson.

### Unit 📜

### LESSON 2

pages 88-89

**Objectives:** To measure different classroom objects

**Language:** How tall/long is it?

It's ... meters long/tall.

CLIL: Math: Measurements

Materials: Student's Book pages 88 and 89

Flash cards: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred,

two hundred

A ruler, glue, pencil, bag, paper clip, crayon

Measuring tapes – one for each group

A soft ball

#### Opener •

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Play *Point to the card* (Games Bank, page 134) with the flash cards from Lesson 1.
- Play Catch and say (Games Bank, page 132) to practice numbers 1-100.

#### **Presentation**

- 1 Ask students to say different numbers. As they say them, write them on the board. Every third or fourth number, intentionally write the incorrect number and have a student come to the board to correct you.
- 2 Use random flash cards to revise the numbers.
- 3 Elicit the difference between *tall* and *long*.
- 4 Practice the questions *How tall is it?* and *How long is it?* again.

#### STUDENT'S BOOK

page 88

#### 1 Look and circle the correct question

- 1 Ask students to look at the pictures and say what objects they can see.
- 2 Ask students to say how we ask to measure a ruler. (*How long is it?*) Then ask how we ask to measure a door. (*How tall is it?*)
- 3 Place students in pairs and have them complete the activity.
- 4 Check answers as a class.

#### Answers:

1 How long is it? 2 How tall is it? 3 How tall is it? 4 How long is it? 5 How tall is it? 6 How long is it?





page 89

### 2 Find the objects in your classroom. Measure and write

- 1 Ask students to look at Exercise 2. Elicit the items 1-6 and ask students to identify them in the classroom.
- 2 Elicit whether students will be measuring how *long* or *tall* each object is.
- 3 Then tell them they will be measuring them and recording the results in their Student's Book.
- 4 Place students in pairs and have them complete the activity.
- 5 Assist students as necessary.
- 6 Invite students to share their answers with the class.

Students' own answers

### 3 Add two more things to your list. Measure and tell your friends

- 1 Place students in pairs. Ask them to choose 2 things in the classroom. One should be long and the other should be tall.
- 2 Encourage students to write the names of the items on the lines 1 and 2.
- Then ask students to take out their rulers or give one to each pair. Have them measure the items and write the results.
- 4 Then put students into different pairs and explain that they have to ask and answer using *How long is it?* and *How tall is it?*

5 Students then share their findings with the class.

Students' own answers

#### **Extra practice**

☐ Give each student three strips of paper. Ask them to write a number on each strip. Then have students show their strips to their partners who have to say the number.

- Place students in small groups and give them a measuring tape each. Tell students they are going to measure how tall each member of their group is and record it.
- Once students have completed the activity, have each group stand in front of the class, from tallest to shortest. They each say how tall they are.
- Ask students what they enjoyed about today's lesson.
- Tell them that in the next lesson they will learn more numbers.

#### LESSON 3

pages 90-91

**Objectives:** To identify more numbers between 100 and

1,000

To write more numbers between 100-1,000

in digits and in words

**Vocabulary:** Numbers 100 - 1,000

Materials: Student's Book pages 90 and 91

Audio files

Flash cards: one hundred, two hundred, three hundred, four hundred, five hundred, six hundred, seven hundred, eight hundred,

nine hundred, one thousand

A soft ball Strips of paper

A measuring tape per group

#### Opener •

- Greet each student as they come into class and say Good morning or Good afternoon.
- Elicit the difference between *tall* and *long*.
- Practice the questions How tall is it? and How long is it? again.

#### Presentation •

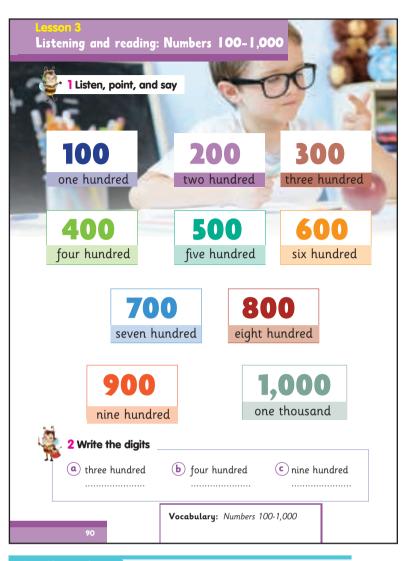
- 1 Use the flash cards to introduce and practice numbers 100-1,000.
- 2 Play Catch and say (Games Bank, page 132) to practice the numbers.
- 3 Ask students to say different numbers between 100 and 1,000. As they say them, write them on the board. Every third or fourth number, intentionally write the incorrect number and have a student come to the board to correct you.

#### STUDENT'S BOOK

page 90

#### 1 Listen, point, and say

- 1 Play the audio and ask students to listen and point to the numbers. Draw students' attention to the boxes showing the number in both digits and words.
- 2 Place all the flash cards on the board. Tell students you are going to point to a card and say its number. If the number you say is correct, they clap. If it is incorrect, they raise their hands and you choose a student to correct you.
- 3 Repeat for a few turns.
- 4 Then play the audio again and ask students to repeat each of the numbers.



#### Audioscript

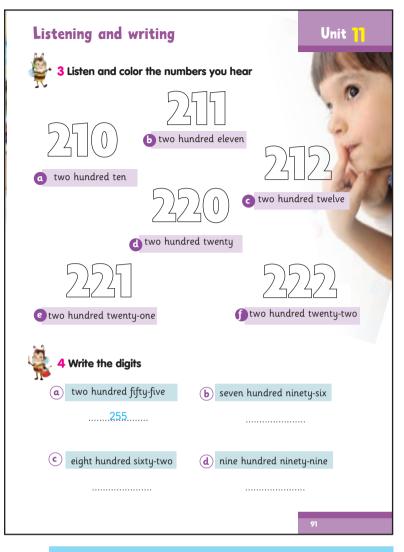
one hundred two hundred three hundred four hundred five hundred six hundred seven hundred eight hundred nine hundred one thousand

#### 2 Write the digits

- 1 Place students in pairs. Ask students to look at the numbers and to find the correct digits in Exercise 1. Explain that they have to write the correct numbers.
- 2 Check answers as a class.

Answers:

a 300
b 400
c 900



page 91



#### 3 Listen and color the numbers you hear

- 1 Write the number 210 on the board and show students how we pronounce it. Practice with other numbers between 210 and 230.
- 2 Read each of the numbers in Exercise 3 with the class.
- Ask students to listen and color the numbers they hear. Play each number, pausing after each for students to color. Repeat the audio as many times as necessary.
- Monitor as they work and help as necessary.

Two hundred ten Two hundred eleven Two hundred twenty Two hundred twenty-two

Answers:

Students color: a, b, d, f

#### 4 Write the digits

- 1 Draw students' attention to the written form of each number in Exercise 3. Show them the example a in Exercise 4 and explain that they need to do the same for each number.
- Ask students to complete the exercise individually and to check their answers in pairs.
- Monitor as they work and help as necessary.

Answers:

a 255 b 796 c 862 d 999

- Give each student three strips of paper. Ask them to write a number from Exercise 1 on each strip. Then have students show their strips to their partners who have to say the number.
- Ask students what they enjoyed about today's lesson.
- Tell them that in the next lesson they will learn about equations.

### Unit 📋

#### LESSON 4

#### pages 92-93

**Objectives:** To say large numbers between 100 and 1,000

To learn what an equation is

To add large numbers

**Language:** Fifty pounds plus seventy-five pounds is one

hundred twenty-five pounds.

CLIL: Math: Addition up to 1,000

Materials: Student's Book pages 92 and 93

Flash cards: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred,

two hundred, one thousand

Audio file

A selection of Egyptian bank notes and

coins

#### **Opener**

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Play Point to the card (Games Bank, page 134) to revise numbers 1-1,000.
- Write the following numbers on the board: 24, 32, 47, 51, 69, 78, 83, 95. Say the numbers aloud and have students repeat after you.
- Write the words for these numbers on the board too, so students become accustomed to the written form (twentyfour, thirty-two, forty-seven, fifty-one, sixty-nine, seventyeight, eighty-three, ninety-five).
- Practice each of the numbers until students are confident that they can read them all. Then ask students to close their eyes while you delete one of the numbers. Then ask them to open their eyes and tell you which number is missing. Repeat several times.

#### Presentation |

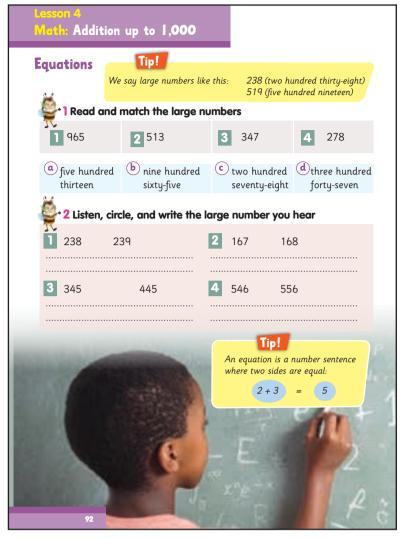
- 1 Tell students they are going to do a dictation. Say the following numbers and have students write them: 783, 925, 214, 901, 669, 511. Then write the numbers on the board for students to check against.
- 2 Next ask students to put the numbers in order from highest to smallest. Check answers. Repeat with another set of numbers.

#### STUDENT'S BOOK

#### page 92

#### 1 Read and match the large numbers

- 1 Ask students to look at the first *Tip!* box. Read the numbers aloud and have students repeat after you.
- 2 Then write different numbers on the board and ask students to say each number.
- 3 Ask a confident student to read the first number and match it to the correct answer.
- 4 Students then complete the activity individually and check answers in pairs.



- 5 Check answers as a class.
- 6 Then have students say each number to their partners. Make sure students take turns.

# Audioscript 1 965 2 513 3 347 4 278

Answers:				
1 b	2 a	3 d	4 c	

### 2 Listen, circle, and write the large number you hear

- 1 Ask some confident students to say each number.
- 2 Then play the audio for them to circle the correct answer.
- 3 Check answers as a class.
- 4 Ask students to write the correct numbers in words individually.
- 5 Write them on the board for students to check.
- 6 Place students in pairs. One student says a number from the exercise for their partner to point to. Monitor and assist as necessary. Make sure students take turns.



#### Audioscript

1 238 2 168 3 445 4 546

#### Answers:

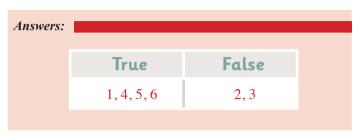
- 1 238 Two hundred thirty-eight
- 2 168 One hundred sixty-eight
- 3 445 Four hundred forty-five
- 4 546 Five hundred forty-six

#### STUDENT'S BOOK

#### page 93

- 3 Add the numbers in the equations. Decide if they are true or false and write them in the correct column
- 1 Refer students to the second *Tip!* box on page 92. Read it aloud for students to follow along.
- 2 On the board write: 4 + 10 = 8 + 6. Ask if this is an equation (yes). Then write 34 + 10 = 44 + 10. Ask if this is an equation (no). Ask why (Because the first set of numbers add up to 44 but the second set add up to 54).
- 3 Read the example to the students and show that it is correct so it's written in the *True* column in the table. Do question 2 with the class as a model.
- 4 Place students in pairs and have them complete the activity.

5 Check answers as a class.



#### 4 Add and complete with your partner. Then say

- 1 Place students in pairs and read the first equation with them.
- 2 Then ask them to add the two numbers in the other two equations.
- 3 Check answers as a class. Then ask students to write the numbers in words.
- 4 Monitor and assist as necessary.
- 5 Write the correct answers on the board so that students can check against.
- 6 Have some confident students read their equations and the class says the total of the numbers added.

#### Answers:

- 1 657: four hundred thirty-five plus two hundred twenty-two is six hundred fifty-seven.
- 2 800: four hundred thirty-two plus three hundred sixty-eight is eight hundred.
- 3 949: one hundred sixteen plus eight hundred thirty-three is nine hundred forty-nine.

- Place students in pairs. Each student writes an equation for his/her partner to solve.
- Students then work together to write the numbers in words.
- Monitor and assist as necessary.
- Say *In the next lesson, we will learn about weights*. Tell students to bring in supermarket leaflets showing food products for the next lesson.

### Unit 📜

### LESSON 5

#### pages 94-95

**Objectives:** To learn how to estimate and measure

weights

To learn how to use kitchen scales

**Vocabulary:** kilogram, gram, weigh

**CLIL:** Science – Estimation and measurement of

weights

Materials: Student's Book pages 94 and 95

Audio file

Flash cards: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred,

two hundred, one thousand

Supermarket leaflets showing food products

Kitchen scales

#### Opener •

- Greet each student as they come into class and say Good morning or Good afternoon.
- Revise numbers using the flash cards.

#### Presentation •

- 1 On the board write grams and kilograms.
- 2 Tell students that we use grams and kilograms to measure things. Ask students if they know what they measure (*weight*).

#### STUDENT'S BOOK

#### page 94

#### 1 Look, guess and circle the correct weight

- 1 Pick up a small eraser and ask students if they think it weighs a lot. Then ask them how much they think a cat weighs. Refer students to the *Tip!* box and read the text. Ask if they are surprised with the weights presented.
- 2 Have students look at the activity. Ask them to guess the weights.
- 3 Have students compare answers with their partners.
- 4 Don't check answers now as students are going to listen and check in the next exercise.



2 kilograms 20 kilograms

There are 1,000 grams in a kilogram.

kilograms.



page 95



#### 2 Listen and check your answers

- 1 Ask students to read the tip again in pairs. Play the audio for students to check their answers.
- 2 Ask if their guesses were correct.

#### Narrator:

- 1 A shark weighs about one thousand kilograms.
- 2 A jellyfish weighs about sixty grams.
- 3 A tilapia weighs about two hundred grams.
- 4 A starfish weighs about two kilograms.

#### Answers:

- 1 1,000 kilograms
- 2 60 grams
- 3 200 grams
- 4 2 kilograms

#### 3 Match the scales to the correct items

- Ask students to look at each of the items and to guess how much each can weigh.
- Ask students to work in pairs to match each item to the scale that is closet to their guessing.
- Ask confident pairs to say their answers.



#### **Closing**

Ask students to take out their supermarket leaflets. Tell them to read through the food items and find how much they weigh. Then have them choose five food items and draw a scale for them as in Exercise 3. Students then present their work to the class.

### LESSON 6

pages 96-97

**Objectives:** To learn how estimate and measure weights

To learn how to use kitchen scales

To complete a table

Vocabulary: kilogram, gram, weigh

**CLIL:** Science – Estimation and measurement of

weights

Materials: Student's Book pages 96 and 97

Flash cards: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred,

two hundred, one thousand

Supermarket leaflets showing food products

Kitchen scales

#### Opener =

• Greet each student as they come into class.

Revise numbers using the flash cards.

#### Presentation

1 Use kitchen scales to weigh a variety of classroom items so students revise and compare weights and how to use scales.

#### STUDENT'S BOOK

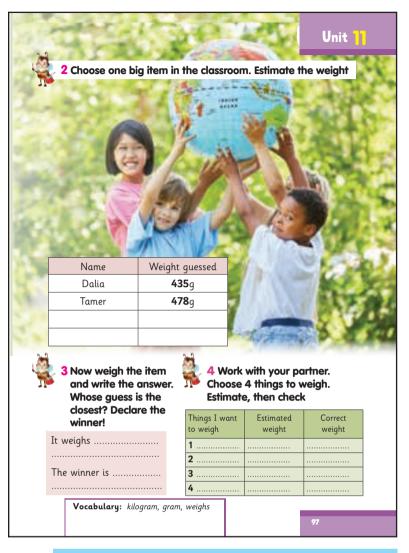
page 96

#### 1 Look at the scales and write the weight

- 1 Have students look at the scales and say what weight they show.
- Then have write the number in their Student's Book. Check answers as a class.
- 3 Ask students to say how many grams are in a kilogram (1,000).
- 4 Have them look around the class and say what items they think weigh 1 kilogram.

Answers:			
1 300 g	2 400 g	3 750 g	
4 200 g	5 250 g	6 800 g	





page 97

## 2 Choose one big item in the classroom. Estimate the weight

- 1 Place students in small groups and have them choose one heavy classroom item.
- 2 Show students the example table and ask them to write down their guesses in a similar table.
- 3 Tell each member to guess the weight of the object.

Students' own answers

#### 3 Now weigh the item and write the answer. Whose guess is the closest? Declare the winner!

- 1 Have students weigh their item on the kitchen scales.
- 2 Tell them to compare the real weight to the estimated guesses. Explain that the person who guessed the closest weight is the winner.
- 3 Have groups share their work with the class.

Students' own answers

### 4 Work with your partner. Choose 4 things to weigh. Estimate, then check

- 1 Tell students to choose 4 things from the classroom or their personal belongings to weigh.
- 2 Explain that first they have to guess how much they weigh and then weigh them on the kitchen scales.
- 3 Have students work in pairs to complete the activity. Then ask them to share their work with the class.

Students' own answers

- On the board write: 1,540 grams = 1 kilogram and 540 grams remind students that 1,000 grams is one kilogram.
- Have students look through their supermarket leaflet and find things that weigh over 1 kilogram.
- Tell them to note 5 things and to write their kilograms and grams. Students share their work with the class.
- Say In the next lesson, we will learn about famous monuments in Egypt.

### LESSON 7

#### pages 98-99

Objectives: To learn about famous Egyptian monuments
Vocabulary: monument, the Sphinx, Abu Simbel Temples,

monument, the Sphinx, Abu Simbel Temples, the Karnak Temple, the Library of

Alexandria

CLIL: Social Studies – Famous monuments in

Egypt

Materials: Student's Book pages 98 and 99

Flash cards: Abu Simbel Temples, Karnak Temple, the Library of Alexandria, the

Sphinx

Picture of an African elephant

#### Opener •

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Say *Hello* (name). *How are you?* to several students to encourage the response: *Hello*, *Miss / Mr (name)*. *I'm fine*, *thanks*.
- Ask students to say how they are feeling today.

#### Presentation •

- 1 Ask students to say what famous monuments in Egypt they know of.
- 2 Use flash cards to teach some famous monuments.
- 3 Ask if they have ever seen these monuments and if so, when.

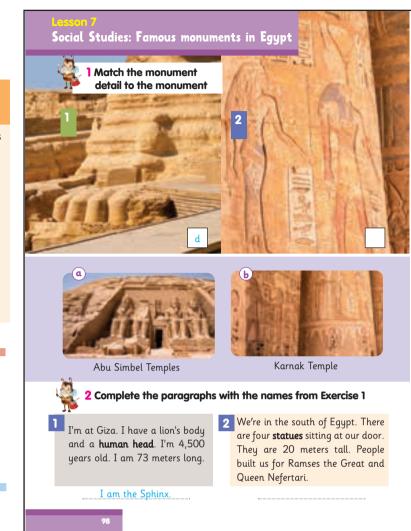
#### STUDENT'S BOOK

#### pages 98-99

#### 1 Match the monument detail to the monument

- 1 Have students look at the monuments on pages 98-99 and say if they recognize any of them.
- 2 Explain that students are going to look at the monuments at the lower part of pages 98-99, then they will look at the other pictures (which are show only parts of these monuments), and then match each part to the full picture of it. Do the first example with the class, and then allow students to complete the exercise individually. Ask them to check their answers with their shoulder partner.
- 3 Ask students to say anything else that they know about these monuments.







## 2 Complete the paragraphs with the names from Exercise 1

- 1 Refer students to the pictures in the exercise. Ask how tall they think each monument is and how heavy they weigh.
- 2 Read the example answer and explain that students should continue using the same pattern.
- 3 Have students complete the exercise.
- 4 Check answers as a class.

#### Answers:

- 1 I am the Sphinx.
- 2 We are the Abu Simbel Temples.
- 3 I am the Library of Alexandria.
- 4 I am the Karnak Temple.

- Show students the picture of the African elephant. Tell students that one elephant weighs about 4 tons and is about 3 meters tall. Place the picture on the board.
- Ask students to look at the picture of the Sphinx and say how tall it is and how much it weighs. Have them look at the African elephant and say how many elephants the Sphinx is in weight and height (about 5 elephants in weight and about 21 elephants height).

## Unit 👕

### LESSON 8

pages 100-101

**Objectives:** To learn about famous Egyptian monuments

To do a quiz

**Vocabulary:** monument, the Sphinx, Abu Simbel Temples,

the Karnak Temple, the Library of

Alexandria

CLIL: Social Studies – Famous monuments in

Egypt

Materials: Student's Book pages 100 and 101

Flash cards: Abu Simbel Temples, Karnak Temple, the Library of Alexandria, the

**Sphinx** 

#### Opener |

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

- Use the flash cards to revise some Egyptian monuments.
- Play *Point to the card* (Games Bank, page 134).

#### Presentation |

- 1 Ask students to say any other famous monuments in Egypt they know of.
- 2 With books closed, ask students to say as many things as they can remember about the monuments on pages 98-99.

#### STUDENT'S BOOK

**page 100** 

#### 1 Work in pairs. How much can you remember? Do the quiz

- 1 Tell students to open their books to page 100 and do the quiz without looking at pages 98 and 99.
- 2 Students work in pairs.
- 3 Have students compare answers.
- 4 Don't check answers now as students are going to check in the next exercise.

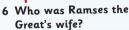
#### Social studies: famous monuments in Egypt



1 Work in pairs. How much can you remember? Do the quiz

#### Monument quiza

- 1 How long is the Sphinx?
- 1 sixty-three meters
- 2 seventy-three meters
- 3 fifty-three meters
- 2 How tall are the Abu Simbel statues?
- 1 twenty meters
- 2 two hundred meters
- 3 two hundred fifty meters
- 3 Which monument did people build for Amun?
- 1 the Sphinx
- 2 Abu Simbel Temples
- 3 Karnak Temple
- 4 Which monument has an animal body?
- 1 Abu Simbel Temples
- 2 the Sphinx
- 3 Karnak Temple
- 5 Which monument opened again in 2002?
- 1 the Sphinx
- 2 the Library of Alexandria
- 3 Abu Simbel Temples

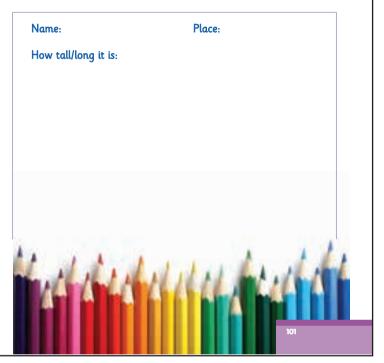


- 1 Queen Hatshepsut
- 2 Queen Nefertiti
- 3 Queen Nefertari
- 7 How old is the Sphinx weigh?
- 1 50,000 years old
- 2 2,000 years old
- **3** 4,500 years old
- 8 What are on the pillars at the Karnak Temple?
- 1 statues
- 2 beautiful pictures
- 3 books





3 Draw and color your favorite Egyptian monument. Write about it and tell your classmates



#### STUDENT'S BOOK

**page 101** 

#### 2 Look at pages 98-99 and check your answers

- 1 Give students some time to check their answers.
- 2 Ask students to say how many answers they got right.
- 3 Have students write one more quiz question for their partners to answer.

#### Answers:

- 1 2 seventy-three meters
- 2 1 twenty meters
- 3 3 Karnak Temple
- 4 2 the Sphinx
- 5 2 the Library of Alexandria
- 6 3 Queen Nefertari
- 7 3 4,500 years old
- 8 2 beautiful pictures

# 3 Draw and color your favorite Egyptian monument. Write about it and tell your classmates

- 1 Give students some time to find information about their favorite monument.
- 2 Monitor and assist as students work. Tell students to illustrate their work as best they can and complete the everyise
- 3 Have students present their work to the class.

Students' own answers

- Have students research two more famous Egyptian monuments. Ask them to specifically find information about their height and weight. Have students compare the height and weight to a heavy animal such as the whale, hippopotamus and so forth.
- Students present their work to the class.
- Ask students what they enjoyed learning in the lesson.
- Tell students in the next lesson they will learn about the sound -er.

### LESSON 9

pages 102-103

**Objectives:** To identify the sound -er in words

To learn how to make nouns using the suffix -er

To trace and write sentences with the er

sound

To complete a fact file on a famous

monument

Vocabulary: meter, water, teacher, paper, computer,

flower

**Materials:** Student's Book pages 102 and 103

Audio files

Phonics cards: -er, meter, water, teacher, painter, singer, cleaner, baker, paper,

computer, flower

#### Opener i

- Greet each student as they come into class and say Good morning or Good afternoon.
- Play a drawing spelling game. Tell students you are going to say different words and they have to draw the word as best they can.
- Say about five words and have students show you their pictures.

#### Presentation – the letter combination -er

1 Use the phonics cards to present the letter combination -er.

#### STUDENT'S BOOK

**page 102** 



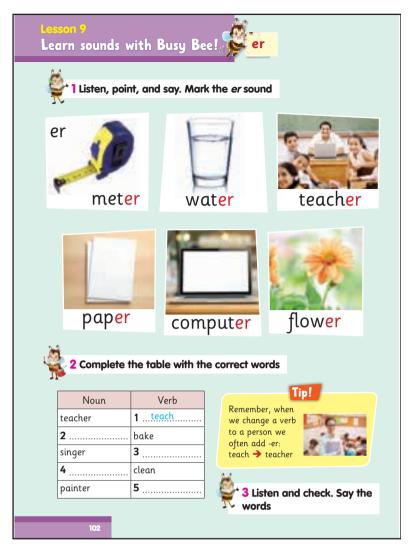
#### Listen, point, and say. Mark the -er sound

- Ask students to say the words of the pictures presented.
- Play the audio and have students repeat the words.
- 3 Students then circle the er in each word.
- Have students say the words to their partners.

meter water teacher paper computer flower

#### Answers:

met(er) water teach er paper) computer) flow(er)



#### 2 Complete the table with the correct words

- On the board write teacher... teach. Explain that a noun is a person or a thing, and that a verb is an action that we do. We can make nouns for the person who does the action when we add the suffix *er* to the end of the verb.
- Point to the Tip! box and then ask students to look at the example of teacher on the board. Draw a circle around the er suffix.
- Illustrate using more examples by writing some verbs on the board and asking some students to help you form the noun by adding er

#### Listen and check. Say the words

- Play the audio for students to listen and check their answers.
- Then place students in pairs and have them say the words to each other. Monitor for correct syllable stress and pronunciation.

#### Audioscript

teacher, teach baker, bake singer, sing cleaner, clean painter, paint

## Learn to write with Busy Bee! er



Unit 🔢



#### 4 Read and trace

- 1 The teacher is writing on the paper.
- 2 My mother is watering the flowers.
- 3 The cleaner is cleaning with water.



## **5** Read the fact file and paragraph about an Egyptian monument

#### **Fact file**

Name: The Red Pyramid Where is it? Dahshur, Giza How old is it? 4,500 years old Who built it? Workers for King Senefru

How tall is it? 104 meters Why do you like it? It is made of red stones and it looks so beautiful.

#### The Red Pyramid

The Red Pyramid is the oldest pyramid at Dahshur, Giza. It is about 4,500 years old. It is 104 meters tall.

Workers built the Red Pyramid for the pharaoh Senefru. It was the first successful pyramid in the world. I love it because it's made of red stones and it looks so beautiful.



#### 6 Complete the following fact file about the Eiffel Tower. Use page 159 to search for information

Name:	Who built it?
Where is it?	How tall is it?
How old is it?	Why do you like it?
	Go to page 159

#### Answers:

Noun	Verb
teacher	1 teach
2 baker	bake
singer	3 sing
4 cleaner	clean
painter	5 paint

#### **Extra practice**

☐ On the board write the following verbs: play, act, dance, run, write. Ask students to form their nouns. Then ask students to make four sentences, two with nouns and two with verbs.

#### STUDENT'S BOOK

**page 103** 

#### 4 Read and trace

1 Ask students to read the sentences quietly and then trace over them. Guide students to observe the words that end in -er, and then ask students to trace over the words.

- 2 Remind them to write as neatly as possible. Check work and praise neat handwriting.
- 3 Then have students read the sentences to their partners. Monitor for correct pronunciation and make sure students take turns.

## 5 Read the fact file and paragraph about an Egyptian monument

- 1 Ask if students know what a fact file is. Explain that it gives important information about something very briefly.
- 2 Ask students to read the fact file quietly. Then refer them to the paragraph.
- 3 Ask them to count how many sentences are in the paragraph (6). Ask if the paragraph contains all the information from the fact file (*yes*).

## 6 Complete the following fact file about the Eiffel Tower. Use page 159 to search for information

- Ask students to tell you what they can about the Eiffel Tower.
- 2 Have them copy the fact file in their notebooks without the information, only the questions.
- 3 Ask them to look at page 159. Explain that this is a webpage about the Eiffel Tower and all the information that they need to complete the fact file is included on the page. Elicit the first two pieces of information (*name*, *who built it?*) and encourage students to fill in the information on the fact file.
- 4 Have them complete the fact file in pairs. Explain that the final question (*Why do you like it?*) is asking for a personal opinion so the answer isn't on the webpage and they should write their own idea.
- 5 Students share their work with the class.

Students' own answers

#### **Extra practice**

☐ On the board write: My teacher's computer has a picture of paper flower in water. Say the tongue twister as fast as you can. Then ask different students to also say it as fast as they can. Next ask students to write as many words as they know that end in -er. Then tell them to choose five of these words and write a tongue twister with them.

- Have students say what they liked best about this lesson.
- Tell students that in the next lesson they are going to write a fact file about an Egyptian monument.
- For homework, tell students to research a famous Egyptian monument and gather information about it. Ask them to bring in photos of the monument if they can.

## LESSON 10

pages 104-107

**Objectives:** To write a fact file about an Egyptian

monument

To review vocabulary and language from

Unit 11

To work on a group project

**Language:** This is my favorite Egyptian monument.

It is

Materials: Student's Book pages 104 to 107

Flash cards: Abu Simbel Temples, Karnak Temple, the Library of Alexandria, the

**Sphinx** 

A copy of the template Coloring pens and pencils Photos of the monument

Scissors Glue

#### Opener •

- Say *Hello* (name). *How are you?* to several students to encourage the response: *Hello*, *Miss / Mr* (*name*). *I'm fine*, *thanks*.
- Have students say to each other and ask Hello. How are you?

#### Presentation •

- 1 Revise Egyptian monuments with the flash cards.
- 2 Ask students to say a few facts about each monument. Praise all correct answers.

#### STUDENT'S BOOK

pages 104-105

#### 1 Write a fact file about an Egyptian monument:

- 1 Ask students to take out their homework and pictures of the monument they want to write about.
- 2 Have students say what monument they have chosen. If students haven't brought in a monument, ask them to use one from the previous lessons.
- 3 Refer students to the instructions. Ask them to make a large fact file template just like the one from last lesson or you can use the one attached at the end of the Teacher's Guide.
- 4 Have them write the information they will present on a rough piece of paper. Check the work and correct where necessary.
- 5 Then ask students to complete their fact file. Remind them to use neat handwriting.
- 6 Students illustrate their fact file and glue their photos on it Alternatively, they can draw their monuments.





## Fast finishers



Ask fast finishers to help their classmates with their projects.

#### STUDENT'S BOOK

**page 106** 

#### 2 Show and tell

- 1 Model the language of the unit and show one of the student's monuments and say a few things about it.
- 2 Place students in small groups and have them present their monuments.
- 3 Monitor and help as necessary.
- 4 If there are any confident students who want to present to the class, encourage them to do so.

#### STUDENT'S BOOK

**page 107** 

#### **Self-Assessment**

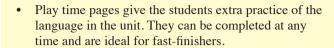
#### Read and color the stars that describe your effort

- 1 Revise the vocabulary from this unit using the flash cards.
- 2 Have students look at the first row. Explain that they have to complete the stars according to how well they understand the difference between tall and long.
- 3 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.
- 4 Ask students to look back through the unit and assess their achievement. They should complete the stars accordingly.
- 5 Monitor and check students are on task.
- 6 Have students share their work with their partners.

- Tell students to go through the unit pages and say what they liked best about this unit.
- Place students in pairs. Have them choose a lesson, write a few sentences about it and draw a picture about it. Ask pairs to share their work with the class.

## **PLAY TIME**

page 108



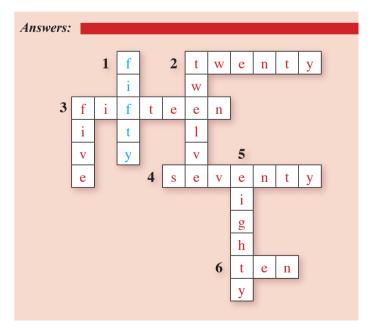
#### 1 Add and subtract. Then color

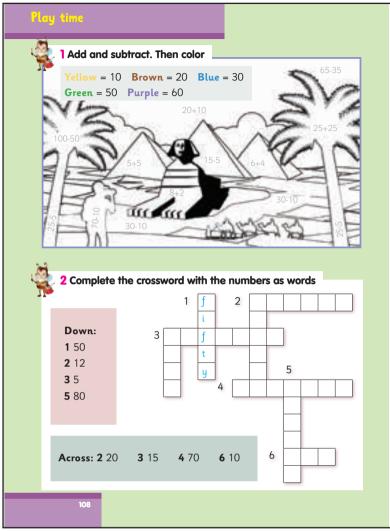
- 1 Explain that students first have to do the sums and then match the answers to the color key.
- 2 They color the picture with the key given.
- 3 Tell students to color in as neatly as possible.
- 4 Praise neat work and ask students to share their work with the class.



## 2 Complete the crossword with the numbers as words

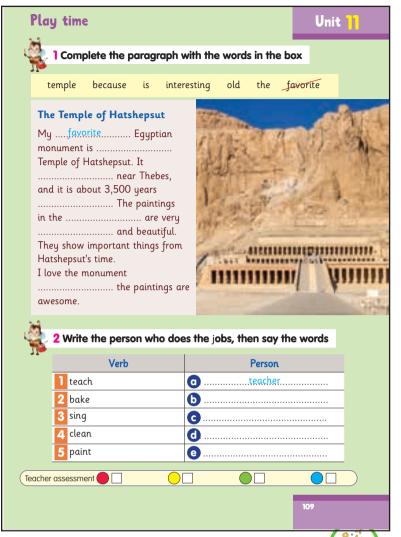
- 1 Ask students to say what numbers they see.
- 2 Give them a few minutes to complete the crossword.
- 3 Write the answers on the board for students to check against.





#### **Extra practice**

☐ Place students in pairs and have them write six numbers. They show the number to their partners who have to say them.



## **PLAY TIME**

page 109

 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 Complete the paragraph with the words in the box

- 1 Ask students to read the words in the word box. Then have them look at the picture. Ask students if they know anything about this temple.
- 2 Tell students to read the whole text before answering.
- 3 Students complete the activity individually.
- 4 Have students check answers with their partners.
- 5 Check answers as a class.

#### Answers:

The Temple of Hatshepsut

My **favorite** Egyptian monument is **the** Temple of Hatshepsut. It **is** near Thebes, and it is about 3,500 years **old**. The paintings in the **temple** are very **interesting** and beautiful. They show important things from Hatshepsut's time.

I love the monument **because** the paintings are awesome.

## 2 Write the person who does the jobs, then say the words

- 1 Ask students to say what the difference is between a verb and a noun. Ask them to say a noun and its verb.
- 2 Have students work individually and then compare answers with their partners.
- 3 After checking answers, make sentences with the nouns and verbs.

Ans	swers:	
	Verb	Person
	1 teach	a teacher
	2 bake	b baker
	3 sing	c singer
	4 clean	d cleaner
	5 paint	e painter

#### **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 the *Teacher Assessment* in the introduction page viii for help.

### LESSON 1

#### pages 110-113

**Objectives:** To learn to talk about food

To offer and request food at a restaurant To identify some food items and meals To learn how to sign meals in ASL

**Vocabulary:** breakfast, lunch, dinner, snack, chicken,

rice, potatoes, soup, vegetables

**Language:** Would you like some...? No, thank you. / I'd

like some ...

Materials: Student's Book pages 110 to 113

Audio files

Flash cards: breakfast, lunch, dinner, snack, chicken, rice, potatoes, soup, vegetables

#### Opener •

- Say *Hello* (name) *How are you?* to several students to encourage the response: *Hello*, *Miss / Mr* (*name*). *I'm fine*, *thanks*.
- Have students say to each other and ask Hello. How are you?
- Ask students how they feel today and if they like the weather.

#### Presentation

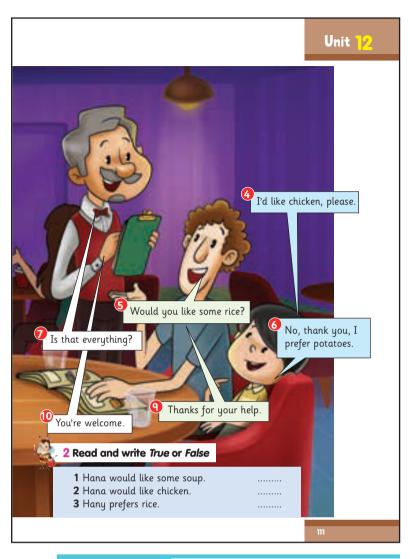
- Take out the flash cards and show them one by one to the students. Ask students if they know any of the words.
- 2 Then raise each flash card one by one and say each word. Ask students to repeat after you. Repeat once more.
- Place the flash cards on the board. Tell students to close their eyes. Take down two cards and ask students to open their eyes. Have students tell you which words are missing. Repeat for a few more rounds.



#### STUDENT'S BOOK pages 110 and 111

#### Look, listen, and read. Where is the family?

- 1 Look at the picture on pages 110-111. Ask students to look at the picture and to try to guess where the people are (at a restaurant). Add suggestions if students find it hard to answer. ask who is in it, what they are doing and what they think they are talking about.
- 2 Ask students to say if they go to restaurants and if they like them. Ask students what food they usually eat at home and then what food they usually order at restaurants.
- 3 Then ask them what food they think Hana and her family will order at the restaurant.
- 4 Play the audio for students to read along.
- 5 Then play the audio again. This time pause after each sentence and have students read aloud in unison.
- 6 Ask the following questions to check comprehension: Are Hana and her family at home? (No, they aren't), Do they order soup? (Yes, they do), Who wants some chicken? (Hany), Who orders potatoes? (Hany), Is the food good at the restaurant? (Yes, it's delicious).
- 7 Place the students in groups and have them role-play the
- 8 Ask groups to come to the front of the class and role-play the dialog.



#### Audioscript

**Mom:** Hana, would you like some soup?

**Hana:** Yes, please.

Mom:Hany, what would you like?Hany:I'd like chicken, please.Dad:Would you like some rice?Hany:No, thank you, I prefer potatoes.

Waiter: Is that everything?

Mom: Yes. I can't wait. The food is

delicious here.

**Dad (to waiter):** *Thanks for your help.* **Waiter:** *You're welcome.* 

#### Answer:

They are in a restaurant.

#### 2 Read and write True or False

- 1 Ask students to read the dialog again, and then read the sentences and decide whether they are true or false. Encourage to work individually and to check their answers in pairs.
- 2 Check answers as a class.



#### **Extra practice**

☐ Place students in pairs. Tell them that one student closes their book. Their partner reads a sentence from the dialog and the first student says who said it. Students read three sentences each. Make sure students take turns.

#### STUDENT'S BOOK

#### pages 112-113



#### 1 Listen, point, and say

- 1 Play the audio for students to complete the activity. Monitor and correct pronunciation as necessary.
- 2 Tell students you will raise a flash card and they have to say what it is.
- Then place students in pairs. Explain that one student has to say a food for their partner to point to.
- Monitor and assist as necessary. Make sure students swap turns.

1 chicken 2 potatoes 4 rice 5 soup

3 vegetables

#### 2 Listen, read, and say

- 1 Use the flash cards to revise the lesson vocabulary.
- 2 Play the audio and ask students to listen, read and say.
- 3 Place all flash cards on the board. Tell students you are going to point to a card, and they have to say what the word is.

We usually eat three meals a day. When we are hungry between meals, we have a snack.

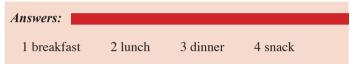
2 lunch 1 breakfast 3 dinner 4 snack





## 3 Match the meals in Exercise 2 to their times below

- 1 Ask students what time they usually have breakfast, lunch, dinner and snacks.
- 2 Ask students to read the sentences and decide which meal is referred to in each case.



#### 4 Say these words with ASL

- 1 Ask students what words they remember in ASL. Have them sign them.
- 2 Tell students to look at the pictures and to sign each word with their partner.
- 3 Explain that you will say a word and they have to sign it for you. Sign with students.

- Place students in pairs. Explain that one student signs a word in ASL that they have learnt throughout the course for their partner to say.
- Monitor and assist as necessary. Make sure students take turns
- Tell students to bring in pictures of their favorite foods in the next lesson.

### LESSON 2

#### pages 114-115

Objectives: To learn about a balanced diet

To show understanding of the importance of

having a balanced diet

**Vocabulary:** balanced diet, milk and dairy products,

cereals, fruit, vegetables, meat, fish, sugar,

fat

**Life Skills:** Decision-making

CLIL: Science – A balanced diet

Materials: Student's Book pages 114 and 115

Audio file

Flash cards: breakfast, lunch, dinner, snack, chicken, rice, potatoes, soup, vegetables, milk and dairy products, cereals, fruit, meat,

fish, sugar, fat A4 paper

#### Opener •

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Play *Point to the card* (Games Bank, page 134) to revise food vocabulary.

#### **Presentation**

1 With books closed, ask students if they remember which types of food are healthy and which ones are unhealthy.

#### STUDENT'S BOOK pages 114-115

#### 1 What is healthy food? Look and tick

- 1 Ask students to look at the foods in Exercise 1. Ask if they see any unhealthy foods.
- 2 Ask students to name the foods they see. Have students complete the activity in pairs. Check answers as a class.
- 3 Ask students if they eat chocolate and ice-cream. Explain that it is fine to eat unhealthy food sometimes as long as we don't eat too much of it and not on a daily basis.

Answers:

**Healthy food:** carrots, lettuce, apples, eggs.

## 2 Read and listen. Complete the diagram with the food labels

- 1 Tell students to look at the labels at the top of page 115. Explain any unknown words. Then go through each category and ask students to say a food item from it, e.g. *fruit and vegetables: tomato, banana*.
- 2 Read the text aloud and have students underline any unknown words. Explain as necessary.

#### Lesson

#### Science: A balanced diet



#### What is healthy food? Look and tick





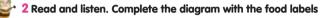


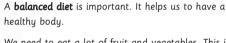












We need to eat a lot of fruit and vegetables. This is the biggest part of a healthy diet. Fruit and vegetables give our bodies **vitamins**.

The next biggest part of our diet should be bread, **cereals**, and potatoes. They give us **fiber** and **carbohydrates**.

Milk and **dairy** products give us **calcium**. This makes our bones strong. Meat and fish give us **protein**.

We need a little fat and very little sugar. We also need to drink a lot of water. Water helps our bodies to take the **nutrients** from the food we eat.

114

- 3 Tell students that vitamins and carbohydrates help us grow and help our bodies become stronger. Explain that protein and fiber also help our bodies work well.
- 4 Give students some time to complete the exercise in pairs.
- 5 Check answers as a class. Ask students if they eat foods from all the food categories.

#### Audioscript

A balanced diet is important. It helps us to have a healthy body.

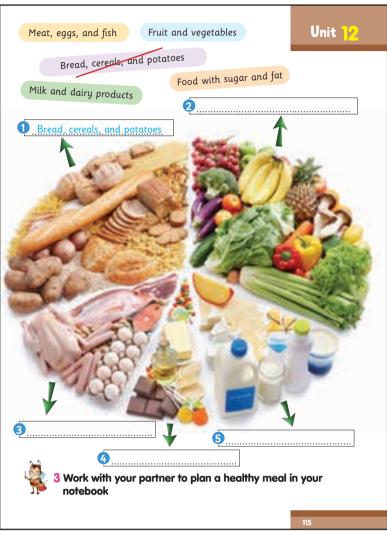
We need to eat a lot of fruit and vegetables. This is the biggest part of a healthy diet. Fruit and vegetables give our bodies vitamins.

The next biggest part of our diet should be bread, cereals, and potatoes. They give us fiber and carbohydrates. Milk and dairy products give us calcium. This makes our bones strong. Meat and fish give us protein.

We need a little fat and very little sugar. We also need to drink a lot of water. Water helps our bodies to take the nutrients from the food we eat.

#### Answers:

- 1 Bread, cereals and potatoes
- 2 Fruit and vegetables
- 3 Meat and fish
- 4 Food with sugar and fat
- 5 Milk and dairy products



## 3 Work with your partner to plan a healthy meal in your notebook

- 1 Have a classroom discussion about what students eat every day.
- 2 Explain to students that a balanced diet is one where students eat a variety of different types of food that provides adequate amounts of the nutrients necessary for good health.
- 3 Ask students to work in pairs to plan a healthy meal. Explain that it can be a breakfast, lunch, dinner or snack.
- 4 Ask students to write the foods in their notebook.
- 5 Students present their work to the class.

- Give each student a sheet of A4 paper and ask them to draw a plate.
- On the plate ask them to think about what they are yesterday and to draw it.
- Ask students to look at their plates and say if they had a balanced diet yesterday.
- Encourage students to explain why.
- Explain that in the next lesson students will talk about the content of a menu in a restaurant.

## LESSON 3

#### pages 116-117

**Objectives:** To learn about different courses on a menu

To do a role-play in a restaurant

To order a dialog

**Vocabulary:** main course, dessert, drink, rice pudding

Materials: Student's Book pages 116 and 117

Audio file

Flash cards: breakfast, lunch, dinner, snack, chicken, rice, potatoes, soup, vegetables, milk and dairy products, cereals, fruit, meat,

fish, sugar, fat, rice pudding
Menus from different restaurants

#### Opener •

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Ask students what they had for breakfast.
- Revise the food vocabulary from the last lesson, using the flash cards.

#### **Presentation**

- Show students your restaurant menus. Ask them what they think, Main courses, Desserts and Drinks are. Give examples of food items in each category. Use pictures if necessary
- 2 Ask what type of foods they usually have from each.
- 3 Teach *rice pudding* using the flash card.

#### STUDENT'S BOOK

#### **page 116**

#### 1 Put the lines in the correct order

- 1 Explain to students that the restaurant dialog is not in the correct order.
- 2 Have students read the sentences quietly and then work individually to complete the activity.
- 3 Don't check answers now as students are going to listen and check their answers in the next exercise.
- 4 Have students read the dialog with their partners. Monitor for correct use of pronunciation.

#### 2 Listen and check

- 1 Ask students to listen carefully and check their answers.
- 2 Play audio, pausing as necessary.

#### Audioscript

Waiter: Welcome to the restaurant. What would you like to

eat for main course? Here's the menu.

**Man:** I'd like some chicken and soup, please.

Waiter: And for dessert?

**Man:** *Some rice pudding, please.* 

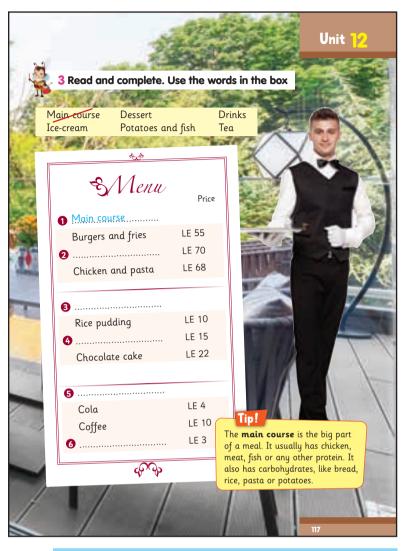
Waiter: And to drink?

Man: Some orange juice, please. Thank you.



#### Answers:

- [1] Welcome to the restaurant. What would you like to eat for main course? Here's the menu.
- [2] I'd like some chicken and soup, please.
- [3] And for dessert?
- [4] Some rice pudding, please.
- [5] And to drink?
- [6] Some orange juice, please. Thank you.



#### STUDENT'S BOOK

**page 117** 

#### 3 Read and complete. Use the words in the box

- Remind students of the new words from this lesson: *Main courses*, *Desserts* and *Drinks*. If necessary, revise the categories by looking at some restaurant menus again.
- 2 Read the *Tip!* box with the class.
- 3 Refer students to the menu in Exercise 3.
- 4 Ask them to read the words in the word box and explain that they need to be added to the menu in the correct places.
- 5 Elicit and check answers.

#### Answers:

- 1 Main course
- 2 Potatoes and fish
- 3 Dessert
- 4 Ice-cream
- 5 Drinks
- 6 Tea

- Ask the students to look at the menu and say which items they would order if they were at the restaurant.
- Have students work in small groups of four. Explain that one student has to be the waiter and that they can use the dialog in Exercise 1 as an example.
- Give students some time to prepare. Tell them to learn their parts of the dialog by heart if possible.
- Confident groups role-play their conversations in front of the class
- If time allows, have the students who were the waiters play customers in a second role-play.
- Ask students what they enjoyed about today's lesson.
- Tell students to bring in pictures of their favorite food for the next lesson.
- Say In the next lesson, we will learn about making a menu.

### LESSON 4

#### pages 118-119

Objectives: To make a dinner menu and calculate the

cost

To talk about favorite food

**Vocabulary:** menu, main course, dessert, drinks, price

CLIL: Math – Accounting

**Life Skills:** Accountability and provision of resources

Materials: Student's Book pages 118 and 119

Flash cards: breakfast, lunch, dinner, snack, chicken, rice, potatoes, soup, vegetables, milk and dairy products, cereals, fruit, meat,

fish, sugar, fat, rice pudding

A selection of Egyptian bank notes and

coins, or pictures of them

A4 paper

#### Opener •

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

• Play *Point to the card* (Games Bank, page 134) to revise food vocabulary.

#### Presentation •

1 Revise numbers and Egyptian currency, using the bank notes and coins.

#### STUDENT'S BOOK

#### **page 118**

#### 1 Work in groups of 3 and do the exercise below

- 1 Ask students what kind of food they like to have for dinner. Then have students look at the pictures in the exercise.
- 2 Explain that they have to choose food for the dinner they will make for their friends, but they can only spend 120 pounds.
- 3 Give students some time to complete the activity and then compare their choices in groups.
- 4 Ask students to say how much they spent.

Students' own answers

#### Lesson

Life skills: Accounting and provision of resources

## 1 Work in gro

#### 1 Work in groups of 3 and do the exercise below

You are going to help your mom make lunch for your friends. You have 120 pounds. Decide what you will make and choose your food. Remember to make healthy choices.



















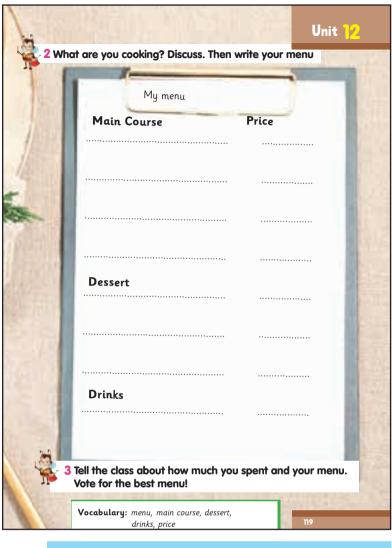






- **a** Tick what you bought.
- **b** How much did you spend? .....

118



#### STUDENT'S BOOK

**page 119** 

## 2 What are you cooking? Discuss. Then write your menu

- 1 Explain that students will write their menus.
- 2 Students work individually to complete the activity and then share their answers with their partners.
- 3 Tell students to illustrate their work if they like.

Students' own answers

## 3 Tell the class about how much you spent and your menu. Vote for the best menu!

- 1 Have students place their menus around the class.
- 2 Then ask students to walk around and choose three that they liked the best.
- 3 Have a class vote by writing the names of the students on the board and placing a tick next to their names every time they get a vote.
- 4 The three menus with the most votes win.

Students' own answers

- Give each student a sheet of A4 paper. Ask them to make a poster of their favorite foods using the pictures they have brought in from home.
- Students label their foods and present them to the class.
- Ask students what they enjoyed about today's lesson.
- Say In the next lesson, we will learn about a healthy heart.

### LESSON 5

pages 120-122

To learn about eating and exercising for a **Objectives:** 

> healthy heart To sing a song

To sort foods into healthy and unhealthy

categories

Vocabulary: heart, organ, pump; burger, cake, fries,

meat, pasta, cheese, butter, salad, soup, fish,

rice, potato, egg

CLIL: Science: A healthy heart

**Materials:** Student's Book pages 120 to 122

Audio file

Flash cards: heart, organ; burger, cake, fries, meat, pasta, cheese, butter, salad,

soup, fish, rice, potato, egg

#### Opener •

- Greet each student as they come into class and say Good morning or Good afternoon.
- Ask students to say what they had for dinner last night.

#### Presentation

- Ask students to say what they do to keep healthy.
- Then ask students to say different things everyone can do to make sure they are always healthy.

#### STUDENT'S BOOK

**page 120** 

#### 1 Look and read. What does this photo show?

- 1 Have students look at the photo and say what they see. Ask how they think the items are connected.
- 2 Ask students if they know where their heart is. Point to your heart and ask students to point to theirs.
- 3 Have students place their palm on their hearts. Ask what they can feel. Explain that the beats they can feel is what keeps them alive because the heart pumps blood to other parts of the body.
- Ask if they know what we can do to keep our hearts healthy.
- Refer students to the text. Read it aloud and explain any unknown words.
- Ask students to place their palms on their hearts again. Explain that the beat they feel is the heart pumping blood to their body.

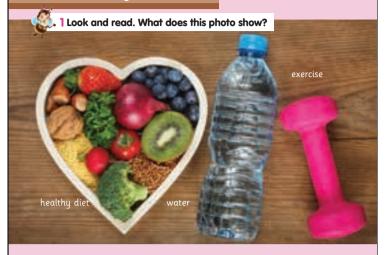
#### STUDENT'S BOOK

**page 121** 

#### 2 Look, read and tick what you need for a healthy heart

1 Refer students to the pictures in the exercise. Ask if they see any pictures that show unhealthy habits.

Science: A healthy heart

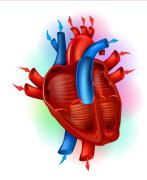


The heart is an organ of your body. It pumps blood around your body.

The blood goes to your head, stomach, arms, and legs.

The blood carries oxygen and nutrients, which keep your body healthy.

To have healthy bodies, we need to keep our hearts healthy.



Unit 12

Look, read, and check what you need for a healthy heart





get eight hours of sleep





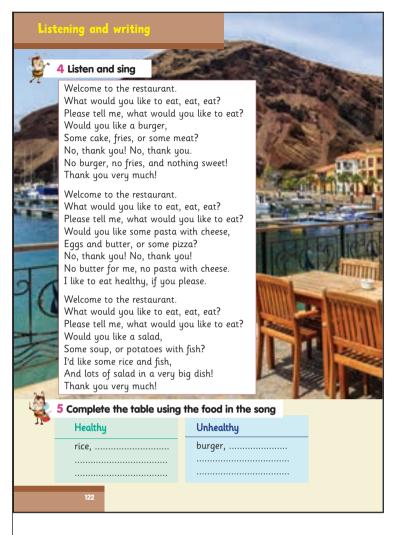




play computer games for 6 hours

3 Do you have a healthy heart? Why?

Vocabulary: heart, organ, pump



- 2 Have students tick the pictures that show healthy habits. Check answers as a class.
- Explain that it is ok to watch TV, but in moderation as it is better to go outside and do exercise.

Answers:

1, 4, 5, 7

#### 3 Do you have a healthy heart? Why?

- Ask student if they do the activities in Exercise 2 and if so, how often. Ask if they think they are doing the good habits enough to keep their hearts strong.
- Then ask which of the activities they should do less of and more of to make sure they are healthy.

#### **Extra activity**

☐ Have students add two more good things they can do to keep their hearts healthy and two things that are unhealthy for their hearts.

#### STUDENT'S BOOK

**page 122** 

#### 4 Listen and sing

- Read the song aloud for students to follow along in their
- Then play the song for students to listen to.

- 3 Divide the class in two groups. Explain that one group is the waiter and the other is the customer. Tell students they have to sing their parts when they hear them in the song.
- Play the audio for students to sing.

Welcome to the restaurant.

What would you like to eat, eat, eat?

Please tell me, what would you like to eat?

Would you like a burger,

Some cake, fries, or some meat?

No, thank you! No, thank you.

No burger, no fries, and nothing sweet!

Thank you very much!

Welcome to the restaurant.

What would you like to eat, eat, eat?

Please tell me, what would you like to eat?

Would you like some pasta with cheese,

Eggs and butter, or some pizza?

No, thank you! No, thank you!

No butter for me, no pasta with cheese.

I like to eat healthy, if you please.

Welcome to the restaurant.

What would you like to eat, eat, eat?

Please tell me, what would you like to eat?

Would you like a salad.

Some soup, or potatoes with fish?

I'd like some rice and fish,

Fish with lots of salad in a very big dish!

Thank you very much!

#### 5 Complete the table using the food in the song

- Explain to students that they have to complete the table using the food in the song.
- Ask them to underline all of the food items mentioned in the
- Students then work individually to sort the food into healthy and unhealthy.
- Ask studnets to check answers in pairs then check answers as a class.

A	nswers:	
	Healthy	Unhealthy
	rice, fish, potatoes, soup, salad, meat, eggs	burger, cake, fries, pasta with cheese, butter, pizza

- Play a game from the Games Bank on page 133 to reinforce new vocabulary.
- Tell students in the next lesson they will learn the sounds gg, *nn* and *tt*.

### LESSON 6

#### pages 123-125

To identify the sounds gg, nn and tt in words **Objectives:** 

To learn about the structure of a paragraph

To write a descriptive paragraph

Vocabulary: egg, foggy, dinner, sunny, butter, kitten **Materials:** Student's Book pages 123 to 125

Audio files

Phonics cards: gg, egg, foggy; nn, dinner,

sunny; tt, butter, kitten

Flash cards: breakfast, lunch, dinner, snack, chicken, rice, potatoes, soup, vegetables, milk and dairy products, cereals, fruit, meat,

fish, sugar, fat, rice pudding

#### Opener =

- Greet each student as they come into class and say Good morning or Good afternoon.
- Say Hello (name) How are you? to several students to encourage the response: Hello, Miss / Mr (name). I'm fine,
- Have students to say what they did yesterday to make sure their heart is healthy.
- Sing the song from Lesson 5 again to revise the language from this unit. Encourage students to take the roles of the waiter and the customer and to sing along.

## Presentation -the sounds gg, nn and tt

1 Present the letter combinations and sounds for this lesson using the flash cards.

#### STUDENT'S BOOK

#### **page 123**



#### 1 Listen and read. Then say

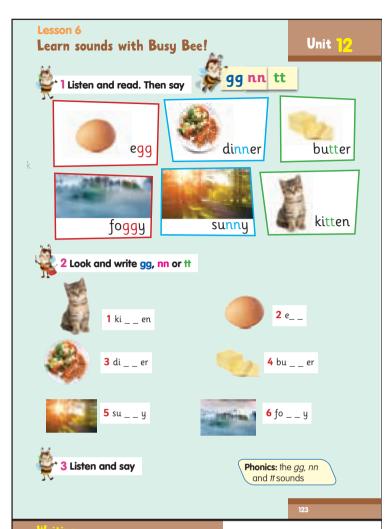
- 1 Ask students to look at the words and say which ones they know.
- Play the audio for students to read along. Then play the audio again with pauses for students to repeat the words.
- Place students in pairs and have them say the words to each other.

#### Audioscript

foggy egg dinner sunny butter kitten

#### 2 Look and write gg, nn, or tt

- 1 On the board write gg, nn, tt. Go through each combination and say them aloud for students to repeat after you.
- Ask students to complete the activity individually. Check answers as a class.



## Descriptive paragraphs

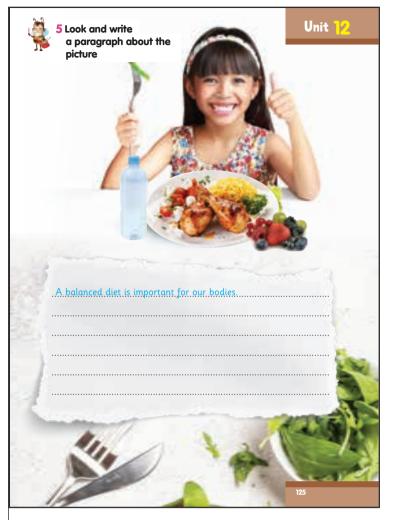


1 Sandy is having breakfast. She is eating an egg and bread with



When you write a descriptive paragraph, describe the things you can see and feel. Write general sentences, more information and an end sentence

Writing skills: Descriptive paragraphs



3 Ask students if they know any other words with these sounds. Write them on the board. (e.g. *funny*, *penny*, *granny*, *pretty*, *little*)

Answers:			
1 ki <u>tt</u> en 4 bu <u>tt</u> er	2 egg 5 su <u>nn</u> y	3 di <u>nn</u> er 6 foggy	

#### 3 Listen and say

- Ask students to listen to the audio for each word and repeat it. Encourage them to listen carefully to the pronunciation.
- 2 Praise students for their careful listening.

Audioscr	ript		
1 kitten	2 egg	3 dinner	
4 butter	5 sunny	6 foggy	

#### **Extra practice**

- Ask students to choose three words and to make sentences with them. Students then read their sentences to their partners.
- Play a game. Tell students you are going to mouth a word and they have to guess what the word is.
- ☐ Mouth about five words and then place students in pairs for them to play. Make sure students take turns.

#### STUDENT'S BOOK

page 124

#### 4 Read and trace

- 1 Ask students to read the sentences quietly and then trace over them.
- 2 Remind them to write as neatly as possible. Check their work and praise neat handwriting.
- 3 Then have students read the sentences to their partners.

  Monitor for correct pronunciation and make sure students take turns.
- 4 Then read the *Tip!* box with the class. Explain that the two paragraphs in Exercise 4 are descriptive paragraphs because they describe the photos. Ask students to identify the general sentence, more information and end sentence in each paragraph.

#### STUDENT'S BOOK

**page 125** 

#### 5 Look and write a paragraph about the picture

- 1 Ask students to look at the picture and tell you what they can see. Accept all correct responses.
- 2 Explain that they should write a descriptive paragraph about the picture. Remind them that they need to write a general sentence, more information and an end sentence. Encourage them to look at the *Tip!* box and the paragraphs in Exercise 1 as a reference.
- 3 Have students complete the activity in pairs. Go around the class and monitor as they work. Help with spelling and writing.
- 4 Ask students to compare their paragraphs in groups.

Students' own answers

#### **Extra practice**

- ☐ Tell students they are going to make a menu.
- ☐ Place students in groups of four and give them a sheet of A4 paper. Ask them to fold the paper in half. On the front they draw a picture with the name of the restaurant and on the inside they write the menu. Tell students they can illustrate their work if they like.
- ☐ Groups then present their menus to the class.

- On the board write the new sounds. Explain that you
  will point to a sound and say a word. If the word you say
  contains the sound, the students repeat it after you. If the
  word doesn't contain that sound, then they have to clap.
- Ask students what they enjoyed about today's lesson.
- Tell students that in the next lesson they are going to make a healthy heart collage.
- For homework tell students to bring in pictures from magazines or the internet that show different ways we can keep our hearts healthy or unhealthy. They can also bring real items.

## LESSON 7

pages 126 - 129

**Objectives:** To make a healthy heart collage

To review vocabulary and language from

Unit 12

To work on a group project

**Language:** This is my healthy heart / unhealthy collage.

To keep your heart healthy, you should ....

Materials: Student's Book pages 126 to 129

Coloring pens and pencils

Cut-outs of a red heart and a black heart

Carboard paper

Scissors Glue

Pictures from magazines and the internet that show different ways we can keep our

hearts healthy or unhealthy Healthy and unhealthy food items

#### Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Ask students how they are feeling today.
- Sing the song from Lesson 5 again to revise the language from this unit.

#### Presentation •

- 1 Ask students to say food that we should eat to keep healthy and things we can do to keep healthy.
- 2 Ask students what they do on a daily basis to keep healthy.

#### STUDENT'S BOOK

pages 126-127

## 1 Read and make your healthy and unhealthy heart collage

- 1 Ask students to take out their homework, healthy and unhealthy food items, and pictures of different activities and food for a healthy heart and unhealthy heart.
- 2 Have students show their pictures to their partners. If students haven't brought in pictures, ask them to draw a few or write words to represent their ideas, e.g. play outside, eat fruit, play video games.
- 3 Refer students to the instructions.
- 4 Students place the red heart and the black heart on the white cardboard paper. Have them show you where they will place their pictures or food items before gluing them in to make sure they place them in the correct boxes.
- 5 Remind them to use neat handwriting if they want to write words as well.

## **Fast finishers**

 Ask fast finishers to write a few sentences about their collages and read them to the class.





#### STUDENT'S BOOK

**page 128** 

#### 2 Show and tell

- 1 Model the language of the unit and show one of the student's collages and say a few things about it.
- 2 Place students in small groups and have them present their collages.
- 3 Monitor and help as necessary.
- 4 If there are any confident students who want to present to the class, encourage them to do so.

#### STUDENT'S BOOK

**page 129** 

#### **Self-Assessment**

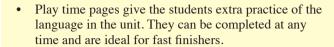
#### Read and color the stars that describe your effort

- 1 Ask students how they feel about this unit. Tell students that it is fine to be honest and express their feelings.
- 2 Have students look at the activity. Explain that they have to choose the correct option to show their achievement and to complete the stars.
- 3 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.
- 4 Ask students to look back through the unit to review what they have learned. Ask them to complete the stars.
- 5 Monitor and check students are on task.
- 6 Have students share their work with their partners.

- Tell students to go through the unit pages and say what they liked best about this unit.
- Praise students for their efforts in Unit 12 and ask them to say *Thank you!* to you and to their shoulder partner.
- Congratulate students on completing the course. Ask them what they found interesting, what they liked the best and how they feel about their English now.

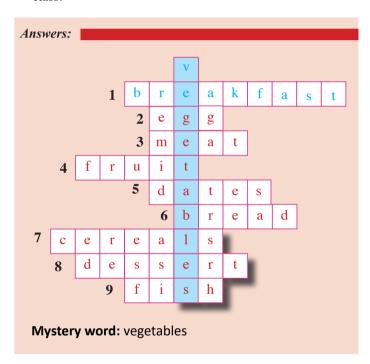
## **PLAY TIME**

page 130



## 1 Complete the grid with the words, then say the mystery word in blue

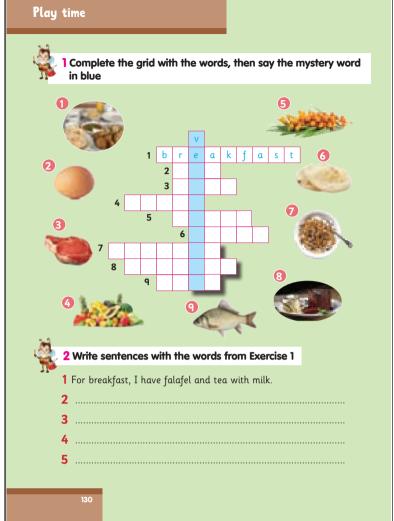
- 1 Ask students to say what the pictures show.
- 2 Say a word from the exercise and ask students to spell it. Write it on the board. Repeat for all the items.
- 3 Have students complete the activity and check answers as a class.

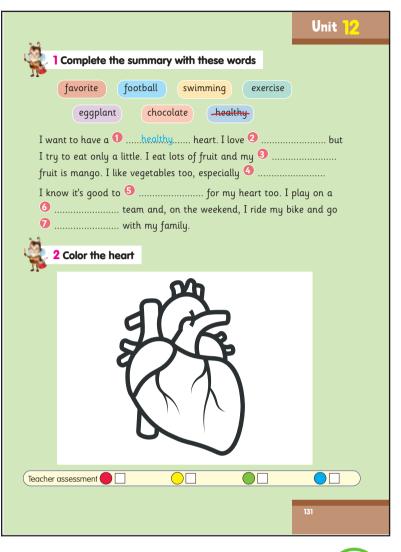


#### 2 Write sentences with the words from Exercise 1

- 1 Students complete the activity individually. Tell students they can look back through the unit for help. Assist as necessary.
- 2 Have students read their sentences to their partners.

Students' own answers





## **PLAY TIME**

**page 131** 

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 Complete the summary with these words

- Ask students to look at the words. Explain any unknown words if necessary.
- Then have students read through the text. Ask what it is about (A person saying how they have a healthy heart).
- Students work in pairs to complete the activity. Check answers as a class.

#### Answers: 3 favorite 1 healthy 2 chocolate 4 eggplant 5 exercise 6 football 7 swimming

## Unit 1/2

#### 4 Color the heart

- Ask students to color the picture of the heart.
- 2 Explain that they can refer to the picture on page 120 to help with this.

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 the Teacher Assessment in the introduction page viii for help.

# Review 4

#### LESSON 1

pages 132-133

**Objectives:** To revise the vocabulary and language from

Units 10-12

To read a dialog and answer questions about

it

**Vocabulary:** All vocabulary from Units 10-12 **Materials:** Student's Book pages 132 and 133

Flash cards: Units 10-12

#### Opener •

- Say *Hello* (name) *How are you?* to several students to encourage the response: *Hello*, *Miss / Mr (name)*. *I'm fine*, *thanks*.
- Have students say to each other and ask Hello. How are vou?
- Sing the song from Unit 12 again, to revise food vocabulary.

#### Presentation •

- 1 Ask students to say as many words as they can remember from Unit 10. Then place Unit 10 flash cards on the board. Explain that you will point to a card and say its word. If the word is correct, students repeat after you and clap. If it is incorrect, students sit still. Ask them what word it is and accept answers only from students who have raised their hands.
- 2 Place the Unit 11 flash cards on the board. Ask students to study them closely. Then ask students to close their eyes. Take down two flash cards and ask students to open their eyes.
- 3 Ask students to say which two cards are missing. Repeat a few times.
- 4 Next, tell students you will raise a card from Unit 12 for them to say the word. Raise cards one by one and accept answers from students who raise their hands.

#### STUDENT'S BOOK

**page 132** 

#### 1 Take a card and say

- 1 Refer students to the board game and ask them to look at the pictures on page 157.
- 2 Explain to students that they have to cut around the pictures.
- 3 After students have cut the pictures ask them sort them according to category.
- 4 Now explain that all of the pictures from each category should be placed on the same color on the board. Students can count the number of cards and the number of empty spaces of the same color to decide where to place each category.
- 5 Each student picks up a card for their partner to say the word. If the word is correct, they place the card on the board. The game ends when all the cards are on the board.



6 Place students in pairs and have them play. Monitor and assist as necessary. Make sure all cards from each category are placed on the same color.

#### 2 Stick the cards

- 1 Ask students to stick the cards in place on the board.
- 2 Monitor and assist as necessary. Make sure that the numbers are still visible after they stick the cards in place. If the numbers are covered, ask students to rewrite the numbers in place.

#### 3 Ask and answer

- Place students in pairs. Explain that one student asks and the other answers. Read the example speech bubbles with the class.
- 2 Model the activity with a few students. Then have students continue in the same way.
- 3 Monitor and assist as necessary. Make sure students take turns and ask and answer about different pictures.



#### STUDENT'S BOOK

**page 133** 

#### **Presentation**

- 1 Ask students to say as many foods as they can.
- 2 Ask students to name the different courses in a menu.

#### 4 Read and color the correct pictures

- 1 Ask students to imagine they are at a restaurant. Ask them to say what food and drink they order.
- 2 Ask some confident students to read the text aloud.
- 3 Next, refer students to the pictures in the questions. Ask them to say what they can see.
- 4 Then explain that they have to answer the questions by coloring the correct items.
- 5 Give students time to complete the activity individually. Check answers as a class.



## 5 With your partner, look at the food in Exercise 4. Ask and answer

- 1 Ask students what expressions they use to order food at a restaurant.
- 2 Have two students read the speech bubbles.
- 3 Then place students in pairs to practice. Monitor and assist as necessary.
- 4 Ask pairs to role-play their conversations in front of the class.

Students' own answers

- Tell students you are going to spell a word from Exercise 1 for them to say the word. Repeat for a few turns. Then place students in pairs and have them do the same activity.
- Place students in pairs or groups and have them play *What's this?* (Games Bank, page 135) focusing on food.

#### **LESSON 2**

pages 134-135

**Objectives:** To match sentences about personal

information

To write the number of syllables in some

words

To revise pronunciation of -er To assess their own performance

Vocabulary: Language and vocabulary from Units 10-12

Life skills: Accountability

**Materials:** Student's Book pages 134 and 135

Audio files

Phonics cards from Units 11-12

A4 paper

#### Opener

- Greet each student as they come into class and say Good morning or Good afternoon.
- Say Hello (name) How are you? to several students to encourage the response: Hello, Miss / Mr (name). I'm fine,
- Have students say to each other and ask *Hello*. *How are you*?
- Tell students that today they will continue revising Units 10-12.

#### Presentation |

Ask students to say their addresses, birthdays and email addresses.

#### STUDENT'S BOOK

**page 134** 

#### 1 Match 1-5 to a-e

- Ask students to look at items a-e and say what they think they answer.
- Have students complete the activity individually. Check answers as a class.

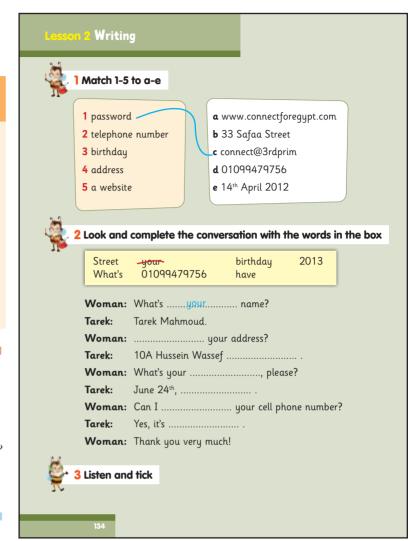
Answers: 1c 2d 5a

#### 2 Look and complete the conversation with the words in the box

- Ask student to look at the words in the box. Then have them complete the activity individually.
- Ask students to compare answers with their partners.
- Don't check answers now as students are going to listen and check in the next exercise.

#### Listen and tick

- Play audio for students to check answers.
- Place students in pairs. Ask them to choose a role and have them read the dialog.
- Monitor for proper use of pronunciation.
- Invite pairs to role-play in front of the class.



#### Audioscript

Woman: What's your name? Tarek: Tarek Mahmoud. What's your address? Woman: Tarek: 10A Hussein Wassef Street. What's your birthday, please? Woman: Tarek: June 24th, 2013.

Can I have your cell phone number? Woman:

Tarek: Yes, it's 01099479756. Woman: Thank you very much!

#### Answers:

Woman: What's your name? Tarek: Tarek Mahmoud. Woman What's your address? Tarek: 10A Hussein Wassef Street. Woman: What's your birthday, please? Tarek: June 24th, 2013.

Woman: Can I have your cell phone number?

Yes, it's <u>01099479756</u>. Tarek: Woman: Thank you very much!

#### **Extra practice**

- ☐ Ask students to role-play the dialog with their own answers.
- ☐ Have students come to the front of the class and role-play their dialogs.



#### STUDENT'S BOOK

**page 135** 

#### Presentation •

- 1 Revise phonics from Units 11 and 12 using the phonics cards.
- 2 On the board place phonic flash cards from Units 11 and 12.
- 3 Explain that you will point to a card for the students to say as many words as they can with that phonic or letter combination.
- 4 As students say the words, write them on the board.

#### 4 🗀 Listen and write

- 1 Point to the exercise in the book. Explain that students will need to listen and write the words that they hear. Tell them that you will play the audio two times and they can look in their Student's Book for help with spelling when they listen the second time.
- 2 Then have students complete the activity in pairs. Play the audio, pausing after each word.
- 3 Check answers as a class by asking students to say their answers and writing the words on the board.

#### Audioscript

1 meter	2 water	3 teacher
4 painter	5 singer	6 cleaner
7 egg	8 kitten	9 sunny
10 foggy	11 dinner	12 butter

# er gg/nn/tt 1 meter 7 egg 2 water 8 kitten 3 teacher 9 sunny 4 painter 10 foggy 5 singer 11 dinner 6 cleaner 12 butter

## 5 Read and say. Write the number of syllables in the words

- 1 On the board write different words from units 10,11 and 12.
- 2 Go through each word and count the syllables with the class by clapping to each one.
- 3 Then place students in pairs and have them complete the activity.
- 4 Don't check answers now as students are going to listen and check in the next exercise.

#### 6 Listen and check

- Play the audio for students to check their answers.
- 2 Then, go through each word and clap as you count the syllables.

#### Audioscript

1 interne 4 meter	rt	2 websi 5 chicke		3 comp 6 potate		
Answers:						
1 3	2 2	3 3	4 2	5 2	63	

#### 7 🗀 Listen and write. Then say

- 1 Ask students to look at the pictures and say what they see.
- 2 Then have students spell the words.
- 3 Have students complete the activity.
- 4 Play the audio for students to check their answers. Check answers as a class.
- 5 Place students in pairs and have them read the sentences to each other.
- 6 Monitor for correct pronunciation.

#### Audioscript

Last night I had an egg and bread with butter for my dinner. The cleaner took some water for the floor.

The kittens are playing in the garden on a sunny day.

Answers:			
1 egg	2 butter	3 dinner	7 sunny
4 cleaner	5 water	6 kittens	

#### **Extra practice**

☐ In pairs, students play *Guess the word* (Games Bank, page 133) to revise words and letters.

# Review 4

#### STUDENT'S BOOK

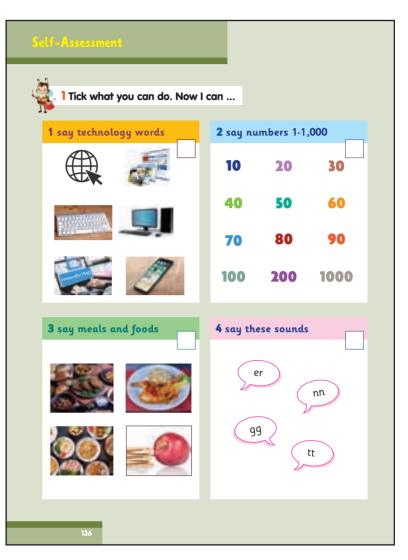
**page 136** 

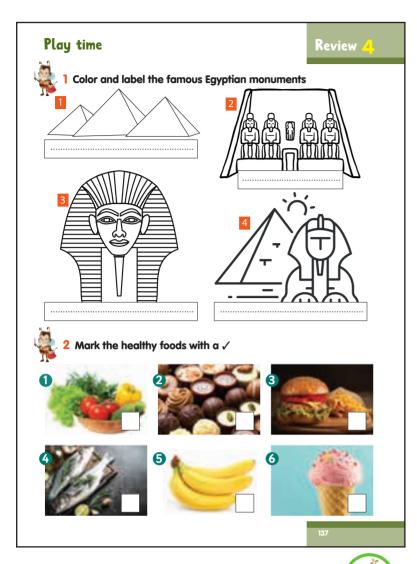
#### **Self-Assessment**

#### 1 Tick what you can do. Now I can...

- 1 Ask students how they feel about Units 10-12. Ask which unit they liked best, found difficult and found easy.
- 2 Ask students what they think they should revise and why.
- 3 Tell students that it is fine to be honest and express their feelings.
- 4 Have students look at the exercise. Explain that they have to tick what they can do now.
- 5 Encourage them to be honest and explain that if there is something they don't quite understand, you can revise it with them or they can revise at home.
- 6 If there are any areas which your class is not confident about, you can do a quick revision task before they start the exercise.
- 7 Ask students to complete the exercise in pairs.
- 8 Monitor and check students are on task.

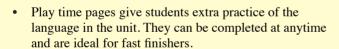
- Tell students to write a few sentences about themselves saying what their favorite food is and their birthday.
- Encourage students to read their work to each other in groups.
- Congratulate students on completing the course.
- Praise students for all their hard work.





## **PLAY TIME**

page 137



## 1 Color and label the famous Egyptian monuments

- 1 Have students say what they remember about famous Egyptian monuments and to say what their favorite one is.
- 2 Have students complete the activity and check answers as a
- 3 Have students say what makes each monument special.

#### Answers:

- 1 The pyramids
- 2 Abu Simbel Temples
- 3 Tutankhamun's mask
- 4 The Sphinx

#### 2 Mark the healthy foods with a 🗸

- 1 Ask students to name as many healthy foods as they can.
- 2 Have students complete the activity and check answers as a class.
- 3 Then have students say if their diet is balanced or not.

Answers:

**Tick:** 1, 4, 5

#### **Extra practice**

Ask students to make a poster showing their favorite lesson. They can write words or sentences and draw pictures. Have students share their work with the class.

# Story

#### LESSON 1

pages 138-149

**Objectives:** To read and understand a story

To enjoy reading in English

To identify the general idea of a story

**Vocabulary:** Chinese bun, Chinese soup, croissant; the

Great Pyramid, Valley of the Kings, Eiffel Tower, warrior statues; Paris, Luxor, Egypt,

China, France

**Issues:** Cross-cultural communication

Values: Respect for diversity; love of homeland

Materials: Student's Book pages 138 to 149

Audio file

Flash cards: Chinese bun, Chinese soup, croissant; the Great Pyramid, Valley of the Kings, Eiffel Tower, warrior statues; Paris,

Luxor, Egypt, China, France

#### Opener <

- Welcome students and ask how they are.
- Ask students if they enjoy reading stories, and if so, what their favorite story is.
- Then ask what type of stories they like reading.

#### **Presentation**

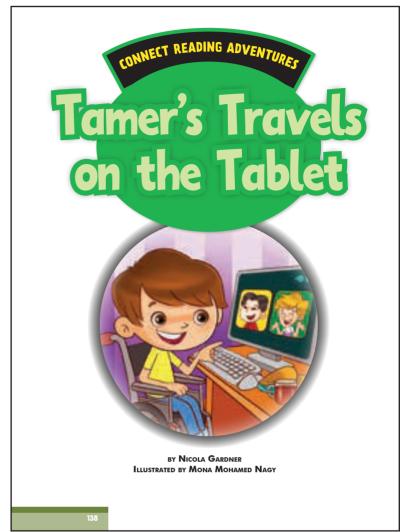
- 1 Show the title page. Ask students what they think the story will be about.
- 2 Ask students to look at the picture in the middle of the page. Draw their attention to look carefully at the picture and say what they can see (*a boy on a wheelchair, a computer*, etc). Ask them to guess what the story will be about.
- 3 Read the names at the bottom of the page. Explain that these names belong to the author and illustrator of the story. Make sure that students understand the difference between the two (the author writes the story text, while the illustrator draws pictures that describe the characters, actions, etc).
- 4 Ask students if they know which countries the pictures in the picture dictionary are from and if they have ever visited the places or eaten the food.

#### STUDENT'S BOOK

pages 138-149

#### Tamer's Travels on the Tablet

- 1 Ask students to look through the pictures and story. Tell them not to read anything, but just look.
- 2 Ask what they think the story will be about.
- 3 Answer any questions they might have, or tell them their questions will be answered as you read.
- 4 Read the story through, with students following the text.
- 5 Read again, this time with pauses for students to repeat after you.
- 6 Ask students what the story is about. (*Tamer talks to people from different countries using a tablet*.)



7 Refer students to page 140. Ask concept questions: What does Tamer like? (speaking English), Who does Tamer want to talk to? (To boys around the world).

- 8 Then read page 141 aloud. Ask the following questions: Where does Léo live? (In Paris), What does Léo show Tamer? (A funny fish)
- 9 Then read pages 142 and 143 aloud. Ask the following questions: Where is Chen from? (China), How often do the boys talk? (Every week), What does Léo eat for breakfast? (Croissant and orange juice), Who has soup for breakfast? (Chen).
- 10 Continue with all the pages in the story in this way and with the following concept questions: Does Tamer want to eat a Chinese breakfast? (Yes, he does), What technology do the boys talk about? (Computers, robots, tablet, keyboards), What does Tamer use at school? (Computers), What monu ments does Tamer talk about? (the Sphinx and the Great Pyramid), Does Tamer live in Cairo? (No, he doesn't.), How old are the pictures in the valley of the Kings? (3000 years old), What does Tamer like about the warrior statues (The faces), What do the boys want to do one day? (visit each others' families).

#### Audioscript

Narrator: This is Tamer. He is Egyptian. He is 8 years

old. He likes speaking English.

Tamer is talking to his uncle. He wants to speak English to other boys around the

world

Tamer: I want to make friends in other countries.

**Narrator:** Tamer's uncle has an idea.

**Uncle:** 'Tamer, I have a French friend. My friend

lives in Paris. He has a son called Léo. Léo

speaks English.'

Narrator: Tamer's uncle makes a video call to his

French friend. He gives his tablet to Tamer.

Tamer talks to Léo.

Léo: Look at my funny fish!

**Narrator:** Tamer talks to his mom about Léo. He says,

'I like Léo. I would like a friend from Tamer

another country.'

**Narrator:** His mom has an idea. She works at a hotel

and she has a friend from China.

Mom: 'My Chinese friend has a son. Her son,

Chen, speaks English.'

Now Tamer speaks to Chen and Léo every Narrator:

week. They are very good friends.

Tamer: Talk to you next week!

One day, Tamer asks Léo and Chen, 'What **Narrator:** 

do you eat for breakfast?'

Léo says,

Léo: 'I have a croissant and orange juice.'

This is my breakfast.

**Narrator:** Chen says,

Chen: 'That looks delicious! I have soup and buns

for breakfast.'

Narrator: Tamer says,

Tamer: 'I want to eat a Chinese breakfast. That

looks awesome! I have ful and egg sand wiches and tea with milk. It's yummy.'

**Narrator:** One day, Tamer asks,

Tamer: 'What technology do you use at school?'

Narrator: Chen says,

Chen: 'Sometimes I work with my friend on a

computer.We learn how to move a small

robot. It's very interesting.'

**Narrator:** 

'That's great. Sometimes I work on a tablet Léo:

> with my friends. It has a special keyboard. And you, Tamer, what do you use in Egypt?'

**Narrator:** Tamer says.

'At school we work on computers in the Tamer:

> computer lab. We use the internet to do online research on interesting topics. It's

awesome.

Narrator: One day, Chen says,

Chen: 'What monuments do you have in your

countries?

**Narrator:** Tamer says.

Tamer: 'In my country we have many beautiful

monuments, for example, the Sphinx and the

Great Pyramid. Look at these!

**Narrator:** Chen says,

Chen: 'They are fantastic!'

**Narrator:** Léo says, Léo: 'Wow!' **Narrator:** Léo asks,

Léo: 'Tamer, do you live in Cairo?'

**Narrator:** Tamer says, Tamer: 'No, I live in Luxor.

Narrator: Chen asks,

'Is Luxor special? Do you have any Chen:

monuments?'

**Narrator:** Tamer says.

'Yes, we do. We have the Valley of the Kings Tamer:

> and Karnak Temple. There are pictures on the walls in the Valley of the Kings. The pic tures tell us about life in Ancient Egypt.

They are 3,000 years old.'

Narrator: Chen says.

Chen: 'That's awesome.'

Narrator: Léo savs.

Léo: 'This is the Eiffel Tower. It's in Paris and it's

very famous. I love it.'

Narrator: Tamer says,

Tamer: 'It's so tall! It's great!'

Narrator: Chen says,

Chen: 'These are some warrior statues in China.

> They are over 2,000 years old. Each man's face is different. They are my favorite

monument.

Narrator: Léo says,

Chen: 'They are very interesting!'

Narrator: Tamer says, 'I like their faces.' Tamer: Narrator:

Tamer says,

Tamer: 'We all live in amazing countries. We all

have delicious food, exciting technology,

and beautiful monuments.'

**Narrator:** Chen says,

'Yes, one day we will travel and visit each Chen:

other's countries. I want to see the Valley of

the Kings in Egypt!'

**Narrator:** Léo says,

'Yes, I want to meet your family, Chen, and Léo:

see the River Nile with you, Tamer!'

Narrator: Tamer says,

'And I want to eat Chinese buns in China Tamer:

and see the Eiffel Tower in Paris with you

#### **Extra practice**

☐ Put students in groups to practice reading the story to each other.

- Ask students what they enjoyed about the story. Praise all their answers.
- Tell students that in the next lesson they will look at the story again in more detail.

## LESSON 2

#### pages 150-151

**Objectives:** To read a story again for details

To enjoy reading in English

To examine the characters in a story

**Vocabulary:** Chinese bun, Chinese soup, croissant; the

Great Pyramid, Valley of the Kings, Eiffel Tower, warrior statues; Paris, Luxor, Egypt,

China, France

Materials: Student's Book pages 150 and 151

Audio file

Flash cards: Chinese bun, Chinese soup, croissant; the Great Pyramid, Valley of the Kings, Eiffel Tower, warrior statues; Paris,

Luxor, Egypt, China, France

#### Opener =

- Greet the students.
- Review the words from the story using the flash cards.
- Play *Point to the picture* (Games Bank, page 134) using the flash cards.

#### **Presentation**

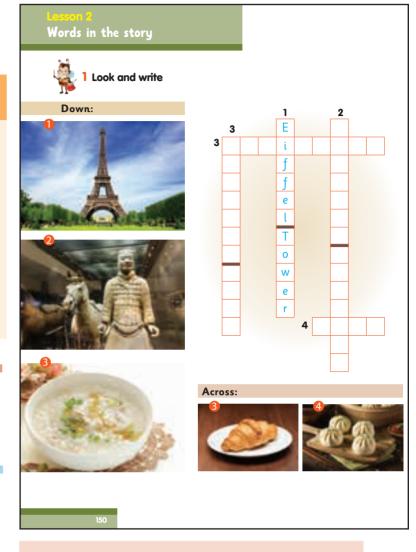
- 1 Ask what students can remember about the story. Can they tell you what happened? Do they have a favorite part and can they tell you about it? Which country would they like to visit France or China? Why? Would they like to eat soup for breakfast? Why?
- 2 Play the audio of the story again, and ask students to read along.

#### STUDENT'S BOOK

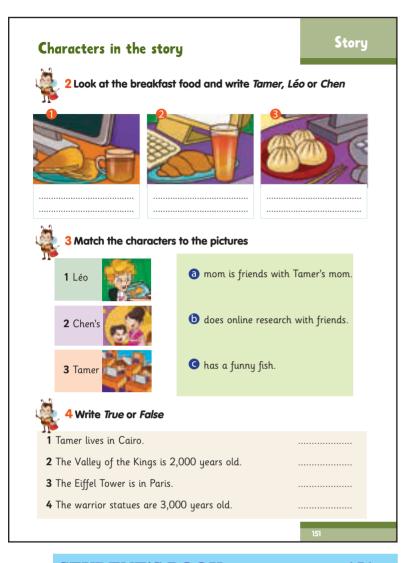
#### page 150

#### 1 Look and write

- 1 Ask students to say what they see in each picture.
- 2 Explain that they have to complete the crossword using the pictures as clues.
- 3 Place students in pairs and have them complete the activity.
- 4 Check answers as a class.



Answers:									
			1	Е		2	w		
3	С	r	0	i	s	S	a	n	t
	h			f			r		
	i			f			r		
	n			e			i		
	e			Ι			o		
	s			Т			r		
	e			0			s		
	s			w			t		
	О			e			a		
	u			r			t		
	p				4	b	u	n	S
							e		
							S		



#### STUDENT'S BOOK

**page 151** 

#### 2 Look at the breakfast food and write *Tamer*, *Léo*, and *Chen*

- 1 Ask students to tell you about the food in the pictures.
- 2 Then ask them to complete the activity individually.
- 3 Next, ask the students to check their answers with their partners.
- 4 Finally, check answers as a class.

Answers:			
1 Tamer	2 Léo	3 Chen	

#### 3 Match the characters to the pictures

- 1 Ask students to look back through the story to complete the activity individually.
- 2 Then, ask the students to check their answers with their partners.
- 3 Check answers as a class.

Answers:		
1 c	2 a	3 b

#### 4 Write True or False

- 1 Ask students to work in pairs to read the sentences and decide if they are *true* or *false*.
- 2 Check answers as a class.

Answers:		
1 False 3 True	2False 4 False	

#### **Closing**

- Ask students to say one thing they liked about each character.
- Tell students that in the next lesson they will look at the story again but in more detail.

#### Story

#### LESSON 3

#### pages 152-153

**Objectives:** To review the story and check understanding

To put events from a story in order To retell a story in his/her own words

**Vocabulary:** Chinese bun, Chinese soup, croissant; the

Great Pyramid, Valley of the Kings, Eiffel Tower, warrior statues; Paris, Luxor, Egypt,

China, France

Materials: Student's Book pages 152-153

A4 paper

Flash cards: Chinese bun, Chinese soup, croissant; the Great Pyramid, Valley of the Kings, Eiffel Tower, warrior statues; Paris,

Luxor, Egypt, China, France

#### Opener •

- Greet the students and ask them how they are feeling.
- Revise the vocabulary from the story, using the flash cards.

#### Presentation •

1 Get students to tell what they can remember about Tamer and the other boys in the story.

#### STUDENT'S BOOK

#### **page 152**

#### 5 Match the sentence with the picture

- 1 Ask students to look at the pictures and say who they see in them and what they are doing.
- 2 Students complete the activity in pairs. Check answers as a class.
- 3 Have students look back to the story and find the pictures. Ask them to read the parts of the story that accompany the pictures.

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

#### Events in the story

#### 5 Match the sentence with the picture

- **1** Léo shows the monument from his country.
- 2 Chen shows food from his country.
- **3** Tamer shows technology from his country.
- 4 Léo shows food from his country.
- **5** Tamer shows food from his country.
- **6** Chen shows a monument from his country.













# Events in the story 6 Look and number 7 Say the story 1 To a second s

#### STUDENT'S BOOK

**page 153** 

#### 6 Look and number

- 1 Ask students to say what is happening in each picture.
- 2 Then ask students to number them in the order that they happen in the story.

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

#### 7 Say the story

- 1 Place students in pairs and have them say the story, using the pictures as a guide.
- 2 Monitor and assist as necessary.
- 3 Ask pairs to do the activity in front of the class.

#### **Extra practice**

- ☐ Put students into groups of 6 (narrator, Tamar, Chen, Léo, Tamar's mother and Tamar's uncle) and ask them to practice acting out the story. Everyone in the group should have a role. Explain that they will perform their plays in the next lesson
- ☐ Go around the class as the groups practice, and help as necessary.

#### **Closing**

• Ask students to summarize the story in a few sentences. Help them to express themselves. Praise their efforts.

#### LESSON 4

#### pages 154-155

**Objectives:** To review the story and check understanding

To sing a song

To answer questions to demonstrate

understanding of the story

To show understanding of the central

message of a story To perform a play

Issues: Cross-cultural communication

Materials: Student's Book pages 154-155

Audio file A4 paper

Flash cards: Chinese bun, Chinese soup, croissant; Great Pyramid, Valley of the Kings, Eiffel Tower, warrior statues; Paris,

Luxor, Egypt, China, France

#### Opener •

- · Greet the students and ask them how they are feeling.
- Revise the vocabulary from the story, using the flash cards.
   Sort the flash cards into groups for each character/country in the story.

#### Presentation |

1 Ask students to tell the story in their own words.

#### STUDENT'S BOOK

#### **page 154**

#### 8 Match the questions and answers

- 1 Ask students to look back through the story to complete the activity individually.
- 2 Then, ask the students to check their answers with their partners.
- 3 Check answers as a class.

Answers:

1c 2a 3e 4b 5d

#### 9 📦 Listen and complete the song

- 1 Ask students to read the song and guess the words. Explain that they can look back at the story for help.
- 2 Play the audio for students to complete the activity. Ask if their guesses were correct.

#### Audioscript

I'm Chen. I'm from China. Come and visit me. We can eat Chinese soup and drink Chinese tea. I'm Chen. I'm from China. Come and visit me. We can see the warrior statues and be happy. Hurray!

#### Activities



#### 8 Match the questions and answers

1 Who does Tamer's mom know?

- 2 Who does Tamer's uncle know?
- **3** Which Luxor monument does Tamer show his friends?
- **4** Which French food does Léo show his friends?
- **5** Which Chinese technology does Chen show his friends?
- a Léo's dad.
- **b** A croissant.
- A Chinese woman.
- d A computer in school.
- e The Valley of the Kings.





10 Sing

I'm Chen. I'm from ....... Come and visit me.

We can eat ...... soup and drink Chinese tea.

I'm Chen. I'm from China. Come and visit me.

We can see the ..... statues and be happy. Hurray!

I'm Léo. I'm from France. Come and ......me.
We can eat croissants and ......"oui, oui!".

I'm Léo. I'm from France. Come and visit me.

We can see the ...... Tower and be happy. Hurray!

 $I^\prime m$  ...... .  $I^\prime m$  from Egypt. Come and visit me.

We can eat falafel and ...... Egyptian tea.

I'm Tamer. I'm from Egypt. Come and visit me.

We can see the ...... and be happy. Hurray!

154

#### Audioscript

I'm Léo. I'm from France. Come and visit me. We can eat croissants and say 'oui, oui!'. I'm Léo. I'm from France. Come and visit me. We can see the Eiffel Tower and be happy. Hurray!

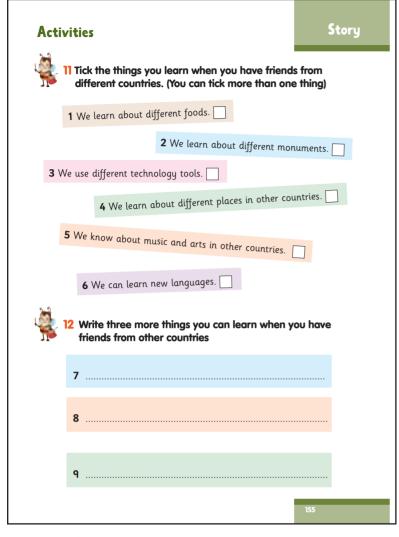
I'm Tamer. I'm from Egypt. Come and visit me. We can eat falafel and drink Egyptian tea. I'm Tamer. I'm from Egypt. Come and visit me. We can see the pyramids and be happy. Hurray!

#### Answers:

I'm Chen. I'm from <u>China</u>. Come and visit me. We can eat <u>Chinese</u> soup and drink Chinese tea. I'm Chen. I'm from China. Come and visit me. We can see the <u>warrior</u> statues and be happy. Hurray!

I'm Léo. I'm from France. Come and <u>visit</u> me. We can eat croissants and <u>say</u> 'oui, oui!'. I'm Léo. I'm from France. Come and visit me. We can see the <u>Eiffel</u> Tower and be happy. Hurray!

I'm <u>Tamer</u>. I'm from Egypt. Come and visit me. We can eat falafel and <u>drink</u> Egyptian tea. I'm Tamer. I'm from Egypt. Come and visit me. We can see the <u>pyramids</u> and be happy. Hurray!



#### 10 Sing

- 1 Tell students they will now sing the song.
- 2 Give students a sheet of A4 paper and ask them to draw their favorite character on it.
- 3 Tell students that when they hear their character's part, they raise their papers and sing. They can only sing their character's part.
- 4 Play the audio and complete the activity.

#### Audioscript

I'm Chen. I'm from China. Come and visit me. We can eat Chinese soup and drink Chinese tea. I'm Chen. I'm from China. Come and visit me. We can see the warrior statues and be happy. Hurray!

I'm Léo. I'm from France. Come and visit me. We can eat croissants and say 'oui, oui!'. I'm Léo. I'm from France. Come and visit me. We can see the Eiffel Tower and be happy. Hurray!

I'm Tamer. I'm from Egypt. Come and visit me. We can eat falafel and drink Egyptian tea. I'm Tamer. I'm from Egypt. Come and visit me. We can see the pyramids and be happy. Hurray!

# STUDENT'S BOOK page 155 Answers: 1f 2e 3c 4d 5b 6a

### 11 Tick the things you learn when you have friends from different countries. (You can tick more than one thing)

- 1 Ask students what the three boys in the story learned about life in different countries. Praise all correct answers.
- 2 Ask students if they have any friends from other countries. Emphasize that it is fine if they don't currently have friends from other countries because they can look forward to this in the future
- 3 Read the first sentence with the class. Ask if this true. Elicit that it is, and encourage students to put a tick in the box.
- 4 Then ask students to complete the activity in pairs.
- 5 Monitor and assist as necessary.
- Then ask students to share their answers with the class.

#### Students' own answers

#### 12 Write three more things you can learn when you have friends from other countries

- 1 Ask students to think about what else you can learn when you have friends from other countries. Encourage a short class discussion.
- 2 Ask students to work in pairs to write three ideas.
- 3 Monitor and assist as necessary.
- 4 Ask students to share their answers with another pair.
- 5 Then ask students to share their answers with the class.

#### Students' own answers

#### **Closing**

• Perform the story as a short play in groups of 6 (Tamer, uncle, mom, Chen, Léo, Narrator) so everyone has something to say. If you have time this is good to invite parents or other classes to see the plays.

#### Games Bank

#### **Animal name**

Put a picture or flash card in each corner of the room (clear the furniture a little) and split the class into four. Give each group an animal and when you call the animal that group should go to the correct corner and chant their animal name. Do this outside if it is too noisy for the classroom. Extend it by swapping animal names and playing again.

#### Be teacher

Use calling sticks to select a student to come to the front of the class. Encourage them to be the teacher and ask the class to do something (for example: *stand up, clap your hands, touch your head, write your name*, etc.). When they have asked for two things and the class has done them, choose a different student to be teacher.

#### Catch and say (1)

Use this game to practice vocabulary. You can play as a whole group or in pairs or small groups. Choose a set of vocabulary, e.g. *toys*. In pairs, students throw and catch, or roll a ball to each other. Each time they have the ball they say the name of something from the unit and the group or their partner repeats. The student can then either pass the ball back to you to throw or roll to the next student, or to another student who tries to think of a different word.

#### Catch and say (2)

You could also build the vocabulary set by asking students to repeat all the words they have heard so far and then to add another word each time they have the ball.

#### Circle it (1)

Use this game to practice letter sounds and numbers and their formation. Draw between two and six different letters (and simple shapes or pictures if students only know one or two 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.

#### **Color show**

Use this game to practice colors vocabulary. Roll or throw a soft ball or beanbag to a student and say *Show me* (yellow/red/blue/green). The student can touch any item in the classroom, whether they know the vocabulary or not, as long as it is the correct color.

#### **Color spot**

Use this game to practice colors vocabulary. Say *Find something* (*red*). Students find and point to something red in the classroom. It does not matter if they do not know the vocabulary as long as the color is correct.

#### 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 show some pictures and elicit some simple sentences based around them to round off the year and summarize learning that has taken place.

#### Find a ...

Use this game to review and practice body parts and facial features, as well as classroom objects. Show a flash card and students point or move towards the target word.

#### **Follow the pattern**

Use this game to practice motor skills and cooperative skills. In pairs, students stand at one side of the room. One student walks to the other side of the room, following a meandering path.

The other student follows behind. When all the students get to the other side of the room, they repeat with the other student leading.

#### Go to the word or letter (1)

Use this game to practice vocabulary or letter sounds. Write words or letter sounds on pieces of paper. Place three or four of the words or letter sounds you are reviewing, e.g. *ear/beard*, *air/chair*, *ph/photo* and *wh/whale*, in different corners of the room. Ask the children to move around the room to music (you could play one of the songs from the unit). When the music stops,the students go to one of the letter sounds or vocabulary items before you count to three. Without looking, say one of the letter sounds or words. The students who are standing next to those words or letter sounds win that round. Play the game several times, making sure you use every word or letter sound.

#### Go to the word or letter (2)

You could also play a version of this game with the class seated. Name three or four students and then call out one of the letter sounds or vocabulary items on the pieces of paper. The named students move to stand next to the correct word or letter. Repeat with other students until every student has had at least one turn and you have called out all the words or letter sounds.

#### Guess the animal

Divide the class into 2 teams. Describe an animal to the class, giving one clue at a time. For example, *It has no legs. It has no arms. It is long.* Encourage students to guess and give a point to the team that guesses correctly first.

#### **Guess the word**

Divide the class into 2 teams. Describe a word to the class, giving one clue at a time. For example, *It has no legs. It has no arms. It is long (snake)*. Encourage students to guess and give a point to the team that guesses correctly first.

#### **Guess who?**

Use flash cards of known characters/family members and do a slow reveal, getting the class to guess before the whole picture is shown. Use a timer to add urgency to the game.

#### Hello!

Use this game to practice language. Ask students to sit in a circle. Say a student's name and roll a ball to that student. Help the student to say *Hello*, *I'm* (*name*). Say *Hello*, (*name*) and encourage the class to join in. The student then rolls the ball to another student and the game continues in this way until all the class have taken part.

#### I like...

Have a pile of known vocabulary flash cards and students say *I like* or *I don't like*. If they say *I don't like* then they have to choose another card until they find an *I like*.

#### 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's 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.

#### Look and draw

Get students into two teams. Divide the board in half with your pen and ask a volunteer to come forward from each team. You have two sets of the vocabulary to be revised as prepared cards with the words on, but it must be vocabulary that can be easily drawn, e.g. *toys*, *parts of the body*, *furniture*, etc.

Ask for one person from each team to come forward and give them a card and a board pen. They cannot reveal what's on their card to their team. They should draw the word's meaning on the board and their team should try to guess what the word is (this can done by simply shouting out the word or raising their hands - whichever you think is best). The first team to guess correctly gets a point. The game then continues with new team members at the front. NB: Don't insist that every team member should come to the front as not everyone feels comfortable about drawing in front of others, but make sure that one team member (who might be particularly good at drawing!) doesn't dominate.

#### **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.

#### **Meet and greet**

Use *Hello*, *I'm* ....and *Goodbye* in a natural way. Give students a minute and they have to greet and speak to as many others as possible. This is great for new classes.

#### **Memory**

Use this game to practice vocabulary. You need a set of real items, e.g. a doll, a teddy bear, a robot, a balloon, a car, a ball. Place some of the items on a table and give the students a short time to look at them. Cover the items with a cloth, and ask the students to remember the items they saw.

#### Mime it

Use this game to practice vocabulary. Mime a word or phrase for the class to guess. The class says the word or phrase for your mime. You could invite a confident student to do a mime for you to guess. Students can also play in pairs.

#### Games Bank

#### Mingle

Use this game to practice language. Students stand up and walk around the room. When you clap, they stop and find a partner. They do a mini-dialog with their partner, for example: *Hello*, *what's your name? I'm (Sara)*. When you clap again, they walk around again until you signal that they should stop and do the dialog again with a new partner.

#### Missing sound

Use this game to practice letter sounds. Write a list of letter sounds on the board, e.g. *air/chair, ear/beard* and *r/robot*, and elicit the letter sounds: /h/, /b/ and /r/. Point to each letter sound in turn and ask students to say the sound. Then ask students to close their eyes. Remove one letter sound and ask: *What's the missing sound?* Students tell you the missing sound.

#### Move it

This works very well with facial features or clothes, but is pretty versatile so you could use it as a warmer with statements such as Move if you have one sister, Move if you're nine, etc. Have the children sitting on chairs in a circle around you. If working with facial features say something like Move if you have green eyes. Everyone with green eyes needs to get up and move, but while they're moving you should take one chair out of the circle, so when they go to sit down, one person is unable to and is consequently out of the game. To stop that person feeling sad, bring them to the front to lead the next one, and whisper a facial feature for them to say, e.g. Move if you have brown hair. If working with clothes say, for example, Move if you have a blue T-shirt. The game continues, with you removing a chair each time and the students scrambling to sit down. Make sure there are no students getting overly excited and being aggressive towards each other at this stage. Continue, giving instructions and removing chairs until just one student remains in the game. They are then declared the winner.

#### Point to it

Use this game to practice vocabulary when you have real items, e.g. food (or toy food), classroom items, parts of the body, clothes. Choose one of the vocabulary items and say Point to a (crayon). Students find and point to the item.

#### Point to the picture/card

Use this game to practice vocabulary using pictures of items cut out of magazines, when real items are not available, e.g. *course characters, family members, animals*,

numbers. Display the cut-out pictures. Say one for 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 picture of daddy. That student says the next word and chooses the next student to come and point to it. Alternatively, students could play this in pairs, using the Student's Book page.

#### **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.

#### **Simple color dictation**

Draw a simple face and photocopy it so all students have a copy. Students in pairs say *Draw blue eyes please*, *red mouth*, etc. and the other colors in. Then swap over and talk about the pictures.

#### **Slow reveal**

Use flash cards 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

**Moving Snap:** Put color/number/vocabulary flash cards around the classroom. Students take a card and find a match. Good for restless classes.

#### **Student says**

A variation on *Teacher Says*. One student gives the rest of the class commands. If anyone doesn't do the mime and say the word they are out of the game. Go faster until only a few students are left. Great practice for classroom language and for restless classes for a change of focus!

#### Stand up if ...

Tell students to sit in their chairs but to pull them back a little from their desks. When you say a phrase that's true for them, they should stand up. If you are working with family vocabulary, say phrases like *My family is big, I have two brothers, I don't have sisters, I have three cousins*, etc. Once you have one vocabulary area you could add with some more language from earlier in the book, e.g. *I have black hair, I have brown eyes*, etc. As the game continues you could invite students, one by one, to come to the front of the class and say a phrase for the others to react to. Continue until the pace starts to drop.

#### Stand up, Sit down!

Play this like *Teacher Says* (see below) but start off with just the commands and students responding to the commands. Once they are familiar with basic classroom commands vary it and up the level of difficulty or just play for a fun game.

#### Teacher says (1)

Use this game to practice vocabulary and language. Give instructions for the students to carry out with you. Say *Teacher says... touch your (nose)* and touch your own nose. The students touch their noses. Continue with *eye*, *hair, ear, mouth* and *hand*. Then say: *Touch your (nose)*, without saying *Teacher says*, and show students that you are not doing the action. Students only do the action if you say *Teacher says*.

#### **Teacher says (2)**

You can play an adaptation of the game. Say *Touch your nose* but touch your own ear. Students say *No!* and show the correct body part by touching their own nose and saying: *Touch your nose*.

#### Think of a number!

To practice new numbers, use flash cards and call out a

number. Students point to the number you call and get a point. Divide the class into teams and the one with most points wins.

#### What's/Who's missing?

Use this game to practice vocabulary. Display a set of pictures cut out of a magazine, e.g. *camel*, *elephant*, *giraffe*, *lion*, *monkey*, *snake*. Revise the vocabulary. Ask the students to shut their eyes, and remove one picture. Ask *What's* (*Who's*) *missing?* Confirm the answer by showing them the picture.

#### What's this?

Use this game to practice vocabulary. You need a set of real items or pictures of items, e.g. board, book, chair, crayon, pencil and table. Demonstrate with a confident student. Show the student an item, e.g. a book, and ask What's this? Help the student to reply It's a (book). Ask the class Is it a (book)? The rest of the group says Yes. It's a (book). Swap roles, encouraging the student to hold the item and to ask you What's this? This time say the wrong item It's a (board). Encourage the student

to ask the class: *Is it a (board)?* The rest of the class replies *No! It's a (book)*. Students can also play in groups.

#### **Word whispers**

Use this game to practice vocabulary. You need a 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.

# Cut Outs

Name:	
Where is it?	
How old is it?	
Who built it?	
How tall is it?	
Why do you like it?	
	••••••

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