

# A Beautiful Mind

Teacher's Guide

**3**  
Level





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# A Beautiful Mind

is a six-level, structured series that follows the curriculum developed for Cambridge International Examinations by Cambridge English Language Assessment. It is matched to the Cambridge Primary English as a Second Language Curriculum Framework (CEFR) with defined learning outcomes.

The series introduces diverse characters who use language in a motivating and informative way. It contextualizes language and develops competence in all four skills. It also, engages children in a 21st century learning environment and offers a language-rich, interactive approach to learning English with an international focus.

With its functional grammar and diverse features such as “Reading is fun!”, “Writing is fun!”, “Today’s word” and “Spelling Bee Lists” sections at the end of units, at the bottom of pages and/or at the end of each stage, **A Beautiful Mind** promotes a “How to learn” approach that suits different levels of ability with a focus on developing learners’ conversational and academic English.

**A Beautiful Mind** series, also, encourages students to approach new learning situations with confidence by helping them acquire content knowledge, develop critical thinking skills and practise English language and literacy. Learners are exposed to a range of the most frequent and commonly used vocabulary.

The series offers a (Teacher’s Guide, Learner’s Book with an Access Code to the series website, Activity Book and Three Readers) for each stage, and it can be used as a stand-alone ESL curriculum or it can be used as part of other materials for children aged (5-11).

The following is the Cambridge Primary English as a Second Language curriculum framework, designed by University of Cambridge ESOL Examinations. These frameworks offer a comprehensive set of advanced learning objectives for learners of English as a Second Language. They are based on the Council of Europe's Common European Framework of Reference for Languages (CEFR), which is used widely both inside and outside Europe to plan learners' progression in English. The curriculum frameworks are divided into five strands: Reading, Writing, Use of English, Listening and Speaking. In line with the CEFR, learning outcomes in every strand for each stage are defined in the light of what learners should be able to do in English. This framing of learning objectives as an advanced can-do arrangement should encourage the use of learning-centred, activity-based approaches by teachers in the application of the curriculum frameworks. Student progression in each strand within the curriculum frameworks is planned in terms of the common reference levels in the CEFR.

A1	A2	B1	B2	C1	C2
Basic user		Independent user		Proficient user	

The use of low, mid and high categories signifies the fact that progression across CEFR levels may usually take two or three years in each strand.

Stage						
	1	2	3	4	5	6
Reading CEFR level	working towards A1	Low A1	High A1	Low A2	Mid A2	High A2
Writing CEFR level	working towards A1	Low A1	High A1	Low A2	Mid A2	High A2
Use of English CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1
Listening CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1
Speaking CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1



It is expected that students will progress in terms of the CEFR in the varied strands of Speaking, Listening and Use of English in the curriculum at a slightly faster pace. This is mainly for the primacy of modified oral input in early years second language teaching where learners typically lack sufficient literacy skills in their mother tongue to develop English through reading and writing. This can be confusing all the more for learners whose first languages are non-Roman script languages – involving the mapping of new unfamiliar sounds to equally unfamiliar symbols. Although such early literacy concerns may differ according to the learning context, one thing remains unchanged; in the pedagogic approach within the curriculum framework, the teacher's use of structured talk will be the central facilitating factor in supporting early primary learning and that the learning process in the classroom will be noted for high-quality interaction whereby the teacher endeavours to encourage the active use of English by learners in completing all tasks.

This focus on modified oral input – which enables learners to focus on forms as well as meanings – will support the slightly faster incremental development of Speaking, Listening and Use of English skills throughout the curriculum. The assessment framework (look at the table below) is created to support the implementation of the curriculum framework by offering both teachers and learners with motivational end-of-stage objectives and to help teachers, learners and parents monitor progress being made. The assessments at integral transition points throughout the curriculum relate to Cambridge ESOL's international suite of English language assessments for learners – multi-skilled, externally certificated tests from University of Cambridge ESOL Examinations – and there are end-of-year progression tests for all stages from Stage 3 to Stage 6.

<i>Stage</i>	<i>Assessment</i>	<i>CEFR level</i>
6		
5	KET for Schools <sup>1</sup>	A2
4	YLE Flyers	
3	YLE Movers	
2	YLE Starters	A1
1		

<sup>1</sup> KET for Schools could be taken at Stage 5 or 6, depending on rate of learner progress

The Cambridge Primary English as a Second Language curriculum framework constitutes a solid ground on which the later stages of education can be built. Cambridge Primary provides an optional testing structure to evaluate learner performance and report progress for both learners and parents. Cambridge Primary Progression Tests are available to schools registered for Cambridge Primary for stages 3–6. These tests are taken in class and are accompanied with mark schemes so that teachers can mark them by themselves. At the end of Cambridge Primary, schools offering English as a Second Language can choose to enter learners for Cambridge English Language Assessment exams. These exams provide an international calibre and objective evidence that learners are making progress.

## Stage 3

### Reading

- **3Re1** Recognise, identify and sound, with support, an increasing range of language at text level.
- **3Re2** Read and follow, with some support, familiar instructions for classroom activities.
- **3Re3** Read, with support, a limited range of short simple fiction and non-fiction texts with confidence and enjoyment.
- **3Re4** Understand the main points of short, simple texts on a limited range of general and curricular topics by using contextual clues.
- **3Re5** Understand, with support, some specific information and detail in short, simple texts on a limited range of general and curricular topics.
- **3Re6** Recognise the difference between fact and opinion in short, simple texts on a limited range of general and curricular topics.
- **3Re7** Recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics.
- **3Re8** Find, with support, books, worksheets and other printed materials in a class or school library according to classification.

### Writing

- **3W1** Plan, write and check sentences, with support, on a limited range of general and curricular topics.
- **3W2** Write, with support, longer sentences on a limited range of general and curricular topics.
- **3W3** Write, with support, short sentences which describe people, places and objects.
- **3W4** Use joined-up handwriting in a growing range of written work.
- **3W5** Link, with some support, sentences using basic coordinating connectors.
- **3W6** Use upper and lower case letters accurately when writing names, places and short sentences when writing independently.
- **3W7** Spell most familiar high-frequency words accurately during guided writing activities.
- **3W8** Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently.



## Stage 3

### Use of English

- **3Uw1** Use nouns as direct and indirect objects in describing events and actions on a limited range of general and curricular topics.
- **3Uw2** Use numbers 1–100 to count, use basic quantifiers many, much, not many, a lot of on a limited range of general and curricular topics.
- **3Uw3** Use common comparative and superlative adjectives to give personal information and on a use from [origin] with/without [inclusion]; use be good at + noun; use go for + noun; on a limited range of general and curricular topics.
- **3Ug1** Use determiners a, the, some, any, this, these, that, those to give personal information and on a limited range of general and curricular topics.
- **3Uw4** Use who, what, where, how, how many, how much to ask questions on a limited range of general and curricular topics; use why to ask for explanations; use when to ask when something happens/happened; use What is/was the weather like?; use What's the matter?
- **3Ug2** Use demonstrative pronouns to ask and answer basic questions on personal and familiar topics.
- **3Ug3** Use direct and indirect object personal pronouns in descriptions of events and actions on a limited range of general and curricular topics.
- **3Uf1** Use imperative forms with direct and indirect object forms to give a short sequence of instructions.
- **3Ug4** Use simple present forms; use simple past regular and irregular forms to describe actions and narrate simple events; on a limited range of general and curricular topics.
- **3Ug5** Use present continuous forms to describe events and talk about what is happening now; use present continuous forms to talk about future arrangements; on a limited range of general and curricular topics.
- **3Ug6** Use I think... I know... to express basic opinions on a limited range of general and curricular topics; use a limited range of simple perfect forms [regular and irregular] to talk about experiences.
- **3Uw5** Use common adverbs of frequency never, a lot; use adverbs of sequence first, next, then, and direction left, right; use common comparative and superlative adverbs to describe and compare things... more quickly... best; on a limited range of general and curricular topics.
- **3Uf2** Use could as a past form of can; use have (got) to/had to to express obligation; use shall [interrogative] to make offers and will to ask about future intention; on a limited range of general and curricular topics.

## Stage 3

- **3Uw6** Use common prepositions of time on, in, at, after, before to state when things happen; use common prepositions of location, position and direction: at, above, below, behind, between, in, in front of, inside, near, next to, on, opposite, outside, to, under; use from [origin] with/without [inclusion]; use be good at + noun; use go for + noun; on a limited range of general and curricular topics.
- **3Ug7** Use common verbs followed by infinitive verb/verb + ing patterns; begin to use infinitive of purpose; use want/ask someone to do something; use be called + noun; on a limited range of general and curricular topics.
- **3Ug8** Use conjunction because to give reasons on a limited range of general and curricular topics.
- **3Ug9** Use defining relative clauses with which, who, where to give personal information.

## Listening

- **3L1** Understand a short sequence of supported classroom instructions.
- **3L2** Understand a limited range of unsupported basic questions which ask for personal information.
- **3L3** Understand a limited range of unsupported basic questions on general and curricular topics.
- **3L4** Understand the main points of short, supported talk on a range of general and curricular topics.
- **3L5** Understand most specific information and detail of short, supported talk on a range of general and curricular topics.
- **3L6** Deduce meaning from context in short, supported talk on a limited range of general and curricular topics.
- **3L7** Recognise the opinion of the speaker(s) in basic, supported talk on a limited range of general and curricular topics.
- **3L8** Understand supported narratives on a limited range of general and curricular topics.
- **3L9** Identify rhyming words.

## Stage 3

### Speaking

- **3S1** Provide basic information about themselves at sentence level on a limited range of general topics.
- **3S2** Ask questions to find out general information on a limited range of general and curricular topics.
- **3S3** Give an opinion at sentence level on a limited range of general and curricular topics.
- **3S4** Use basic vocabulary for an increasing range of general and curricular topics.
- **3S5** Organise talk at sentence level using basic connectors on a limited range of general and curricular topics.
- **3S6** Communicate meaning clearly using phrases and simple sentences during pair, group and whole class exchanges.
- **3S7** Keep interaction going in short, basic exchanges on a limited range of general and curricular topics.
- **3S8** Relate basic stories and events on a growing range of general and curricular topics.

### What is curriculum?

Across the globe, the term curriculum is used in varied ways. In some countries, 'curriculum' has an all-inclusive meaning, covering not only subjects, but also the connections between subjects, teaching methodology and all facets of schooling that result in the educational experience learners receive. In contrast, in other countries, a narrower interpretation is employed, referring either to a prescribed range of courses (the curriculum in Year 6 contains eight different subjects) or a certain learning programme across different years (the chemistry curriculum at secondary level). In this guide the following definitions are followed:

- A school curriculum refers to the combination of subjects studied within a school year and in sequential years as the learner advances up the educational system provided by the school.
- A subject curriculum refers to the content and skills contained within a syllabus implemented across sequential stages of student learning. These stages mostly refer to school year levels, and therefore a particular learner's age.
- Co-curricular curriculum refers to valuable educational activities that support the learning process beyond the confines of the school curriculum, which the school encourages and supports.
- The experienced curriculum refers to the learning students actually receive as an outcome of the whole educational experience. This includes the influence of the school curriculum, teaching methods, the co-curricular curriculum and the learning environment. It includes both the planned and unplanned or unintended outcomes of the curriculum. It is important to point out from the outset that planning the school curriculum, in the light of the subjects to be studied each year towards specific qualifications, is only part of the process. The school's vision and objectives will encompass personal and social outcomes as well as academic ones. Learning does not begin or end in classrooms, but it pervades the school environment and larger community. What learners actually experience may not be identical to the written objectives of the curriculum – it will be the result of a complex web of interdependent parts including:
  - teaching quality
  - learner enthusiasm and prior knowledge
  - school leadership, environment and culture

- the school's curriculum and subject curricula
- assessment practices and expectations
- the school's internal structures and operations.

Therefore, creating a curriculum from first principles, or evaluating an existing curriculum with a view to improving it, is invariably a complex and challenging task. Whereas schools may use similar or even identical written curricula, the experienced curriculum is guaranteed to be unique to each school. For this reason, you must take ownership of your curriculum and evaluate the outcomes on regular basis, against your intentions to make sure the educational experience is enhanced and in line with the school's vision and task.

The school vision is a gripping sense of the future direction of the school that should be commonly shared and must inspire commitment. Most schools also have a mission statement, which is a written declaration stating the school's educational purpose. Educational goals might be included in the mission statement or listed separately. Together with the vision and mission, they provide direction and focus on what the priorities are. The school strategic plan gives practicality to the vision, mission statement and aims. This should include a statement headlining longer term priorities/aims up to five years ahead, and a thorough, one-year implementation plan.

***A Beautiful Mind*** series is remarkable for applying the Cambridge standards closely. Both the Learner's Book and the Activity Book are designed while having in mind the precise level that each grade is expected to reach. In order to highlight the use of the Cambridge standards in the series, each unit in the first three grades is preceded by a table that clarifies the progression in standards application. In the later grades, each lesson provides a list of outcomes (standards). The lessons of the book are organized smoothly through following a consistent thematic pattern for each unit. With its interactive version, the series does away with old-fashioned, teacher-oriented style, and follows a more progressive approach that places the student's participation at the heart of the learning – teaching experience. Furthermore, the Teacher Guide for each grade provides an abundance of online resources and fun games for the teacher to choose from.

# Ideas and Techniques for Teaching 3rd Graders

Here are some tips and techniques to make your journey with your little ones more fun and more rewarding.

**1 Make their first day at school delightful by greeting them with a cute and colourful bulletin board:**

Kids will feel special when they see their names on the wall. It will make it easier for you to gain their trust and make the classroom feel like home to them.

**2 Another alternative is to choose a more engaging kind of bulletin board with fun puzzles to solve:**

For tips, check this link: <http://www.mpmschoolsupplies.com/ideas/bulletin-board-ideas/grade-3/>

**3 Bye bye pencil-sharpening distractions!**

Add two tins to your list of stuff-to-have-in-the-classroom. You will put pencils that need sharpening in the first one, and already sharpened ones in the second. This way, you will put an end to the annoying and untimely noises of pencil-sharpeners at your classroom.

**4 Use free games to teach blends:**

Check these six freebie, low-prep games for teaching blends.

Link: <http://www.themeasuredmom.com/6-free-games-for-teaching-beginning-blends/>

**5 You can also try a high-tech version of the interactive notebook:**

Websites such as Glogster offer kids the feature of making interactive posters. They can attach links, videos, and write anything they want.

Link: <http://edu.glogster.com/?ref=com>



**6 Help students to realize the difference between similar letters:**

You can do so by creating anchor charts or other kinds of visuals that kids will find entertaining to look at.

**7 Teach word families with visuals and fun stories:**

The story of "Bossy E" will help your third graders remember how "sit" is different from "site."





**8 Make guided reading easier with Popsicle sticks:**

Each stick provides a different question, and students can take one at a time and read it. The questions can be answered at different times (before, during and after reading). You can arrange them based on when they'd be answered, or with over a period of time, students will understand when they have to answer each question. Tip: Choosing the questions themselves will make students even more interested!

**9 Encourage critical thinking through prompt writing:**

Give your students questions that require more thinking efforts than usual simple discussions. In this kind of questions, they will have to apply what they knew to answer. It will help them avoid answering without thinking just for the sake of being first.

**10 Keep your math manipulatives organized and easy to access:**

You can put your manipulatives into clear shoe boxes and label them with words and pictures. It is important to put them in a place where kids can access them easily when they need them.

**11 Read them stories every day.**

This list from The Sunny Patch has tons of great suggestions your third graders will love!  
Link: <http://www.magickeys.com/books/>

**12 Encourage curiosity and creative questioning with a well-made anchor chart:**

Keep referencing to this chart in the middle of a read-aloud, during show and tell, or during independent student work.

For ideas check this link: <http://adventuresoffirstgrade.blogspot.com/search/label/Reading%20Comprehension>

**13 Differentiate math work:**

Front Row Ed is an online program that allows students to work independently on core-aligned activities. The best part is that the app generates personalized worksheets created to suit every student's individual level!

Link: <https://www.frontrowed.com/>

**14 Enrich your classroom library with colorful bins:**

Arrange the bins based on your classroom books: by series, genre, author, etc.

For ideas, check this link:

<http://mrswheelerfirst.blogspot.com/2012/06/classroom-library-system.html>

**15 Have "Number Talks":**

You can develop mental math and computation skills by having Number Talks.

Students should be able to explain their thinking on math assessments. Therefore, this is an excellent way to help them feel comfortable with reasoning aloud. They will learn to explain clearly and logically. It will also make it easier for them to recognize their errors since you will write down the problem exactly the way they explain it. If they can't perceive the errors, other students can help clarify. Also, it is important to add that as children develop a deeper number sense, they will decompose and manipulate numbers in more sophisticated ways.

For ideas, check this link: [http://www.mathperspectives.com/num\\_talks.html](http://www.mathperspectives.com/num_talks.html)

**16 Personalize the class word-wall:**

Encourage the students to create and post their own personal word-walls in the classroom rather than having a single class word-wall. Your first graders will love showing their talent!

For plenty of creative ideas, check out the following website:

<http://www5.esc13.net/thescoop/ell/files/2013/12/IWW-Handouts.pdf>

**17 Organize your class jobs with a cute "Colorful Little Helpers" poster:**

Keep track of who is participating in which roles through a given week with a colorful poster.


Very handy!

**18 Create math journals:**

Making a chart that integrates the numeral, words, and pictures for each number will help instill number concepts within your little ones.

For ideas on how to use math journals, For ideas on how to use math journals, check out the following website:

<http://shakeragkiwi.weebly.com/interactive-math-journals.html>



**19 Turn learning into a fun process with games for every subject:**

BrainPOP Junior allows you to select interactive games and activities based on subject and topic, like science, art & technology, reading & writing, and health.  
Link: <https://jr.brainpop.com/>

**20 Establish a culture of kindness:**

Read stories that help instill this mentality in your kids. For example, read them something like *The Hundred Dresses* by Eleanor Estes. Focusing on similar themes of compassion really teaches them how to look for positive things in each other. Also, bring a smile jar into the classroom.

Students nominate each other throughout the week based on the good behavior they witnessed each other exhibit. Open the jar once a week and read some of the notes out loud to the entire class.

**21 Let your kids decorate the classroom:**

Start with a clean slate and allow your students to fill the classroom with their creations throughout the year. However, don't fall into the mistake of covering the walls entirely because you still need space for anchor charts!

You don't need to go overboard with themes. Keep it cute and simple.

**22 Prepare your students for the day's activities:**

An objectives-and-agenda board, paired with a morning message, will give students a heads up at the beginning of each day. Students can copy down the message and daily plans, then respond to them.

**23 Use "absent folders" to help students catch up when they return to school:**

Partner up students at the beginning of the year. When one student is absent, have their partner put work in the Absent Folder. When the absent student returns to school, send the folder home with him/her overnight. This will save both time and effort!

For ideas, check this link:

<http://mrsterhune.blogspot.com.au/search/label/Absent%20Folders>

**24 Develop students' writer identities with a lovely pencil poster:**

This poster will help your kids understand that writers write on a variety of topics and genres, from poems to simple notes.

**25 Get to know your parents with a "Parent Wishes" jar:**

This is a fun activity that gets the parents involved in their kids' learning process. It is special for Back to School Night. Parents write their objectives and concerns for the year on index cards and put them in this lovely jar. Tip: Parents can write the wish on the front side and add two or three ideas on how to make the wish come true on the back side!

**26 Minimize stress during dismissal:**

Dismissal time at 3 PM doesn't have to be so chaotic! Check the blog Heidi Songs for some useful tips on Getting Control of Your Classroom Dismissal Time.

Links: <http://www.heidisongs.com/>

<http://blog.heidisongs.com/2015/02/getting-control-of-your-classroom-dismissal-time.html>

**27 Teach them how to retell a story:**

Use this anchor chart to review stories with your little ones and sharpen their narration skills after reading.

Link: <https://www.pinterest.com/pin/237072367863462153/>

**28 Use paint swatches to teach the parts of speech:**

Colour code parts of speech and sentence components and then let students create silly sentences to tell funny stories! Students can copy down their sentences and then illustrate them (Paint Swatches is a cool free tool for this).

Link: <http://www.upcyclededucation.com/2011/02/paint-swatch-activities.html>



**29 Use number puzzles:**

These easy-to-make games will help students see what one more, ten more, one less and ten less look like.

Link: <http://www.math-salamanders.com/math-puzzles.htm>

**30 Keep organized with a labeled, three-drawer bin:**

Get rid of all these scattered messy piles.

**31 Use morning messages to strengthen skills:**

Your morning message can serve as a way to practice punctuation, capital letters and spacing.

Link: <http://exchange.smarttech.com/search.html?q=Morning%20message>

**32 Classroom management: Choose some management techniques that suit your personality:**

It is essential that you have a sense of your classroom management techniques before school begins. If you are a still a fresh new teacher, start out with a few things that you feel you can easily implement. Research the many management techniques out there and select whatever you find appropriate and compatible with who you are as a person and an educator. The next step is to have some material ready in order for you to try these strategies.

## Two Useful Teaching Tools: Interactive Notebooks & Anchor Charts

### 1 Interactive Notebooks

Interactive Notebooks (INB) are your students' "go to" resource, as they allow them to easily refer back to any concepts they have learnt in class. It's a more fun and interactive method of taking notes. Every year, students will be adding more pages that function as a quick personal reference to skills and concepts they have studied through the years. In other words, students will be creating their own textbook as time passes. This textbook; however, will be tailored specifically to suit their needs.

### How Much Time Does it Take?


That really hinges on you, your class, and how much time you are willing to put into this. Start small and build it up from there. The more your students get used to their notebooks, the easier it will get, and the faster they will be with the cutting and gluing. If you spend lots of time teaching them the rules and at the beginning of the year, your work will definitely pay off.

### What Do I Need to Get Started?

All you need is a simple copy book for each student! There are lots of interactive notebooks available online. Just do a quick search on the web, and choose what you like.

- 1 Leave the first couple of pages at the front of each notebook blank. As time passes by and your students add pages to their notebook, they can add new titles in the table of contents. This will help them find pages more easily when the book starts getting bigger.
- 2 Whenever your students add a new page to their notebooks, ask them to write the page number in the bottom corner. Then they will be able to add page numbers next to each title in their table of contents, which will come in handy when they are looking for a certain page.



- 
- ③ Create easy bookmarks by sticking a piece of yarn or string to the spine of the notebook. Students will find this bookmark useful to avoid getting lost between the pages when they are starting a new project.
  - ④ Whenever your students are working on a new project, provide them with a model they can refer to. This will save you the many questions that may arise and will give you more time to spend on helping the kids with the skill or concept, rather than the layout of the page.
  - ⑤ When it comes to glue, it's really up to you! Some teachers prefer roll on glue because it isn't as messy as white glue. It may not be as sticky and you may have pieces that fall out in the long run ... The best solution could be sponge glue.
  - ⑥ Have a pocket at the front of the notebook. If students are not finished with an activity, they will be able to keep their extra pieces there!
  - ⑦ You don't have to spend any of your class time on colouring if you don't want to! All you have to do is to just send it home. It's wonderful for our students to have a beautifully coloured and decorated page, but that is not really the objective of interactive notebooks. The point of it is that your students are learning and creating a book that they will be able to refer to as a reference. When you let your kids colour their pages, they become proud of their notebooks because they have worked hard to make them their own. However, if you don't have enough class time, you can either send the colouring home or allow your students to colour their notebooks during their free time.
  - ⑧ Finally, it is important that your students take pride in their work! That's really an integral part of the process! When kids create something that they are proud of, it is more likely that they will use it as their "go to" resource!

## ***2-Anchor Charts***

Anchor charts are very useful because they're a fun and creative method to help students remember certain strategies, procedures and concepts.

- When to use anchor charts: Teachers and students create anchor charts together and revisit them throughout the lesson. Gradually, they turn them into independent practice.

## How to Use Anchor Charts

- Teacher's Role:
  - Identify focus and topic of anchor chart (strategy, procedure, concept).
  - Involve all students in creation process.
  - Include only the essential information (not a narrative).
  - Organize information to make it neat and easy to refer to.
  - Use simple icons and graphs to maximize usefulness.
  - Place anchor chart in strategic locations where students can visually access it easily.
  - Refer students to anchor chart frequently.
- Students' Role:
  - Get involved in the creation process.
  - Refer to anchor chart to gain clarity.
  - Use anchor chart as a tool to become more independent.

## Tips for Teaching the Alphabet to Young Learners of English

Teaching the alphabet to ESL students can be a daunting task. How can we teach our students the 26 alphabet letters till they can read and write them by themselves? How can we make sure our students will not easily forget these letters? Most importantly, how can we make sure that we have instilled in them the right steps towards learning how to read?

Here are a few tips that will help you as a teacher to teach the alphabet to your young ESL students:

## 1 Different Learner Types

When you teach the alphabet to someone the first time, you have to keep in mind that people learn in different ways. Some students will find flashcards of letters sufficient, while others may be “tactile learners,” meaning those who learn by touching and manipulating objects. So here are some methods that can help you teach the alphabet the best way you can to different types of learners:

- Visual Method: Show alphabet flashcards that have a letter on the front and a picture on the back (e.g. a / apple). You can use alphabet posters on the walls and alphabet picture books.
- Listening Method: Pronounce the sounds of each a letter slowly and clearly and repeat a few times so your students can clearly hear the sounds. Also, you can play the ABC song.
- Touch and Manipulation Method: Use alphabet blocks which students can touch and pass around. Encourage them to use the blocks in order to arrange the letters in the right order. Let students trace the shape of the letters on the flashcards and then “draw” the shapes with their fingers in the air. Play the ABC song; let students sing and touch the letters simultaneously.
- Movement Method: Let students make the shapes of the letters with their hands and bodies. For instance, for the letter “c”, students can cup their hands or bend their bodies into a “c” shape. Also, they can bend their bodies and raise an arm for an “h” shape. For more complicated letters, students may make the shapes in pairs or larger groups. For example, two students can make the body shapes for “b”, “d”, “m” etc. by working together.

## 2 Teach Sounds

As you teach each letter of the alphabet, always teach its corresponding sound. Each time you introduce a letter, teach 3 sounds:

- The pronunciation of the letter (E.g. “E”)
- The sound of the letter (“Eh”)
- A word which begins with the sound (“envelope”)

Therefore, a teacher may teach as follows for the letter “E”:

T: (showing a flashcard of the letter E) “E ... E ... E ... repeat, E”

Ss: “E”

T: “E”

Ss: “E”

T: “E”

Ss: “E”

T: “E is for eh ... eh ... eh. Repeat eh”

Ss: “Eh”

T: “Eh”

Ss: "Eh"

T: "Eh"

Ss: "Eh"

T: "E, is for eh, is for (turning the card over) envelope ... envelope ... envelope ... Repeat, envelope"

Ss: "Envelope"

T: "Envelope"

Ss: "Envelope"

T: "Envelope"

Ss: "Envelope"

T: "Good! What's this?" (showing "E")

Ss: "E"

T: "Is for?"

Ss: "Eh"

T: "Is for?" (turning the card)

Ss: "Envelope"

T: "Well done!" (now asks individual students)

### 3 Use Worksheet Printing Exercises

- Use letter tracing worksheets to let students practice tracing the correct shapes. As students trace each letter, encourage them to say the letter out loud simultaneously (e.g. "A, B, C, ..."). Also, ask your students questions while they are tracing (e.g. What's this letter? What sound is it?).
- Use worksheets for copying letters. Again, ask questions while they are writing the letters. Check that the letters are correct in terms of shape and size and that they are written on the line.
- Have matching exercises where students can match capital letters to their small letter version (e.g. B to b) and letters to pictures.

### 4 Implement Posters and Real Materials

For example, if you are teaching letter "C" ask your students to find and trace the letter on posters. Bring in magazines and ask your students to find and touch (or cut out) letter C.

### 5 Play Lots of Alphabet Games

Each week, play a game the class has already learned. Also, teach new ones. In a matter of no time, your class will have learned many great alphabet games to play.

## 6 Start Teaching Common Letter Clusters Early on

Kids are surprisingly good at catching clusters. This practice will help them when they begin to read. For example, when you teach letter “h” introduce “ch” (you will have taught “c” in a previous lesson). Teach the cluster in the same way as individual letters (see point 2 above). Other clusters include: sh, th, ch, st, oo, ee, ou.

## 7 Start Teaching How to Read Simple Words from Early on

You’ll be amazed with how quickly your kids will be able to read simple words. For example, by the time you have taught the letter “o”, put the flashcard of letters “d – o – g” on the board. Produce the sound of each letter, and then see if the students can arrange the letters in the correct order to make the word.

## 8 Review and Practice Regularly

Learning to recognize, read and write 26 letters is not an easy task. Therefore, don’t simply expect your students to remember all letters you have taught previously. At the beginning of each lesson, give a quick review of previous letters. Play weekly games that can help you with the revision process. Do lots of worksheets which include letters from previous lessons. Keep looking back and going forward, and slowly but certainly, your students will internalize the alphabet (some faster than others). It’s an ongoing process and should be kept fun and interesting.

### Teaching Numbers

- ① Teach counting: Teach children to count from one to ten; most kids can remember the ten numbers fairly easily and learn to recite them in the form of a catchy song. Practice this basic skill at whenever you have the chance.
  - Many children maximize their learning abilities when they are using their sense of touch. Encourage children to touch the items they have been counting. This will help them develop a sense of numbers.
- ② Introduce the numbers themselves: To begin, write the numbers from one to twenty on the board or on a piece of paper. Say each number out loud, and point at them as you count in order. This practice links the counting skill with visual imagery.
- ③ You can also use number cards: Lift a number up, say its name out loud, and then ask each child to look for the same number in his or her set of cards. Have each child practice saying its name.
- ④ Discuss each individual number: Starting with number 1, devote reasonable time to

teaching each number. Write both the number and the word; demonstrate its meaning by showing a tangible object, for example, one cube, one finger, or one of some other item. Then move on to number 2.

- Try not to jump to another number until you are certain that each child understands. The best way to master these numbers is by introducing one at a time.
- ⑤ Incorporate images: Children in general find it easier to learn when they can visualize a concept. For each number, write the number itself and a drawing that represents it. If you teach number 2, for example, draw two hands, two oranges, or two ears. For great results, encourage the children to draw the visuals themselves.
  - ⑥ Engage the sense of touch: Using chickpeas, cubes, or other tangible items may help children internalize these concepts. When you teach number 3, for example, have each child count out three of something. Also, let them touch the items one at a time.
  - ⑦ Be creative and entertaining: Tell the children that number 5 has a fat belly for a body and then add a slash for a big nose. A little bit of silliness does wonders to the children's ability to memorize.
  - ⑧ Emphasize the importance of the sequence of numbers: The sequence of numbers is essential. Begin teaching this concept by drawing a number line on the board; it should be a straight line where numbers appear at regular intervals from left to right.
    - Test students' comprehension of sequencing by having them arrange number cards in the right order, or by you counting incorrectly and letting them point out your mistakes.
  - ⑨ Teach the concept of "counting on": Once children comprehend numbers and their sequence, they can start to count from any number, not just from number 1. Illustrate this concept with cards or other tools. For instance, if a child has a collection of 6 cubes and adds 2, it would be more efficient for the kid not to have to start counting the first 6 cards all over again. Instead, he or she can simply count two more: "seven, eight". Later, this concept will constitute a solid base for learning addition.



# Games to Reinforce Number Skills

- ① Play basic number games: After you have introduced the basic concepts of counting and number sequence, try to reinforce them with number games. There are endless possibilities. To begin with, try:
  - Building a tower of cubes: Choose a certain number or a number you are currently studying, and ask your students to build a cube tower using that number of cubes.
  - Build stairs: Using cubes, make towers and group them by size. First a single cube, then, next door, two cubes, then, next to that, three cubes. This will reinforce sequencing and the link to physical size and amounts.
  - Playing board games: A lot of board games require kids to recognize the number of dots shown on the dice and then count the appropriate spaces to move forward.
- ② Sing counting songs: Easy and catchy counting songs and rhymes can help children remember numbers and their sequence.
- ③ Use picture books: There is a huge amount of counting and number books available for young learners of English. Choose some with bright colors and delightful pictures.
- ④ Ask “how many?” as often as possible: Whenever you face a situation that requires counting, ask children to do it for you. How many cups do you need to serve tea? How many plates did you take from the cupboard? How many pieces of chocolate do you have?
- ⑤ Emphasize the relationship between numbers and quantities: Play games that require children to understand the relationship between numbers and their corresponding quantities. For example, have children count out a certain number of beans; then ask them to add some or take some away. Have them figure out the new number and tell you if it is more or less.
- ⑥ Introduce ten frames: Make a rectangle made up of 10 smaller squares (two rows of five). Mark or colour sections of the rectangle to correspond with particular numbers.
- ⑦ Practice comparing numbers: Explain to students that numbers get bigger moving from 1 to 10. Using beans, cubes, or some other material, make two separate groups on a table. Ask children to tell you which side has more; then ask them to count and tell you the exact number. Make a point that the number is bigger than that of the other side.
  - This game can also be useful to introduce the concept of equality. Sometimes, make the two groups equal, for example, seven beans in each group, eight cubes in each group, etc. Let children discover this, and explain what it means.

## Welcome Activities: Plan and Have Welcome Activities Ready for the First Week

Prepare a few fun ice breaker games and welcome activities that will aid you on one hand and your students on the other to get to know each other and learn each other's names. Light group games will break the ice and make the kids feel excited and welcome in your class. It's a wonderful way to reduce anxiety in students. Make sure you plan a lot of activities. Even if you do not use all of them, it's always better to save some extra ones up your sleeve than to run out of ideas in class!

It is important to give children time to get to know each other through play. Encourage them to explore the classroom and the new exciting materials that they can use. They will begin to build relationships with new people who share similar interests. Playtime is also a great way to start building their problem solving abilities.

School usually starts when it is nice and sunny outside. Take them outside to read and play before the weather changes and there are more inside days. If you can manage it, go on a beginning of the year field trip. Create an environment for learning, but at the same time organize activities to have fun together. This will help students build and strengthen friendships, make connections, and bond with each other.

### *Ice-Breaker Games*

#### 1 My Favourite Things

This is a nice game for young or shy children who may find it daunting to participate confidently in a group.

**You will need:**

- A piece of paper divided into four sections for each child
- Pen and pencils for colouring

**Instructions:**

Ask the children to draw one of their favourite things in each section, for example, an animal, a toy, a person, etc. When they are finished, have them sit in a circle with their drawings tossed at the centre. Can they guess whose is whose?



## 2 Who Am I?

---

This is a fun way of calming down a group of little children. It tests both their powers of observation and their ability to listen carefully. It can be adapted to suit different age groups.

### **You Will Need:**

A recording device.

### **Instruction:**

Each child has to record a sentence or two describing themselves in a place where they cannot be overheard by their classmates. For example: "I am six years old, have black hair and am wearing black pants. Who am I?" When you play back the tape for the children, they have to guess who is speaking.

### **Hints:**

This game can be made more sophisticated to suit older children by having students add something that others may not be able to see or guess easily, for example, "I have a cat named Jackie and like to go hiking at the weekends. Who am I?"

Or, for a group that knows one another well enough, you can ask them to try disguising their voice. Can they fool anyone?

## 3 Wipe that Smile Off Your Face

---

Best played with a large group of kids but it can still be fun with smaller groups. It works with any age, but is more suitable to younger children.

### **Instructions:**

Have the children sit in a circle. Let the youngest start. He/she smiles his/her biggest, silliest smile at everyone sitting in the circle, trying to make someone else laugh. He/she gets a point for everyone who can't keep a totally straight face. After a little time, he/she uses one hand to "wipe" the smile off his/her face, and pass it to the person next to him/her, and so on.

When played with little children, this game can be quite entertaining, especially if you are playing with mixed ages. Most children will not be able to keep a straight face when they see someone grinning at them.



#### 4 Seat Tickets

---

Greet your students at the classroom door. Hand each student a “ticket” that has her or his name on the front and a picture, a shape, a colour, or some other symbol on the back. Ask students to find their names and the pictures or symbols on one of the desks in the classroom. This activity is a warm-up practice in recognizing names and matching, which are two important skills to master for young learners of English.

#### 5 Meeting your Match

---

A smart way to break the ice and get students to socialize on the first day of school is to challenge each student to find another classmate who matches them.

**Instructions:**

As students enter the classroom, hand each one of them a puzzle piece. Once students are settled in their seats, have them walk around the room and check with other classmates to see if their puzzle piece fits with another students’ piece. As they move from one student to another, they must introduce themselves and tell one important fact about themselves. At the end of the activity, each student must introduce their match and tell the class about the facts that they have learned. This exercise can be done using other materials than puzzles, such as cards with varying colours or shapes, etc.

**Unit 1 Standards**

<b>Reading</b>	<b>Writing</b>	<b>Use of English</b>	<b>Listening</b>	<b>Speaking</b>
3R1	3W1	3Uw4	3L1	3S1
3R2	3W2	3Ug4	3L2	3S2
3R3	3W3	3Ug5	3L3	3S4
3R4	3W6		3L4	3S6
3R5	3W7		3L5	3S7
	3W8		3L8	

**Lesson's Theme:** The weather

**New Words:** Sunny  
Cloudy  
Weather  
Rainy  
Stormy  
Windy  
Snowy  
Foggy  
Hot  
Cold

**Sentence Structure:** What's the weather like today?

## 1 Look, ask and answer

### ● Items for demonstration:

You can prepare a few items made from simple material, such as paper, cardboard, glue, and cotton. For example: A paper pinwheel, a cardboard cloud with cotton balls for snowflakes, a cardboard sun, etc. After you finish making your crafts, attach them to a stick to make it more convenient for you to hold them.

### ● What's the weather like today?

Look from the classroom window and ask, "What's the weather like today? It's sunny." Then, hold your cardboard sun and show it to class. Repeat the question and each time give a different answer while showing the appropriate weather item.

### Game

Making such crafts can be a very entertaining activity for your class. It's also a chance for them to express their creative side. At the same time, it's a good way for you to test their comprehension.

On the board, write down the names for different kinds of weather. Divide your class into groups of three, or as you see fit, and give each one a word. Provide them with the necessary tools, and ask them to create an item that represents the weather word they have been assigned.

When your students are done, post their crafts on the classroom wall. You can refer to them every time you ask them about the weather.

### Today's Word

**Hot:** adjective UK /hot/ US /hɑ:t/ hotter, hottest  
Having a high temperature

**Example:**

- ① It's hot today.
- ② The weather was hot yesterday, too.

Hot # Cold

### Activity Book, Page 4

**1- Describe the weather**

- ② It's cloudy.
- ③ It's rainy.
- ④ It's stormy.
- ⑤ It's windy.
- ⑥ It's snowy.
- ⑦ It's foggy.
- ⑧ It's hot.
- ⑨ It's cold.

### Teacher's Resources

- ① [http://www.firstpalette.com/Craft\\_themes/Nature/pinwheel/pinwheel.html](http://www.firstpalette.com/Craft_themes/Nature/pinwheel/pinwheel.html)
- ② <http://www.scholastic.com/teachers/lesson-plan/forecast-weather-weather-watch-lesson-grades-3-5>



What's the weather like today?

**Lesson's Theme:** The weather

**New Words:** Sunny  
Cloudy  
Weather  
Rainy  
Stormy  
Windy  
Snowy  
Foggy  
Hot  
Cold

**Sentence Structure:** What's the weather like today?

### 1 Read and act

Pick a pair of students to enact the conversation as it occurs in the book. Then, have your students work in pairs in re-enacting different versions of this conversation, using their own names and different weather.

### 2 Look, ask and answer

Ask students to work in pairs. You can use crafts from the previous lesson to have more variety in their answers about the weather. Let students guess the weather and continue with the proper clothing item. For example, show them a snowy cloud; the conversation should go like this:

Student 1: What's the weather like today?

Student 2: It's cold and snowy. I'm wearing a coat.

### Today's Word

**Warm:** adjective UK /wɔ:m/ US /wɔ:rm/

Having or producing a comfortably high temperature, although not hot

**Examples:**

- ① The food is not hot, but it's still warm.
- ② I have a warm winter coat.

What's the weather like today?

### Activity Book, Page 5

#### 1-Read and choose

- Left column:
  - ① Sunny
  - ② Stormy
  - ③ Cold
- Right column:
  - ① Snowy
  - ② Hot
  - ③ Rainy

#### 1-Read and write

- A-What's the weather like?  
B-It's foggy.
- A-What's the weather like?  
B-It's windy.

### Teacher's Resources

- ① [http://www.proteacher.org/c/105\\_Weather\\_Unit.html](http://www.proteacher.org/c/105_Weather_Unit.html)
- ② <http://busyteacher.org/10599-the-weather-worksheet.html>

**Lesson's Theme:** Days and Months

**New Words:** Saturday

Sunday

Monday

Days

Tuesday

Wednesday

Thursday

Friday

Months

January

February

March

April

May

June

July

August

September

October

November

December

### 1 Sing

Bring a calendar with weather illustrations to introduce days of the week and months of the year. The illustrations will help students associate the months with their seasons.

## Let's Learn Phonics – Consonant Diagraph “CH”

- Write words that contain CH on the board.

Examples: **chain, chalk, chair, cheek, chicken, cheese, cherry**

- Have students recognize each letter separately.

- Have the students listen to the track given in the student's book and repeat the sound.

- Emphasize on the sound “tttch” and let them repeat.

- Pick students randomly to come up with other examples that have CH.

### Activities

**1-Write the names of the months and days on the board with omitting a few of them.** Let students guess what the missing months/days are.

**2-Ask a few questions that are typically related to certain months. For example:**

- ① In what month is Christmas?  
Christmas is in December.
- ② In what month does school start?  
School starts in September.
- ③ What are the longest months in the year? How many days are they?  
They are: January, March, May, July, August, October and December. They are 31 days each.
- ④ What is the shortest month of the year? How many days is it?  
It is February, and it is 28 days.
- ⑤ What is a leap year?  
When February has 29 days, the year is called leap year. Leap year happens every four years.

**3-Ask questions related to certain days:**

- ① How many days a week do you go to school? What are these days?  
I go to school five days a week. These days are: Sunday, Monday, Tuesday, Wednesday and Thursday.
- ② What are the days on which you don't go to school?  
They are Friday and Saturday.

## Days and Months

### Tip

Draw a distinction between the prepositions we use for months on the one hand and the ones used for days on the other. For months, we use “in”, while for days we use “on”.

### Today's Word

**Wet:** adjective UK /wet/ US /wet/ wetter, wettest  
Covered in water or another liquid

**Examples:**

- ① My coat is wet from the rain.
- ② The paint on the wall is still wet. Don't touch it!

### Teacher's Resources

- ① <http://learnenglishkids.britishcouncil.org/en/archived-word-games/paint-the-words/days-and-months>
- ② <https://www.mathsisfun.com/measure/day-week-month-year.html>

### End of Unit Fun Game

[http://www.learninggamesforkids.com/weather\\_games/snow-and-ice-jigsaw.html](http://www.learninggamesforkids.com/weather_games/snow-and-ice-jigsaw.html)

# Whose book is this?

## Unit 2 Standards

### Reading

### Writing

### Use of English

### Listening

### Speaking

3R1

3W1

3Uw4

3L1

3S1

3R2

3W2

3Ug2

3L2

3S2

3R3

3W3

3Ug4

3L3

3S4

3R4

3W6

3Ug5

3L4

3S6

3R5

3W7

3Uw6

3L5

3S7

3W8

3L8



**Lesson's Theme:** Possessive

**New Words:**

Pronoun            Whose

**Sentence Structure:** Whose book is this?

### 1 Listen, read and say

Borrow a book from one of your students. Hold it up to class and ask, "Whose book is this?" Now, direct the next question at a few students, "Is it yours?" Students will say no. Then say, "It's (Dina's)". Hold other objects that belong to different students to express the genitive case in a number of examples, "This is (Sam's) pen", "This is (Adam's) ruler", "This is (Raghad's) eraser".

#### Possible Challenge

Make sure you make the distinction between the plural (s) and the possessive ('s) clear to your students. Using a fun illustration will make the distinction memorable.

Draw a number of girl figures (it could be a matchstick figure. It doesn't have to be perfect). Under these figures, write SOPHIES. On the other side of the board, draw a girl figure with a star next to her. Point to the star, and write, SOPHIE'S star.

### 2 Ask and answer

**Have students work in pairs on this exercise.**

● **Key**

- ① Whose dress is this?  
It's Lily's.
- ② Whose box is this?  
It's Max's.
- ③ Whose bag is this?  
It's Oscar's.

# Lesson 1

Page 10

# Genitives

## Today's Word

**Boiling:** adjective /'bɔɪ.lɪŋ/ /'bɔɪ.lɪŋ/ informal  
Very hot

### Examples:

- ① Be careful! The water is boiling!
- ② The soup is boiling. Turn off the stove.

Boiling # Freezing

## Activity Book, Page 8

### 1-Look, ask and answer

- ① Whose umbrella is this?  
It's Lily's.
- Whose pencil is this?  
It's Lily's.
- ② Whose guitar is this?  
It's Jack's.
- Whose glasses are these?  
They're Jack's.
- ③ Whose pants are these?  
They're Oscar's.
- Whose bicycle is this?  
It's Oscar's.
- ④ Whose shoes are these?  
They're Sophie's.
- Whose dress is this?  
It's Sophie's.
- ⑤ Whose watch is this?  
It's Max's.
- Whose laptop is this?  
It's Max's.
- ⑥ Whose scarf is this?  
It's Lily's.
- Whose gloves are these?  
They're Lily's.

## Teacher's Resources

- ① [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/whose\\_is\\_it/possessives-elementary-a1/8690](https://en.islcollective.com/resources/printables/worksheets_doc_docx/whose_is_it/possessives-elementary-a1/8690)
- ② [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/whose\\_-\\_speaking\\_activity/questions-beginner-prea1/52294](https://en.islcollective.com/resources/printables/worksheets_doc_docx/whose_-_speaking_activity/questions-beginner-prea1/52294)

## Prepositions of place

**Lesson's Theme:** Prepositions of place

**New Words:**

Prepositions      In  
                            On  
                            Between  
                            Behind  
                            In front of  
                            Near  
                            Next to  
                            Under

**Sentence Structure:** Where is the ball?

### 1 Find the ball

This lesson is a revision of prepositions that students studied in grade 2. Give a revision and then have your students practice together.

### 2 Look, ask and answer

Let your students work in pairs on this exercise.

- ① Where's the stereo?  
It's next to the green dinosaur.
- ② Where are the dinosaurs?  
They're on the shelf.
- ③ Where's the car?  
It's under the desk.
- ④ Where's the bed?  
It's between the desk and the window.
- ⑤ Where's the telephone?  
It's next to the computer.
- ⑥ Where's the computer?  
It's on the desk.

## Lesson 2

Page 11

# Prepositions of place

### Today's Word

**Breezy:** adjective UK /'bri:.zi/ US /'bri:.zi/  
With wind that is quite strong but pleasant

**Examples:**

- ① The weather is nice and breezy.
- ② I like to go to the beach when the weather is breezy.

### Activity Book, Page 9

**1 Read, choose and write**

- ① In front of
- ② Next to
- ③ On
- ④ In front of
- ⑤ In
- ⑥ Behind
- ⑦ In front of

### Teacher's Resources

- ① <https://pcpi-2-ingles.wikispaces.com/file/view/THERE%20AND%20PREPOS.pdf/215483926/THERE%20AND%20PREPOS.pdf>
- ② [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/the\\_house\\_-\\_prepositions\\_of\\_place/prepositions-furniture-prepositions/10901](https://en.islcollective.com/resources/printables/worksheets_doc_docx/the_house_-_prepositions_of_place/prepositions-furniture-prepositions/10901)

**Lesson's Theme:** Prepositions of time

**New Words:** At  
Prepositions On  
In

## Point and say + Read and say

Begin by introducing the three prepositions of time in this lesson: In, on, at. Before you read the examples, write the rule for your class:

on	<ul style="list-style-type: none"> <li>• Days</li> <li>• Weekend (American English)</li> </ul>	<ul style="list-style-type: none"> <li>• Most shops don't open on Fridays.</li> <li>• Where did you go on the weekend?</li> </ul>
in	<ul style="list-style-type: none"> <li>• Months/seasons/year</li> <li>• Morning/evening/afternoon</li> <li>• Period of time</li> </ul>	<ul style="list-style-type: none"> <li>• I visited Syria in March, in winter, in 1999</li> <li>• In the evenings, I like to read.</li> <li>• This is the first nap I've had in three days.</li> </ul>
at	<ul style="list-style-type: none"> <li>• Night</li> <li>• Weekend (British English)</li> <li>• Used to express an exact or a particular time:</li> </ul>	<ul style="list-style-type: none"> <li>• It gets colder at night.</li> <li>• Where did you go at the weekend?</li> <li>• There's a meeting at 7.30 this evening / at dinner time.</li> </ul>

Read the examples and have your students notice how the rules were applied in them.

## 2 Read, match and say

Ask your students to work individually on the exercise.

**Key**

- |                    |                              |
|--------------------|------------------------------|
| ① In the summer    | ⑨ at (British)/on (American) |
| ② At night         | ⑩ At noon/midday             |
| ③ At 10:47         | ⑪ In the evening             |
| ④ On Tuesday       | ⑫ In the morning             |
| ⑤ In the afternoon |                              |
| ⑥ In February      |                              |
| ⑦ At midnight      |                              |
| ⑧ At morning       |                              |

## Today's Word

**Freezing:** adjective, adverb UK /'fri:.zɪŋ/ US /'fri:.zɪŋ/  
Extremely cold

**Examples:**

- ① The weather is very cold today. It's freezing.
- ② My feet are freezing!

## Let's Learn Phonics – Consonant Diagraph “SH”

•Write words that contain CH on the board.

Examples: **shade, shake, shop, shot, sheep, share**

•Have students recognize each letter separately.

•Have the students listen to the track given in the student's book and repeat the sound.

•Emphasize on the sound “Ssshhhh” and let them repeat.

•Pick students randomly to come up with other examples that have SH.

**Additional Homework:** Have students compose simple sentences using the words they have learned in this unit. Include pictures and written words. Then encourage them to put several pictures and sentence together to make a story at the beginning of the next class. Put students work together in a classroom book that can be shared by the students.

**NOTE:** This Additional Homework can be used in previous units also.

## Activity Book, Page 10

## 1-Look, read and write

- ① On Wednesday
- ② At night
- ③ In the summer
- ④ At 8:45
- ⑤ On January 10

## 2-Look, read and match

- ① In the morning
- ② At night
- ③ On my birthday
- ④ In the fall/autumn
- ⑤ On a weekday
- ⑥ At noon/midday
- ⑦ In 2016
- ⑧ On Monday morning
- ⑨ At midnight

## “Let's practice phonics!”

cherry – shell – chicken –  
chocolate – sheet – sheep

## Teacher's Resources

- ① [http://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-prepositions-time.php](http://www.myenglishpages.com/site_php_files/grammar-lesson-prepositions-time.php)
- ② [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/prepositions\\_of\\_time\\_-\\_in\\_an\\_at/prepositions-elementary-a1/11984](https://en.islcollective.com/resources/printables/worksheets_doc_docx/prepositions_of_time_-_in_an_at/prepositions-elementary-a1/11984)

## End of Unit Fun Game

<https://learnenglishkids.britishcouncil.org/en/grammar-practice/prepositions-time>



**Unit 3 Standards**

<b>Reading</b>	<b>Writing</b>	<b>Use of English</b>	<b>Listening</b>	<b>Speaking</b>
3R1	3W1	3Uw4	3L1	3S1
3R2	3W2'	3Uw4	3L2	3S2
3R3	3W3	3Ug2	3L3	3S4
3R4	3W6	3Ug4	3L4	3S6
3R5	3W7	3Uw5	3L5	3S7
	3W8	3Uw6	3L8	

**Lesson's Theme:** Numbers

**New Words:** Pizza

	Suger
Nouns	Rice
	Honey
	Salt
	Butterflies
	Jar
	Photos
	Snow
	Money

### 1 Read and say

Present flashcards of the new words to class. With each card, say the new words out loud and have your students repeat after you.

### 2 Do you know these numbers?

At this stage, students have already studied up to number 50. Therefore, continuing up to number 100 should not be a compelling task.

You can use an abacus, or you can use beans, chickpeas, or cubes.

Students will also be revising colours through this exercise. Ask them what colour each number is. You can also have them write down new numbers in specific colours.

### Today's Word

**Humid:** adjective UK /'hju:.mɪd/ US /'hju:.mɪd/  
(Of air and weather conditions) containing extremely small drops of water in the air

#### Examples:

- 1 The weather is hot and humid in the summer.
- 2 The weather on the beach was hot and humid.

### Teacher's Resources

- 1 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/ordinal\\_numbers\\_numbers-elementary-a1/4830](https://en.islcollective.com/resources/printables/worksheets_doc_docx/ordinal_numbers_numbers-elementary-a1/4830)
- 2 <http://eolf.univ-fcomte.fr/wp-content/uploads/grammar/numbers/06.htm>

**Lesson's Theme:** Numbers & prepositions

**Sentence Structure:** What is there...?

## 1 Fill in the table with the missing numbers. Then, ask and answer

Ask your students to work in pairs on this activity. Make sure they practice two things, numbers and prepositions.

**Key**

8-11-14-19-23-27-29-32-38-42-45-49-53-58-64-71-73-76-80-85-86-88-92-94-99

- ① What is there under number one?  
There is a skirt under number one.
- ② What is there under number ten?  
There is milk under number ten.
- ③ What is there next to number twelve?  
There is an apple next to number twelve.
- ④ What is there under number twenty-eight?  
There are gloves under number twenty-eight.
- ⑤ What is there next to number thirty?  
There is a pencil next to number thirty.
- ⑥ What is there under number thirty-four?  
There is salt under number thirty-four.
- ⑦ What is there under number thirty-six?  
There is a sandwich under number thirty-six.
- ⑧ What is under number thirty-nine?  
There is an orange under number thirty-nine.
- ⑨ What is there next to number fifty-one?  
There is a cookie next to number fifty-one.
- ⑩ What is there under number fifty-seven?  
There are books under number fifty-seven.
- ⑪ What is there under number fifty-nine?  
There is a hat under number fifty-nine.
- ⑫ What is there between number sixty-five and number sixty-seven?  
There is a football between number sixty and number sixty-seven.

- ⑬ What is there under number seventy?  
There are flowers under number seventy.
- ⑭ What is there under number seventy-eight?  
There is a cat under number seventy-eight.
- ⑮ What is there under number eighty-one?  
There is a fish under number eighty-one.
- ⑯ What is there under number ninety-three?  
There are shoes under number ninety three.
- ⑰ What is there under number ninety-five?  
There is a banana under number ninety-five.
- ⑱ What is there under number one hundred?  
There is a chair under number one hundred.

### Today's Word

**Dry:** adjective uk /draɪ/ us/ draɪ/ drier, driest  
Used to describe something that has no water or other liquid in, on, or around it

**Example:**

- ① The weather is hot and dry.
- ② It was raining, but your clothes are drying.  
Dry # Wet

### Teacher's Resources

- ① <http://s.mound.free.fr/skyblues67/numbers/numbers1.htm>
- ② <http://www2.arnes.si/~oskksavokl2/numbers100a.htm>

## Many/not many/ much

**Lesson's Theme:** Quantities – Countable and uncountable

**New words:**

Nouns                      Chicks = small chickens

Determiners              Much

Many

**Sentence Structure:** There isn't much...

There are many...

### 1 Look, read and say

**Rule:** We use “much” with uncountable nouns and “many” with plural nouns.

- The following exercise will help students understand the difference between countable and uncountable objects and when to use “many” or “much”.

Tools for demonstration:

A sack of rice

A sack of salt

A carton of milk

Beans

Cubes

Chickpeas

On the board, draw two columns:

Muny	Much
Beans	Rice
Chickpeas	Salt
Cubes	Milk

# Many/not many/ much

- Begin with the “many” column. Count the beans with your class then say, “There are fifty beans. There are many beans”.
- Count the cubes with your class and say, “There are five cubes. There aren’t many cubes”.
- Then, move to the “much” column. Hold the sack of rice, size it up with your hands and say, “This is a big sack of rice. There is much rice”.

Hold the carton of milk and say, “This is a small carton of milk. There isn’t much milk”.

## Match and say

Have your students work individually on this exercise and check their answers.

### Key

- ① There is much snow.
- ② There aren’t many people.
- ③ There are many butterflies.
- ④ There are many cars.
- ⑤ There are many people.
- ⑥ There are many photos.
- ⑦ There is much salt.
- ⑧ There aren’t many butterflies.
- ⑨ There is much honey.

## Let’s Learn Phonics – Consonant Diagraph “TH [ð] “

- Write words that contain CH on the board.  
Examples: **the, than, they, them, their**
- Have students recognize each letter separately.
- Have the students listen to the track given in the student’s book and repeat the sound.
- Emphasize on the sound and let them repeat.
- Pick students randomly to come up with other examples that have TH.

## Lesson 3

Page 16

# Many/not many/ much

### Today's Word

**Dusty:** adjective UK /'dʌs.ti/ US /'dʌs.ti/  
Covered in dust

#### Examples:

- 1 There are many dusty roads in the desert.
- 2 My father doesn't like to drive on dusty roads.

### Activity Book, Page 14

#### 1-Look, point and match

- 1 Many
- 2 Not many
- 3 Much

#### 2-Describe

- 1 There are many butterflies.
- 2 There aren't many people.
- 3 There are many people.
- 4 There aren't many butterflies.
- 5 There isn't much snow.
- 6 There are many cars.

**"Let's practice phonics!"**

weather – them – leather

### Teacher's Resources

- 1 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/many\\_\\_much\\_\\_for\\_elementary\\_level\\_\\_3\\_tasks\\_\\_with\\_key\\_fully\\_editable\\_/muchmany-preintermediate-a2/5053](https://en.islcollective.com/resources/printables/worksheets_doc_docx/many__much__for_elementary_level__3_tasks__with_key_fully_editable_/muchmany-preintermediate-a2/5053)
- 2 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/muchmany/muchmany-food-beginner/19501](https://en.islcollective.com/resources/printables/worksheets_doc_docx/muchmany/muchmany-food-beginner/19501)

### End of Unit Fun Game

<https://learnenglishkids.britishcouncil.org/en/grammar-practice/much-and-many>



**Unit 4 Standards**

<b>Reading</b>	<b>Writing</b>	<b>Use of English</b>	<b>Listening</b>	<b>Speaking</b>
3R1	3W1	3Uw4	3L1	3S1
3R2	3W2	3Uw4	3L2	3S2
3R3	3W3	3Ug2	3L3	3S4
3R4	3W6	3Uf1	3L4	3S5
3R5	3W7	3Ug4	3L5	3S6
	3W8	3Ug5	3L6	3S7
		3Uw6	3L8	3S8

**Lesson's Theme:** Directions

**New Words:** Hotel

Nouns            Movie theatre

Bakery

Expressions    Turn right

Turn left

Go straight ahead

**Sentence Structure:** How can I...?

## 1 Help these people

Read directions to class while following them with your finger. Demonstrate new expressions, for example, "Go straight ahead" and "Turn left".

Ask a student to "Turn right" or "Turn left" with a demonstration and after a few individual checks, have the entire class join in to make sure they understand the meaning of right and left and not just turning from side to side. Occasionally, instruct them to "Turn left, turn left" or "Turn right, turn right". Anyone who isn't facing the correct direction needs to focus on the words more closely.

**Fun tip:** It may be fun to teach your students this little trick to remember right and left: If you hold your arms out in front of you, put your wrists up and extend just your thumb and index fingers on both hands, the left hand will have a capital L for left.

Ask students to work in pairs on the other questions and listen to their exchanges.

### Key

How can I go to the post office?

Go straight ahead. Then, turn right after the movie theatre. Then, go straight ahead. The post office will be on your right.

How can I go to the fire station?

Turn left. Then, go straight ahead right next to the post office and the lice station. The fire station will be on your right.

How can I go to the movie theatre?

Go straight ahead. Then, turn right after the bakery. Then, go straight ahead. The movie theatre will be on your left.

## Today's Word

**1-Cold:** adjective UK /kəʊld/ US /kould/

At a low temperature, especially when compared to the temperature of the human body, and not hot, or warm

### Examples:

- ① My feet are so cold.
- ② The weather is very cold today.

Cold # Hot

**2-Foggy:** adjective UK /'fɒɡ.i/ US /'fɑ:.gi/

With fog

### Examples:

- ① It's very foggy on the beach today.
- ② You can't see well in foggy weather.

## Activity Book, Page 16

### 1-Look and write

- ① It's before the police station.
- ② It's next to the school.
- ③ It's on the opposite side of the school.

### 2-Read and match

Left column:

- ① Turn left
- ② The opposite side
- ③ Excuse me

Right column:

- ① Traffic light
- ② Roundabout
- ③ Go straight ahead

## Activity book, page 16-17

## 1-Look and write

- ① Petrol station
- ② Police station
- ③ School
- ④ Hospital
- ⑤ Bridge
- ⑥ Fire station
- ⑦ Mall
- ⑧ Apartment house
- ⑨ Bank
- ⑩ Hotel
- ⑪ Factory
- ⑫ Stadium
- ⑬ Park
- ⑭ Airport
- ⑮ Train station
- ⑯ Forest
- ⑰ Skyscraper

## Teacher's Resources

- ① <http://busyteacher.org/3609-how-to-teach-directions.html>
- ② <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/giving-directions/>
- ③ <http://busyteacher.org/12621-asking-for-giving-directions.html>
- ④ <https://www.ego4u.com/en/cram-up/vocabulary/directions>

# Directions

**Lesson's Theme:** Directions

**New words:** Traffic light

Nouns                      Roundabout

Expressions              After the...

Before the...

On the opposite side

**Sentence Structure:** Where is the...?

## 1 Listen, read and say

Read new words to class and have them repeat after you.

**Fun activity:** Make a cardboard traffic light with your students. You can divide them into groups of three, and each group can make their own traffic light. Then, teach them what each light signifies.

## 2 Read and say

**Game:** Let your students make signs with names of places written on them. Then, ask them to hold these signs to make an artificial map. Ask another two students to enact a conversation about directions. This can be a practical fun way for your students to learn directions better.

Ask your students to read conversations in pairs and listen to their pronunciation.

## Let's Learn Phonics – Consonant Digraph “TH [θ]”

• Write words that contain TH on the board.

Examples: **thin, thief, theme, theater, three, think, thursday**

• Have students recognize each letter separately.

• Have the students listen to the track given in the student's book and repeat the sound.

• Emphasize on the sound and let them repeat.

• Make sure that students differentiate between [ð] and [θ] sounds.

• Pick students randomly to come up with other examples that have TH [θ].

**Additional Activity:** Write on the board different words that have both sounds [ð] and [θ] (Example: these, thrill) and let the students pronounce the words without giving any hint. In this way, you can ensure that students have mastered the lesson.

**NOTE:** This Additional Activity can be used in previous units also.

# Directions

## Today's Word

**Cloudy:** adjective UK /'klaʊ.di/ US /'klaʊ.di/  
With clouds

### Examples:

- 1 The sky is cloudy today.
- 2 The sky in the picture looks cloudy.

## Activity Book, Page 18

### 1-Look, ask and answer

- 1 How can I go to the library?  
Go to the opposite side of the hospital. Then, go to the opposite side of the movie theatre. Then, go to the opposite side of the restaurant. The library will be right in front of you.
- 2 How can I go to the restaurant? (p. 18)  
Go to the opposite side of the post office. The restaurant will be right in front of you.
- 3 How can I go to the restaurant? (p. 19)  
Go to the opposite side of the park. Then, go to the opposite side of the cafe. The restaurant will be right in front of you.
- 4 How can I go to the fire station?  
Go to the opposite side of the restaurant. Then, go straight ahead next to the post office. The fire station will be on your right hand.

### "Let's practice phonics!"

[θ]. teeth – thief – math

[ð] brother – mother – feather

## Teacher's Resources

- 1 <http://www.tefl.net/elt/articles/yl-articles/directions-kids/>
- 2 <https://www.edutopia.org/naturemapping-lesson-maps-directions-coordinates>

## End of Unit Fun Game

<http://www.eslkidstuff.com/esl-kids-games/directions-games.htm>

## Listening Skills, Page 22

## ① Listen and tick the right picture

## ● Conversation one:

Hello sir! What would you like to drink?

I would like some coffee please.

How do you want the sugar?

Much sugar please.

## ● Conversation two: Where are you now, Jack?

I'm at the mall.

What are you doing?

I'm shopping. But there are many people.

## ● Conversation three:

Hello Sue! I will come to see you today.

Ok! Wear a jacket and bring an umbrella.

Why? Isn't it sunny?

No! It's rainy here today.

## ● Conversation four:

What's today, Sophie?

It's Wednesday.

What month is it?

It's January. The school will start after two weeks.

## ● Conversation five:

I lost my phone. Is it under my bed? Mmmm let me see. No it isn't. Is it near the TV? No! It isn't. Where is it then?

I hear it ringing. What! My phone is between the books! I didn't see it.

## Speaking Skills, Page 23

## ① Look, say and play

## ● Ask students to work in pairs on this exercise.

① Sophie wants to go to the park:

Go straight ahead. Then, turn left. Go straight ahead. Now, the library is right in front of you.

② Emily wants to go to the bakery:

Go to the opposite side of the restaurant. Then, go straight ahead. Then, turn left. Then, go straight ahead. Now, the bakery is on your right hand.

③ Oscar wants to go to the hotel:

Go to the opposite side of the train station. Then, go straight ahead. Then, turn left. Then, go straight ahead. Now, the hotel is on your right hand.

**Activity Book, Page 20****① Listen, write and draw**

This is Emily's room. As you can see. The bed is near the window. There is a watch on the wall. The T.V is on the table which is on the opposite side of the bed. On the table, and next to the T.V, there are a laptop and a book. The bag is next to her book. Her shoes are under her bed.

**Activity Book, Page 21****① Use the following words in meaningful sentences**

- ① Mum makes soup on rainy days.
- ② When it's snowy, we make big snowmen.
- ③ The ball is in front of the box.
- ④ To get to the library, take the first left at the roundabout, then go straight ahead.
- ⑤ Excuse me, how can I get to the fire station?
- ⑥ The bookshop is on the opposite side of the train station.
- ⑦ To get to the school, go straight ahead, then turn left.





**Unit 6 Standards**

<b>Reading</b>	<b>Writing</b>	<b>Use of English</b>	<b>Listening</b>	<b>Speaking</b>
3R1	3W1	3Uw2	3L1	3S1
3R2	3W2	3Uw3	3L2	3S2
3R3	3W3	3Ug2	3L3	3S4
3R4	3W6	3Uf1	3L4	3S5
3R5	3W7	3Ug4	3L5	3S6
	3W8	3Ug5	3L6	3S7
		3Uw6	3L8	3S8

**Lesson's Theme:** Adjectives

**New Words:**

	High # Low
Adjectives	Slow # Fast
	Old # Young
	Light # Heavy
	Fat # Thin

**1 Listen, read and say**

Read adjectives to your class and have them repeat after you. To test your students' comprehension, let them play a matching game.

**Game 1:** Write a list of a few items that can be described using the adjectives in this lesson, and let your students match the noun with the correct adjective.

Examples:

Grandfather (old)

Car (fast)

Sky (high)

Desk (heavy)

Bear (fat)

School (big)

Baby (young)

Turtle (slow)

Pillow (light)

Snake (thin)

Room (small)

**Game 2:** Ask your students to turn to their partners and describe them in as many adjectives as possible.

**Today's Word**

**Add:** verb [ I or T ] UK /æd/ US /æd/

To put two or more numbers or amounts together to get a total

**Examples:**

- ① Add one to three, and you get four.
- ② Add more salt to the soup, please.

Activity Book, Page 22

1-Look, write and say

Left Column:

- ① Slow
- ② Fast
- ③ Small
- ④ Big
- ⑤ Heavy
- ⑥ Light

Right Column:

- ① Fat
- ② Thin
- ③ High
- ④ Low
- ⑤ Young
- ⑥ Old

Teacher's Resources

- ① <http://busyteacher.org/17367-practicing-adjectives-10-fun-activities.html>
- ② <http://www.cpalms.org/Public/PreviewResourceLesson/Preview/50684>

## Comparative and superlative

**Lesson's Theme:** Comparisons

**Sentence Structure:** Number 5 is younger than number 6.  
Number 5 is the youngest.

### 1 Compare

Read adjectives to class and have them repeat after you.

Write the forms of comparative and superlative adjectives on the board:

Comparative: Adj + er + than

Superlative: The + adj + est

#### Common Mistakes

There are some common adjectives that have irregular comparative and superlative forms, such as, (good – better– best) and (bad – worse – worst). You can teach them to your students to avoid these mistakes, and to enrich their vocabulary.

**Game:** Bring a set of matryoshkas to your class. Open them one by one and let your students give the proper comparative/superlative adjective form to each one, for example: (Big – smaller – ... smallest) or (Old – younger – ... youngest).

### 2 Look and compare

**Ask your students to work in pairs and check their answers.**

**Key:**

Number 3 is older than number 2. He is the oldest.

Number 4 is fatter than number 1. She is the fattest.

### Today's Word

**Damage:** verb UK /'dæm.ɪdʒ/ US /'dæm.ɪdʒ/

To harm or spoil something

#### Examples:

- 1 Every year, storms do a lot of damage to crops around the world.
- 2 Cold weather can cause damage to plants.

# Comparative and superlative

## Activity Book, Page 23

### 1-Look, say and point

- ① Number 3 is slower than number 4.  
Yes, he's the slowest.
- ② Number 2 is younger than number 1.  
Yes, she's the youngest.
- ③ Number 4 is fatter than number 1.  
Yes, she's the fattest.

### 2-Look, write and say

- ① Hot – hotter – the hottest
- ② Big – bigger – the biggest
- ③ Small – smaller – the smallest

## Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/about-adjectives-and-adverbs/adjectives-forms>
- ② <http://examples.yourdictionary.com/examples-of-comparative-and-superlative-adjectives-for-kids.html>

# Comparative and superlative

**Lesson's Theme:** Comparisons

**Sentence Structure:** Number 5 is younger than number 6.  
Number 5 is the youngest.

## ① Fill in the spaces

In the previous lesson, students were introduced to comparative and superlative adjectives.

In this exercise, they will revise what they learned last time.

Ask your class to work individually and check their answers.

**Key:**

- ① Bigger
- ② Tall – the tallest
- ③ Faster – the fastest
- ④ Light – the lightest

## ② Read and compare

Ask students to work in pairs on this exercise. Students should take turns in describing people/objects using the comparative form.

**Key**

- ① The girl is younger than the man.  
Yes, the man is older than the girl.
- ② The ant is lighter than the elephant.  
Yes, the elephant is heavier than the ant.
- ③ The green book is smaller than the red book.  
Yes, the red book is bigger than the green book.

## Let's Learn Phonics – Consonant Diagraph “WH”

- Write words that contain WH on the board.  
Examples: **weather, while, wheat, wheeze, whim**
- Have students recognize each letter separately.
- Have the students listen to the track given in the student's book and repeat the sound.
- Emphasize on the sound and let them repeat.
- Pick students randomly to come up with other examples that have WH.

# Comparative and superlative

## Today's Word

**Drop:** verb UK /drɒp/ US /dra:p/  
To fall or to allow something to fall

**Examples:**

- 1 Kathy always drops her ice cream.
- 2 Please, don't drop the box!

## Activity Book, Page 24

### 1-Look, choose and say

- 1 Hotel
- 2 Tortoise
- 3 Blue pencil
- 4 Book
- 5 Kim
- 6 Sam
- 7 Lily
- 8 Chris

**"Let's practice phonics!"**

watch – whose – walnut – whirlwind – west – wheat

## Teacher's Resources

- 1 [http://englishlinx.com/adjectives/comparative\\_superlative\\_adjectives/comparative-superlative-adjectives-part1.html](http://englishlinx.com/adjectives/comparative_superlative_adjectives/comparative-superlative-adjectives-part1.html)
- 2 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/comparatives\\_and\\_superlatives/comparison-comparatives-adjectives/19231](https://en.islcollective.com/resources/printables/worksheets_doc_docx/comparatives_and_superlatives/comparison-comparatives-adjectives/19231)

## End of Unit Fun Game



**Unit 7 Standards**

<b>Reading</b>	<b>Writing</b>	<b>Use of English</b>	<b>Listening</b>	<b>Speaking</b>
3R1	3W1	3Uw2	3L1	3S1
3R2	3W2	3Uw3	3L2	3S2
3R3	3W3	3Uw4	3L3	3S4
3R4	3W6	3Uw5	3L4	3S5
3R5	3W7	3Ug2	3L5	3S6
	3W8	3Uf1	3L6	3S7
		3Ug4	3L8	3S8
		3Ug5		
		3Uw6		

**Lesson's Theme:** Connectors

**New Words:** First # Finally

Next

Adverbs of

Then

Sequence

After # Before

Finally = In the end

After that

## 1 Listen, read and say

Read story to class. Pick a few students to read, as well. Introduce the purpose of the adverbs of time:

Adverbs of time are used to mention the order of a number of actions.

After introducing the purpose of the adverbs of sequence, ask your students if they can identify them in the story.

Students are familiar with present simple from grade 2. Therefore, you need to give a revision of it. Simple present is used mostly to describe actions that we do always/ habitually. Tell your class that we used present simple in the story because we are describing everyday activities.

**Activity:** Ask your students to describe their everyday activities using adverbs of sequence.

## Today's Word

**Grab:** verb UK /græb/ US /græb/ To take hold of something or someone suddenly and roughly

### Examples:

- 1 Grab your bag and go to school.
- 2 Grab your bottle of water and go running.

## Activity Book, Page 26

### 1-Look, write and say

- ① Next, I have a shower.
- ② Then, I have my breakfast.
- ③ After that, I go to work.
- ④ Next, I come home.
- ⑤ After I come home, I make dinner.
- ⑥ Then, I call my friends.
- ⑦ Next, I watch TV.
- ⑧ Finally, I go to bed.

## Teacher's Resources

- ① <http://www.eslkidsworld.com/worksheets/Adverbs%20of%20sequence%20worksheets/Adverbs%20of%20sequence%20daily%20routine%20worksheet>.
- ② <https://www.businessenglish.com/grammar/sequence-adverbs.html?lang=eng>

**Lesson's Theme:** Connectors

**New Words:** First # Finally

	Next
Adverbs	Then
of	
Sequence	After # Before
	Finally = In the end
	After that

### ① Use these words to make sentences

Ask students to work individually and write their own sentences on their notebooks. Then, check their answers.

**Key**

**First**, I wake up. **Next**, I have breakfast. **Finally**, I go to work.

### ② Talk about your daily routine

Tell your students that they have to talk about their everyday activities and how they spend their day. Ask students to raise their hands before they answer, and let the rest of the class listen to them. Make sure to listen to as many students as time allows.

**Key**

- ① First, I wake up.
- ② Then, I have a shower.
- ③ After that, I have breakfast.
- ④ Next, I go to school.
- ⑤ Then, I play football.
- ⑥ Next, I do my homework.
- ⑦ After that, I watch TV.
- ⑧ Then, I brush my teeth.
- ⑨ Finally, I go to sleep.

## Lesson 2

Page 31

Present simple/  
adverbs of sequence

### Today's Word

**Finish:** verb UK /'fɪn.ɪʃ/ US /'fɪn.ɪʃ/

To complete something or come to the end of an activity

**Examples:**

- ① After I finish my homework, I play with my friends.
- ② I can't watch TV before I finish studying.

Finish # Begin

### Activity Book, Page 27

#### 2-Look and write

First, he wakes up. Next, he takes a shower. Then, he goes to school. After that, he watches TV. Then, he plays football. Next, he writes his homework. Then, he has dinner. After that, he brushes his teeth. Finally, he goes to bed.

### Teacher's Resources

- ① [http://www.kids-pages.com/folders/worksheets/Daily\\_Routines/page1.htm](http://www.kids-pages.com/folders/worksheets/Daily_Routines/page1.htm)<https://>
- ② [http://www.kids-pages.com/folders/worksheets/Daily\\_Routines/page5.htm](http://www.kids-pages.com/folders/worksheets/Daily_Routines/page5.htm)

**Lesson's Theme:** Habitual activities

**New Words:** A lot

Adverbs            Never

of

Frequency

Nouns             Snail

Adjectives        Late # Early

### 1 Listen, read and say

Explain to your class that we use “never” and “a lot” to describe actions. That’s why we call them adverbs. “Never” and “a lot” usually, but not exclusively, describe present simple activities. We use “a lot” to describe actions that we do more often than others, while we use “never” to describe activities we do not do at all.

- Remind your students that we add (s) to verbs in present simple with pronouns (he, she, it).
- Read sentences to your class and let students read chorally as well as individually.

### 2 Look and say

Ask your students to work on this activity individually. Have them raise their hands before they give answers. Pay special attention to their adherence to subject – verb agreement.

**Key**

- ① She drinks a lot.
- ② It/a snail never runs.
- ③ She reads a lot.
- ④ It/a horse never talks.

## Let's Learn Phonics – Consonant Diagraph “[ŋ]”

- Write words that contain NG on the board.
- Examples: **strong, lung, string, king, long, wrong**
- Have students recognize each letter separately.
- Have the students listen to the track given in the student’s book and repeat the sound.
- Emphasize on the sound and let them repeat.
- Pick students randomly to come up with other examples that have NG.

**Additional Activity:** Use flashcard containing pictures related to target words (Example: picture of king) and distribute the cards for students. Let the students guess the word.

# Lesson 3

Page 32

## Adverbs of frequency

### Today's Word

**Escape:** verb UK /ɪ'skeɪp/ US /ɪ'skeɪp/ To get free from something, or to avoid something

**Examples:**

- ① If you open the cage, the bird will escape.
- ② If the animals are not in their cages, they will escape from the zoo.

### Activity Book, Page 28

#### 1-Fill in the gaps

From left to right:

- ① Never
- ② Never
- ③ A lot
- ④ A lot

#### 2-Use (never/alot) to write sentences

From left to right:

- ① He studies a lot.
- ② He eats a lot.
- ③ The rabbit never swims.

#### “Let's practice phonics!”

- a. king
- b. bring
- c. fang

### Teacher's Resources

- ① <http://www.language-worksheets.com/adverbs-frequency-elementary.html><http://www.>
- ② <http://www.ecenglish.com/learnenglish/lessons/much-or-many-0>

### End of Unit Fun Game

<https://learnenglishkids.britishcouncil.org/en/word-games/daily-routines>



### Unit 8 Standards

<i>Reading</i>	<i>Writing</i>	<i>Use of English</i>	<i>Listening</i>	<i>Speaking</i>
3R1	3W1	3Uw2	3L1	3S1
3R2	3W2	3Uw3	3L2	3S2
3R3	3W3	3Uw4	3L3	3S4
3R4	3W6	3Uw5	3L4	3S5
3R5	3W7	3Uw6	3L5	3S6
	3W8	3Uf1	3L6	3S7
		3Ug2	3L8	3S8
		3Ug4		
		3Ug5		



**Lesson's Theme:** Present continuous

**Sentence Structure:** What is he/are they doing?

He is/they are...

## 1 Listen, read and say

Students are already familiar with present continuous. Begin by giving them a quick reminder of its form. Read the sentences to your class, then play a mime game to let them guess what you are doing, for example:

① What am I doing?

You are jumping.

To make sure they are using different pronouns as well, you can ask some students to help you, too, for example:

② What is she doing?

She is writing.

③ What is he doing?

He is reading.

● Ask students to form questions and answers about the mentioned verbs on page 34.

Have them work in pairs and listen to their conversations.

### Key

① What is the bird doing?

It is singing.

② What are they doing?

They are dancing.

③ What is the baby doing?

He is sleeping.

④ What is he doing?

He is running.

⑤ What is she doing?

She is eating.

⑥ What is he doing?

He is painting.

# Lesson 1

Page 34

## Present continuous

### Today's Word

**Kick:** verb UK /kɪk/ US /kɪk/

To hit someone or something with the foot, or to move the feet and legs suddenly and violently

#### Examples:

- 1 You kick the ball when you play football.
- 2 The baby is kicking and screaming.

### Activity Book, Page 30

#### 1-Look, say and point

- 1 Look! The girl is asking.
- 2 Look! They are running.
- 3 Look! The baby is sleeping.
- 4 Look! He is playing the guitar.
- 5 Look! He is swimming.
- 6 Look! He is talking on the phone.
- 7 Look! He is calling the ambulance.
- 8 Look! He is watching TV.
- 9 Look! He is working.
- 10 Look! She is cleaning the floor.
- 11 Look! He is crying.
- 12 Look! He is drinking juice.
- 13 Look! He is eating.
- 14 Look! He is going to school.
- 15 Look! She is laughing.
- 16 Look! He is listening to music.

### Teacher's Resources

- 1 <http://dictionary.cambridge.org/grammar/british-grammar/present/present-continuous-i-am-working>
- 2 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/no-frills\\_worksheet\\_for\\_all\\_ages\\_present\\_simple\\_vs\\_present\\_continuous\\_1/present-simple-/10758](https://en.islcollective.com/resources/printables/worksheets_doc_docx/no-frills_worksheet_for_all_ages_present_simple_vs_present_continuous_1/present-simple-/10758)

## Lesson 2

Page 35

# Present continuous

**Lesson's Theme:** Present continuous

**New Words:** Give = Pass # Take

Verbs

Meet

Leave # Arrive

**Sentence Structure:** What is he/are they doing?

He is/they are...

### 1 Look, ask and answer

Have your students work in pairs on this exercise.

**Key**

- ① What is the girl doing?  
She is playing with the cat.
- ② What is the boy doing?  
He is talking on the phone.
- ③ What is the father doing?  
He is reading.
- ④ What is the grandfather doing?  
He is reading the newspaper.
- ⑤ What is the grandmother doing?  
She is drinking coffee.

### 2 Do you know these words?

Read the new words to class and let them repeat chorally. Use mime to demonstrate each word, and provide synonyms and antonyms when you find useful. Afterwards, ask your students to use these verbs in sentences to test their comprehension.

## Today's Word

**Pass:** verb UK /pɑːs/ US /pæs/  
To give something to someone

**Examples:**

- ① Could you please pass the salt?
- ② Could you pass this note to your teacher, please?

### Activity Book, Page 31

#### 1-Look, ask and answer

- ① What's number one doing?  
She's trying a dress.
- ② What's number two doing?  
She's brushing her hair.
- ③ What's number four doing?  
He's having a shower.
- ④ What's number five doing?  
He's making his bed.
- ⑤ What's number 6 doing?  
She's making the bed.
- ⑥ What's number 7 doing?  
She's cooking.
- ⑦ What's number 8 doing?  
They're eating.
- ⑧ What's number 9 doing?  
She's sleeping.
- ⑨ What's number 10 doing?  
He's having breakfast.

### Teacher's Resources

- ① [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/present\\_continuous-3\\_pages/present-continuous-actions/3215](https://en.islcollective.com/resources/printables/worksheets_doc_docx/present_continuous-3_pages/present-continuous-actions/3215)
- ② [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/what\\_are\\_these\\_people\\_doing/present-continuous-present/11421](https://en.islcollective.com/resources/printables/worksheets_doc_docx/what_are_these_people_doing/present-continuous-present/11421)

# Lesson 3

Page 36

Present continuous for future arrangements

**Lesson's Theme:** Future plans

**New Words:** Trip

**Sentence Structure:** They are travelling tomorrow.

## 1 Listen, read and say

**Rule:** Present continuous can be used to refer to the future. It means that we have already decided something and made a plan or an arrangement.

**Tip:** We don't use the present continuous when we predict something. Instead, we use going to or will, for example:

It's going to rain tomorrow.

- Read sentences to class and have them notice the new pattern in them.

Ask them, "What are you doing tomorrow?"

Listen to as many answers as possible. The purpose of this warm-up activity is to let students practice and get used to this new use of present continuous.

## 2 What are they doing tomorrow

**Have your students work in pairs in asking and answering questions using present continuous for future plans.**

- ① What's Sophie doing tomorrow?

Sophie is travelling to America tomorrow at 3 o'clock in the afternoon.

- ② What's Emily doing tomorrow?

Emily is taking her brother to the hospital tomorrow in the evening.

- ③ What's Oscar doing tomorrow?

Oscar is giving his sister a lesson tomorrow before she sleeps.

- ④ What are they doing tomorrow?

They are having a meeting tomorrow at 9:30 in the evening.

## Let's Learn Phonics – Consonant Diagraph nk

- Write words that contain nk on the board.

Examples: **link, think, drink, slink, shrink, pink, ink**

- Have the students listen to the track given in the student's book and repeat the sound.
- Emphasize on the sound and let them repeat.
- Pick students randomly to come up with other examples that have nk.

**Additional Activity:** Use flashcard containing pictures related to target words (Example: picture of ink) and distribute the cards for students. Let the students guess the word.

## Lesson 3

Page 36

Present continuous for  
future arrangements

### Today's Word

**Reach:** verb UK /ri:tʃ/ US /ri:tʃ/

To stretch out your arm in order to get or touch something

**Examples:**

- 1 Can you reach the jar on the fridge?
- 2 I can't reach the roof. It's too high!

### Activity Book, Page 32

#### 1-Read, order and write

Then, he is meeting his friend tomorrow at 4:00. After that, he is taking the cat to the park tomorrow at 8:00. After a week, he is travelling to Italy. After a month, he is painting the house.

#### 2-Look, write and say

- 2 The kids are playing football at 1:00 after lunch.
- 3 He is having a meeting at 3:00.
- 4 They are moving to a new house.

#### "Let's practice phonics!"

thing – bank – flamenco – think – bang - flamingo

### Teacher's Resources

- 1 <http://dictionary.cambridge.org/grammar/british-grammar/future-present-continuous-to-talk-about-the-future-i-m-working-tomorrow?q=Future%3A+present+continuous+to+talk+about+the+future+%28%E2%80%99m+working+tomorrow%29>
- 2 <http://busyteacher.org/11737-present-continuous-future-arrangements-worksheet.html>

### End of Unit Fun Game

# What's the matter?

## Unit 9 Standards

<i>Reading</i>	<i>Writing</i>	<i>Use of English</i>	<i>Listening</i>	<i>Speaking</i>
3R1	3W1	3Uw2	3L1	3S1
3R2	3W2	3Uw3	3L2	3S2
3R3	3W3	3Uw4	3L3	3S4
3R4	3W6	3Uw5	3L4	3S5
3R5	3W7	3Uw6	3L5	3S6
	3W8	3Uf1	3L6	3S8
		3Ug2	3L8	
		3Ug4		
		3Ug5		
		3Ug7		

What's the matter?

**Lesson's Theme:** Ailments

**New Words:** Toothache

Nouns

Headache

Flu

Stomachache

Verbs

Hurt

## 1 Read, ask and answer

On the board, write the lesson's question in large handwriting, "What's the matter?" Then, say, "My arm hurts," and touch your arm. Say, "I have a stomachache," and put your hand on your stomach. Pretend to blow your nose, touch your forehead to convey that you have a fever, then say, "I have the flu". Continue demonstrating in the same manner to explain the meaning of the new words.

## 2 Listen, read and say

Mime the ailments you have just demonstrated and have your students guess what's the matter.

Have your students work in pairs in asking and answering, "What's the matter".

Listen to their conversation and ask them to take turns in the exchange.

## Today's Word

**Mix:** verb UK /mɪks/ US /mɪks/

To (cause different substances to) combine, so that the result cannot easily be separated into its parts

### Examples:

- 1 Mixing yellow and blue gives you green.
- 2 Mixing colours is fun.



What's the matter?

### Activity Book, Page 34

#### 1-Match, ask and answer

Left column:

- ① I have a cold.
- ② My head hurts.
- ③ My stomach hurts.

Right column:

- ① My arm hurts.
- ② My leg hurts.

### Teacher's Resources

- ① [www.eslkidstuff.com/lesson-plans/pdf/health-sickness-lesson-plan.pdf](http://www.eslkidstuff.com/lesson-plans/pdf/health-sickness-lesson-plan.pdf)
- ② [http://www.eslprintables.com/vocabulary\\_worksheets/health/I\\_have\\_a\\_headache\\_\\_642015/](http://www.eslprintables.com/vocabulary_worksheets/health/I_have_a_headache__642015/)

**Lesson's Theme:** Skills

**New Words:** Volleyball

**Sentence Structure:** What are they good at?  
They are good at + verb + ing

### 1 Listen, point and say

Choose a number of well-behaved students to compliment their skills, for example, "Wow, Dana! You are good at reading!", "Wow, Sami! You are good at drawing!"

To make the entire class feel included, say, "Wow, everyone! You are good at listening!"  
Write this sentence on the board.

**Tip:** Tell your class that we always follow "wow" with an exclamation mark (!).

#### Common Mistake

Students sometimes use preposition "in" with "good". Make sure to stress that "good" takes preposition "at".

"You are good at drawing".

"You are good in drawing".

### 2 What are these people good at?

Let students take turns in asking and answering, "What is he/she good at?"

#### Key

- ① He is good at swimming.
- ② She is good at drawing.
- ③ He is good at riding.
- ④ They are good at singing.
- ⑤ They are good at dancing.

## Lesson 2

Page 39

Be good at + gerund

### Today's Word

**Lock:** verb UK /lɒk/ US /lɑ:k/

To put something in a safe place and fasten the lock, which is a device that prevents something such as a door from being opened and can only be opened with a key

**Examples:**

- ① Locking your closet keeps it safe.
- ② Locking your safe is important.

### Activity Book, Page 35

#### 1-Look, write and say

- ① Wow! She's good at cooking!
- ② Wow! They're good at singing!

#### 2-What are these people good at?

- ① He's good at swimming.
- ② She's good at running.
- ③ He's good at writing.
- ④ She's good at cleaning.

### Teacher's Resources

- ① [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/good\\_at\\_not\\_good\\_at\\_can\\_do/past-simple-/19030](https://en.islcollective.com/resources/printables/worksheets_doc_docx/good_at_not_good_at_can_do/past-simple-/19030)
- ② [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/what\\_are\\_you\\_good\\_at/school-beginner-prea1/55566](https://en.islcollective.com/resources/printables/worksheets_doc_docx/what_are_you_good_at/school-beginner-prea1/55566)

**Lesson's Theme:** Countries

**New Words:** Egypt

Countries      America  
                    Japan  
                    Argentina  
                    Morocco  
                    China

**Sentence Structure:** Where is he/she from?

He/she is from...

### ① Where are they from?

Ask class to work in pairs in asking and answering questions about the people in the pictures.

**Key**

Where is he from?

- ① He is from America.
- ② He is from Japan.
- ③ He is from Egypt.
- ④ He is from Argentina.
- ⑤ He is from Morocco.

### ② Listen and match

Hello everyone! My name's Khaled. I'm here with my friends: John, Emilia and Kara. We are friends from different countries. I'm from Saudi Arabia, but I don't live there. I live in America. My friend John is from Canada. His wife, Kara is from Russia, and their friend, Emilia is from Italy. We travel every year with each other. We can't spend a year without travelling and without seeing the world.

Khaled: Saudi Arabia

John: Canada

Emilia: Italy

Kara: Russia

## Let's Learn Phonics – Long vowel A

- Review sound for short vowel A and introduce sound for long vowel A.

T: Look at picture 1.

What letter is this? [Pointing at (C)]

Ss: It's the letter (C).

T: Yes. What sound does it make?

Ss: (/c/).

T: And look at this word ending. [Pointing at (/ake/)] What sound does it make?

Ss: (/ake/).

T: Excellent! What sound do they make together? (/c / ake/. Cake)!

Ss: (/c /ake/. Cake)!

- Continue with other pictures in the same way.
- Let students listen to the track and repeat again.
- Examples of long A: **pain, take, bake, lake, cane, hate, rate, mate, trace**

## Today's Word

**Scratch:** verb UK /skrætʃ/ US /skrætʃ/

To rub your skin with your nails

### **Examples:**

- ① Don't scratch your face! It will hurt you!
- ② The cat is scratching the pillow.

## Lesson 3

Page 40

From (origin)

### Activity Book, Page 36

#### 1-Like, ask and answer

Where is he from?

- ② He is from Argentina.
- ③ He is from Morocco.
- ④ He is from Japan.
- ⑤ He is from Egypt.

#### 2-Listen and match

Hello everyone! My name's Kara. I'm in Qatar with my friends: Emilia, John and Khaled. They are amazing people coming from different countries. For example, I'm from Russia. It is usually cold and rainy there, but Russia is a very beautiful country. John is Canadian. He comes from Canada every year to Qatar for business. Emilia comes from Italy. She is really good at cooking pizza and spaghetti. We like travelling, specially Khaled. Khaled is from Saudi Arabia where we are going this year to complete our journey in the Arab countries.

Khaled: Saudi Arabia, picture no. 4

John: Canada, picture no. 3

Kara: Russia, picture no. 2

Emilia: Italy, picture no. 1

### Teacher's Resources

- ① [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/where\\_are\\_you\\_from/countries-elementary-a1/16918](https://en.islcollective.com/resources/printables/worksheets_doc_docx/where_are_you_from/countries-elementary-a1/16918)
- ② [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/countries\\_and\\_nationalities/countries-beginner-prea1/7198](https://en.islcollective.com/resources/printables/worksheets_doc_docx/countries_and_nationalities/countries-beginner-prea1/7198)

### End of Unit Fun Game

[http://bogglesworldesl.com/doctor\\_roleplay.htm](http://bogglesworldesl.com/doctor_roleplay.htm)

## Listening Skills, Page 42

### ① Listen and order

Sophie wakes up at seven o'clock in the morning (1). Then, she washes her face and brushes her teeth with her toothbrush (2). Next, she wears her blue dress and white shoes (3). Then, the school bus picks her up at eight o'clock (4). She studies at school up to two o'clock in the afternoon. After she finishes school, she goes home back at half past two (5). At three o'clock, she eats her lunch with her mom, dad and brothers (6). Then, she does her homework (7). At seven o'clock in the evening, she watches TV and enjoys some cartoons (8). Finally, she goes to bed at ten o'clock at night (9).

## Speaking Skills, Page 43

### Look, say and compare

**Have your students work individually on this exercise.**

- ① Look! The woman on the left is fatter than the woman on the right.
- ② Look! The skyscraper is longer than the police station.
- ③ Look! The horse is bigger than the snail.
- ④ Look! The girl is happier than the boy.
- ⑤ Look! The man on the left is older than the man on the right.

## Activity Book, Page 38

## ① Listen and number

Zain wakes up at quarter to eight in the morning (1). Then, he washes his face with water (2) before he takes a shower (3). After finishing his shower, he has his breakfast with the nice family he has, a loving father and mother (4). He goes out of home saying goodbye to his mum (5). Next, he goes out to meet some friends and talk about what they are going to do in their weekend (6). After they talk, they decide to go and play tennis with each other (7). After playing tennis and having fun, Zain goes back home because he is feeling tired now. He cleans himself, brushes his teeth before going to bed (8). Finally, Zain puts his head on the pillow, thinks of how beautiful his day was and then sleeps happily (9).

## Activity Book, Page 39

## ① Read and mark

- |       |      |
|-------|------|
| ① No  | ⑤ No |
| ② Yes | ⑥ No |
| ③ Yes |      |
| ④ Yes |      |







### Unit 11 Standards

<i>Reading</i>	<i>Writing</i>	<i>Use of English</i>	<i>Listening</i>	<i>Speaking</i>
3R1	3W1	3Uw2	3L1	3S1
3R2	3W2	3Uw3	3L2	3S2
3R3	3W3	3Uw4	3L3	3S4
3R4	3W6	3Uw5	3L4	3S5
3R5	3W7	3Uw6	3L5	3S6
	3W8	3Uf1	3L6	3S7
		3Ug2	3L8	3S8
		3Ug4		
		3Ug5		
		3Ug7		



## Regular and irregular past tenses

**Lesson's Theme:** Past tense

**New Words:**

Past

Tense

Verbs

Woke up

Cleaned

Taught

Saw

Dreamt

Went

Rode

Made

Wore

Nouns

Accident

Suit

Present

Tense

Verbs

Fish

**Sentence Structure:** What did you do yesterday?

1 Listen, read and say

- Write a list of verbs in the present and the past tenses:

Present Tense	Past Tense
Do	Did
Wake up	Woke up
See	Saw
Clean	Cleaned
Teach	Taught
Dream	Dreamt
Go	Went
Ride	Rode
Make	Made
Wear	Wore

Read each verb, both in past and present tenses a number of times, and have your class repeat after you. Remind your students with the past simple conjugations of verb to be (am/are = were – is = was). Tell your students that in the English language, there are regular and irregular verbs. To turn regular present verbs to the past tense, we only need to add (-ed) at the end. However, irregular verbs have special conjugations that need to be memorized.

**Activity:** Have your students read the sentences in past simple, then re-read them in present simple. Ask them to mention whether each verb they are reading is regular or irregular and why.

**Memory Game:** Tell your students to look at the verbs chart very carefully because you are going to test their memory. Give them a couple of minutes. Cover the chart, or delete it if you are done with it, and play with your class a memory game. Say a verb in either tense, and ask your students to remember the present/ past conjugation.

### Today's Word

**Airplane:** noun [ C ] UK /'eə.pleɪn/ US /'er.pleɪn/ US (UK aeroplane)

A vehicle designed for air travel that has wings and one or more engines

#### Examples:

- ① Last year, I travelled on an airplane.
- ② Jackie is afraid of airplanes.

### Activity Book, Page 40

#### 1-Look, write and say

- ② I went to school yesterday.
- ③ I rode a bicycle last month.
- ④ I spoke to Lily last week.
- ⑤ I painted last night.
- ⑥ I saw a friend last night.
- ⑦ I traveled last year.

### Teacher's Resources

- ① <http://busyteacher.org/3605-how-to-teach-past-simple-reg-irreg.html>
- ② <http://busyteacher.org/13649-teaching-simple-past-7-simple-activities.html>

## Past time(s)

**Lesson's Theme:** Past tense

**New Words:** Drew  
Past Moved  
Tense Called  
Verbs

Adverbials Yesterday  
of Last night  
Time Last week  
Last month  
Last year

**Sentence Structure:** What did you do yesterday?

### ① Look, read and say

Read the adverbials of the past simple and let your students repeat after you. Tell your students that these adverbials are usually used with the past simple tense, so they can use them as indicators if they get a multiple-choice question.

### ② Read, listen and say

As a warm-up activity, have your students identify both the regular verbs and the irregular ones. Then, ask them to write down the answers and raise their hands to read them to class.

**Key**

- ① I called the ambulance last week.
- ② Last night, I dreamt/I had a dream.
- ③ I drew a doll last week.
- ④ I rode my bike last month.
- ⑤ I moved to the new house last year.

## Past time(s)

### Today's Word

**Airport:** noun [ C ] UK /'eə.pɔ:t/ US /'er.pɔ:rt/

A place where aircraft regularly take off and land, with buildings for passengers to wait in

**Examples:**

- ① Yesterday, the airport was very crowded.
- ② Last month, I traveled from Damascus International Airport.

### Teacher's Resources

- ① <http://www.englishgrammar.org/tenses-time-adverbs/>
- ② <https://learnenglish.britishcouncil.org/en/english-grammar/verbs/past-tense/past-simple>

# Past tense- did/ questions

**Lesson's Theme:** Past tense

**New Words:**  
Past Tense Verbs  
Happened  
Broke  
Felt  
Ate  
Heard  
Bought  
Told  
Thought  
Said

Adverbials of Time  
Yesterday  
Last night  
Last week  
Last month  
Last year

**Sentence Structure:** What happened with you yesterday?  
What did you do yesterday?

## 1 Look, ask and answer

Revise the past simple conjugation of last lesson's verbs in the form of a guessing game as a warm-up activity.

Pick students to read conversations to class.

You can add variety to the answers by writing more choices on the board, for example: Eat dinner at grandmother's house, play computer games, watch TV, run with my friend, etc.

### Key

- 1 What did the man do yesterday?  
He painted the wall.
- 2 What did the teacher do yesterday?  
She taught us a lesson.

## 2 Read, match and say

Ask students to work individually on this exercise. There are several new past tense verbs.

Have your students guess their present conjugation.

## Let's Learn Phonics – Long vowel E

- Review sound for short vowel E and introduce sound for long vowel E.
- Let students listen to the track and repeat again.
- Give the students examples of long E : **team, meal, deal, seek, cheap, beef, lead, deep**
- Go around the classroom asking for more examples of the long E sound.

**Note:** You can use the technique provided in unit 9

## Past tense- did/ questions

### Key

go	went
see	saw
feel	felt
eat	ate
buy	bought
tell	told
make	made
hear	heard
say	said
think	thought

### Today's Word

**Army:** noun UK /'ɑ:.mi/ US /'ɑ:r.mi/

A particular country's fighting force

#### Examples:

- ① The army protected the country during the war.
- ② My brother is joining the army next year.

### Activity Book, Page 42

#### 1- Write, ask and answer

- ② What did Jack do yesterday?  
He swam yesterday.
- ③ What did Lily do last month?  
She went to the library last month.



## Lesson 3

Page 50

# Past tense- did/ questions

### 2-Read and match

Go: Went

See: Saw

Eat: Ate

Do: Did

Tell: Told

Say: Said

Feel: Felt

Think: Thought

“Let’s practice phonics!”

a. greet – leaf – funny

b. sunny – wheat – deer

## Teacher’s Resources

- ① [http://www.myenglishpages.com/site\\_php\\_files/grammar-exercise-simple-past.php](http://www.myenglishpages.com/site_php_files/grammar-exercise-simple-past.php)
- ② [http://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-simple-past.php](http://www.myenglishpages.com/site_php_files/grammar-lesson-simple-past.php)

## End of Unit Fun Game

<http://learnenglishkids.britishcouncil.org/en/grammar-practice/past-simple-endings>

**Unit 12 Standards**

<b>Reading</b>	<b>Writing</b>	<b>Use of English</b>	<b>Listening</b>	<b>Speaking</b>
3R1	3W1	3Uw2	3L1	3S1
3R2	3W2	3Uw3	3L2	3S2
3R3	3W3	3Uw4	3L3	3S4
3R4	3W6	3Uw5	3L4	3S5
3R5	3W7	3Uw6	3L5	3S6
	3W8	3Uf1	3L6	3S7
		3Ug2	3L8	3S8
		3Ug4		
		3Ug5		
		3Ug7		
		3Ug8		

**Lesson's Theme:** Cause and effect

**New Words:**

Adjectives      Sad  
                     Cheerful  
                     Bored  
                     Excited  
                     Quiet  
                     Noisy  
                     Afraid  
                     Hungry  
                     Lonely  
                     Tired  
                     Shy  
                     Angry  
                     New  
                     Lovely

Adverbs        Why

Conjunction    Because

**Verbs**        Find # Lose

**Sentence Structure:** Why is he sad?

### 1 Listen, point and say

On the board, write two words:

Why (?)      →      Because

Tell your class that we use "Why" to ask about the reason/cause for something, and we use "Because" to explain this reason, for example:

"Why do you go to school?"

"I go to school because I want to learn".

**Activity:** Read new adjectives and explain them to class. Ask them to play a game of guessing the reason for each adjective. Do the first couple of adjectives yourself to explain the idea, for example:

① "Why is the boy sad?"

"Because he lost his toy"

② "Why is the girl cheerful?"

"Because she has a balloon".

To allow as many students as possible to participate, ask them to take turns in asking and answering. Each student will first ask a question and let their partner answer, and then they exchange roles.

### 2 Listen, read and answer

Ask students to work in pairs in asking and answering these questions.

#### Today's Word

**Popcorn:** noun [ U ] UK /'pɒp.kɔːn/ US /'pɑːp.kɔːrn/  
Seeds of maize that are heated until they break open and become soft and light, usually flavoured with salt, butter, or sugar

#### Examples:

- ① My sister makes delicious popcorn.
- ② We had popcorn last night at the movie theatre.

### Activity Book, Page 44

#### 1-Look and describe

- ① Shy
- ② Tired
- ③ Afraid
- ④ Excited
- ⑤ Noisy
- ⑥ Lonely
- ⑦ Cheerful
- ⑧ Mad
- ⑨ Hungry
- ⑩ Bored

#### Teacher's Resources

- ① [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/why\\_and\\_because\\_exercise/questions-beginner-prea1/33759](https://en.islcollective.com/resources/printables/worksheets_doc_docx/why_and_because_exercise/questions-beginner-prea1/33759)
- ② [http://www.eslprintables.com/grammar\\_worksheets/questions/why\\_and\\_because/Cause\\_and\\_Effect\\_200212/](http://www.eslprintables.com/grammar_worksheets/questions/why_and_because/Cause_and_Effect_200212/)

# Conjunction (because) + Why

**Lesson's Theme:** Cause and effect

**New Words:**

Adjectives

Sad  
Cheerful  
Bored  
Excited  
Quiet  
Noisy  
Afraid  
Hungry  
Lonely  
Tired  
Shy  
Angry  
New  
Lovely

Adverbs

Why

Conjunction

Because

Past  
Simple  
Verbs

Lost → Lose

**Sentence Structure:** Why is he sad?

### 1 Look and guess

Continue with the previous lesson's guessing game. To add variety, you can introduce new adjectives as well.

**Possible questions and answers:**

- ① Why is the butterfly lovely?  
Because it's colourful.
- ② Why is the boy sad?  
Because he lost his mom.
- ③ Why is the baby noisy?  
Because he's hungry.
- ④ Why is the boy excited?  
Because he passed the exam.

## Lesson 2

Page 53

# Conjunction (because) + Why

### Today's Word

**Bread:** noun [ U ] UK /bred/ US /bred/

A food made from flour, water, and usually yeast, mixed together and baked

**Examples:**

- ① I eat bread with my breakfast every day.
- ② Last week, mum baked delicious bread.

### Activity Book, Page 45

#### 1-Ask and answer

- ① Why is number one bored?  
Because his friends will aren't running with him.
- ② Why is number two cheerful?  
Because she has a nice balloon.
- ③ Why is number three noisy?  
Because he is hungry.
- ④ Why is number four lonely?  
Because he has no friends.
- ⑤ Why is the boy afraid?  
Because the bees are chasing him.
- ⑥ Why is number six tired?  
Because he ran many times.
- ⑦ Why is number seven mad?  
Because her brother broke her vase.
- ⑧ Why is number nine hungry?  
Because he didn't have lunch.
- ⑨ Why is number ten shy?  
Because she is a new students.

### Teacher's Resources

- ① <http://busyteacher.org/9613-conjunctions-worksheet-because.html>
- ② <https://www.google.jo/>

**Lesson's Theme:** Cause and effect

**New Words:**

Adverbs      Why

Conjunction      Because

Modal  
Verb      Can

**Sentence Structure:** Why is he sad?

### 1 Listen, point and say

Ask students to work in pairs in enacting conversations. To be more creative, you can allow your students to give their own imagined reasons, or to add more questions to the conversations.

Generate more questions and topics for discussion from the pictures to revise old information, for example:

① "What does the woman in picture no. 2 do?"

"She is a doctor".

"Where does a doctor work?"

"They work in a hospital".

② "Where were the people in picture no. 3"?

"They were in the zoo".

"What is there inside the zoo?"

"Animals are inside the zoo".

## Let's Learn Phonics – Long vowel E

- Review sound for short vowel E and introduce sound for long vowel E.
- Let students listen to the track and repeat again.
- Give the students examples of long E : **team, meal, deal, seek, cheap, beef, lead, deep**
- Go around the classroom asking for more examples of the long E sound.

**Note:** You can use the technique provided in unit 9.

## Lesson 3

Page 54

# Intensification

### Today's Word

**Pineapple:** noun [ C or U ] UK /'paɪn,æp.əl/ US /'paɪn,æp.əl/

The yellow flesh and juice of a large tropical fruit with a rough orange or brown skin and pointed leaves on top

#### **Examples:**

- ① I love pineapple juice.
- ② Pineapples grow in tropical countries.

### Activity Book, Page 46

#### 1- Look, write and say

- ② She's shy because she's a new student.
- ③ He's lonely because no one is speaking to him.
- ④ He's crying because he's hungry.
- ⑤ He's sad because his friends went.
- ⑥ He's tired because he did so much work.

#### "Let's practice phonics!"

- a. greet – leaf – funny
- b. sunny – wheat – deer

### Teacher's Resources

- ① <https://www.ego4u.com/en/cram-up/grammar/simple-past>
- ② <https://sites.google.com/site/educopediaenglish/home/exercise---why-and-because>

### End of Unit Fun Game

<http://www.eslgamesplus.com/irregular-past-tense-esl-grammar-jeopardy-quiz-game/>



**Unit 13 Standards**

<b>Reading</b>	<b>Writing</b>	<b>Use of English</b>	<b>Listening</b>	<b>Speaking</b>
3R1	3W1	3Uw2	3L1	3S1
3R2	3W2	3Uw3	3L2	3S2
3R3	3W3	3Uw4	3L3	3S3
3R4	3W6	3Uw5	3L4	3S4
3R5	3W7	3Uw6	3L5	3S5
3Re6	3W8	3Uf1	3L6	3S6
3Re7		3Ug2	3L7	3S7
		3Ug4	3L8	3S8
		3Ug5		
		3Ug7		
		3Ug8		

# Adjectives

**Lesson's Theme:** Expressing opinions

**New Words:**

Adjectives	Excellent # Horrible
	Pretty # Ugly
	Funny # Sad
	Amazing = Marvelous

**Sentence Structure:** What do you think of ...?  
I think that (it's) ...

## 1 Listen, point and say

Read the new adjectives to class, and have them repeat after you. After you explain their meaning, ask your students to use each adjective in a sentence and read it to class. Students can make sentences about the pictures accompanying the adjectives in this exercise.

**Possible answers:**

- ① Sally got an excellent grade in the exam.
- ② The rose is big and pretty.
- ③ The circus clown was funny.
- ④ Your juice tasted terrible.
- ⑤ The monster looks ugly.

## 2 Listen, read and say

In this lesson, students will learn how to introduce opinions, which will allow them to express parts of their individuality and be more creative in using language.

On the board, write:

**Opinion: I think that ...**

Tell your students that we use this form to express individual opinions.

You may contrast opinions with facts to your class; people have different opinions, while facts are the always the same.

**Fact:** Water freezes at 0 Celsius.

**Opinion:** I think that the rose is pretty.

**A different opinion:** I think that the rose is ugly.

# Adjectives

Go back to exercise 1, and ask your students to modify their sentences using “I think that”.

Now, return to exercise 2. Read the two conversations and let your students read them, too. What do they think of the picture and the juice.

At the end of the lesson, ask your class, “What do you think of this lesson? Was it easy or difficult?” Make sure students answer using “I think that ...”

## Today's Word

**King:** noun [ C ] UK /kɪŋ/ US /kɪŋ

The title of a male ruler of a country, who holds this position because of his royal birth

### Examples:

- ① The queen is the king's wife.
- ② The king's son is the prince.

## Activity Book, Page 48

### 1-Look, read and match

- ① Beautiful view: 4
- ② Excellent job: 3
- ③ Terrible juice: 1
- ④ Pretty good song: 2

### 2-Describe these pictures

- ① Excellent
- ② Ugly
- ③ Terrible
- ④ Beautiful
- ⑤ Funny

## Teacher's Resources

- ① <http://www.teach-this.com/resources/esl/giving-opinions>
- ② [http://www.myenglishpages.com/site\\_php\\_files/communication-lesson-opinion.php](http://www.myenglishpages.com/site_php_files/communication-lesson-opinion.php)

## Expressing opinions

**Lesson's Theme:** Expressing and comparing opinions

**Sentence Structure:** What do you think?

### 1 Look, ask and answer

① What do you think of the view?

I think the view is beautiful.

② What do you think of the stars?

I think the stars are shiny.

③ What do you think of the beach?

I think the beach is dirty.

④ What do you think of the horse?

I think the horse is fast.

⑤ What do you think of the tree?

I think the tree is old.

⑥ What do you think of the rose?

I think the rose is beautiful.

### 2 Look, ask and answer

In this exercise, students will learn how to give varying opinions. Read the three sentences describing the different paintings, then give a similar example and let students provide their own sentences, for example:

Provide three photographs, the first one is taken hastily, the second is better, and the third is professional.

### Today's Word

**Queen:** noun [ C ] UK /kwi:n/ US /kwi:n/

A woman who rules a country because she has been born into a royal family, or a woman who is married to a king

**Examples:**

① The queen is the king's wife.

② A king and a queen's daughter is called a princess.

# Expressing opinions

## Activity Book, Page 49

### 1-Look and write your opinion

- ① I think that those mountains are huge.
- ② I think that this monkey is ugly.

### 2-Look, match and write

- ① I think that this painting is ugly.
- ② I think that this painting is the best!
- ③ I think that this painting is not bad.

## Teacher's Resources

- ① <https://www.englishclub.com/vocabulary/fl-giving-opinions.htm>
- ② <http://www.multimedia-english.com/grammar/expressing-opinions-57>

**Lesson's Theme:** Comparative adverbs

**Sentence Structure:** She can more quickly than all.

1 Listen, read and say

Adverbs usually describe verbs, and they mostly (but not exclusively) end in "ly". For this lesson's purposes, when we want to compare the intensity of verbs, we can use this form:

Verb + more + adverb

She can run more quickly than all.

**Possible Mistakes**

This surely doesn't apply to all adverbs. Some adverbs take "-er" and "-est" for the comparative and superlative forms, such as "fast" and "hard".

She can run faster than all.

She can study harder than all.

### Let's Learn Phonics – Long vowel I

- Review sound for short vowel I and introduce sound for long vowel I.
- Let students listen to the track and repeat again.
- Give the students examples of long I : **bite, white, like, pipe, kite, site, shine, pine**
- Go around the classroom asking for more examples of the long I sound.

**Note:** You can use the technique provided in unit 9.

**Additional Activity:**

1. Write target short and long vowel words on the board.
2. Divide the students into two teams. Have S1s from each team come forward. Give each a marker.
3. Show a card to the remaining students and have them say the on the card word together. (Example: tape)
4. S1s should try to be the first to find the word on the board and circle it.

The fastest S1 gets a point for his or her team.

T: Come forward, please. Here are your markers. [gesturing to S1s from each team] Listen carefully to your classmates. Find the word on the board and then circle it. [holding up picture card of (tape) to other students] Say the word at the count of three. 1...2...3... Ss (excluding S1s): (Tape).

S1 of Team B: Here it is. [circling word on board] (Tape)!

T: [to students] Is that right?

Ss: Yes! (Tape)!

T: OK! Team B gets one point! Next two players, please!

# Comparative adverb

## Useful Tip

You can introduce a group of intensifiers that we usually use with comparative adverbs:

Much - far - a lot - quite a lot - a great deal - a good deal - a good bit - a fair bit

**Example:**

She can run much more quickly than all.

## Remember

Remind your students to use “please” at the end of a request to show politeness.

Can you read more quietly, please?

## Today's Word

**Prince:** noun [ C ] UK /prɪns/ US /prɪns/

An important male member of a royal family, especially a son or grandson of the king or queen

**Examples:**

- ① At the end of the fairy tale, Snow White marries the prince.
- ② Do you know the story of The Little Prince?



## Lesson 3

Page 58

# Comparative adverb

### Activity Book, Page 50

#### 1-Look and write

- ① More quickly
- ② More slowly
- ③ More quietly
- ④ More quickly
- ⑤ More slowly
- ⑥ More quietly

#### “Let’s practice phonics!”

tie – sky – vie – cry - tide –ride

### End of Unit Fun Game

<http://roomrecess.com/pages/FactOpinion.html>

### Teacher’s Resources

- ① <https://learnenglish.britishcouncil.org/en/english-grammar/adverbials/comparative-adverbs>
- ② <https://learnenglish.britishcouncil.org/en/english-grammar/adverbials/superlative-adverbs>

**Unit 14 Standards**

<b>Reading</b>	<b>Writing</b>	<b>Use of English</b>	<b>Listening</b>	<b>Speaking</b>
3R1	3W1	3Uw2	3L1	3S1
3R2	3W2	3Uw3	3L2	3S2
3R3	3W3	3Uw4	3L3	3S3
3R4	3W6	3Uw5	3L4	3S4
3R5	3W7	3Uw6	3L5	3S5
3Re6	3W8	3Uf1	3L6	3S6
3Re7		3Ug2	3L7	3S7
		3Ug4	3L8	3S8
		3Ug5		
		3Ug6		
		3Ug7		
		3Ug8		

**Lesson's Theme:** Life experiences

**New Words:**

Simple	Eaten – Simple Present: Eat
Perfect	Been – Simple Present: Be: Am/Is/Are
Verbs	
Nationalities	Chinese Indian
Adverbs	Ever

**Sentence Structure:** Have you ever ...?

Yes, I have.

No, I haven't.

## 1 Listen, read and say

We use “have you ever ...” questions to ask others whether they tried a certain experience or not.

**Example:**

“Have you ever been to Italy?”

You can explain this sentence to your class as follows, “Did you happen to visit Italy at some point in your life?”

Ask your students to read conversations in pairs. To add variety, let them add different countries/different kinds of food other than the ones in the book.

Make sure students give complete answers, “Yes, I have” or “No, I haven't”.

“Yes, he/she has” or “No, he/she hasn't”.

## Grammar Tip

**Present perfect or past simple?**

Generally, if the time is specified, we use past simple. For example:

Did you visit Italy last year?

However, this does not apply to all cases, keeping in mind the use of “since” and “for” with present perfect.

# Lesson 1

Page 60

## Simple perfect forms (interrogative)

### Today's Word

**Summer:** noun [ C or U ] UK /'sʌm.ər/ US /'sʌm.ə/

The season of the year between spring and autumn when the weather is warmest, lasting from June to September north of the equator and from December to March south of the equator

**Examples:**

- ① I visited my grandmother last summer.
- ② School ends in the summer.

### Activity Book, Page 52

#### 1-Complete the conversations

- ① Have you ever eaten Chinese food?  
Yes, I Have.  
No, I haven't.
- ② Yes, I have.  
No, I haven't.
- ③ Has Lily ever seen an Indian lion?  
Yes, she has.
- ④ Has Jack ever lost his ball?  
No, he hasn't.

### Teacher's Resources

- ① <http://busyteacher.org/3679-how-to-teach-present-perfect.html>
- ② [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/13\\_questions\\_10\\_-\\_have\\_you\\_ever/present-perfect-13/21242](https://en.islcollective.com/resources/printables/worksheets_doc_docx/13_questions_10_-_have_you_ever/present-perfect-13/21242)

### Simple perfect forms (statements)

**Lesson's Theme:** Cause and effect

**New Words:**

Simple	Travelled – Simple Present: Travel
Perfect	Done – Simple Present: Do
Verbs	Given – Simple Present: Give
	Broken – Simple Present: Broke
	Lost – Simple Present: Lose

**Sentence Structure:** I can't play basketball because I have broken my leg.

#### 1 Listen read and match

Begin your lesson by explaining the uses of present perfect. One of the uses of simple perfect is to talk about an action that has happened at an unspecified time in the past, and whose effects are still perceptible in the present. Present a few examples to demonstrate how present perfect works:

The dog is wet because he has been out in the rain.

Going out in the rain is the action that happened at an unspecified time in the past. Its effects (the dog being wet) are still visible in the present. That's why, in this sentence, we used present simple (to talk about the effects that we can still see in the present), and simple perfect (to talk about what happened in the past).

Having explained the rule for simple perfect, ask your students to work individually on this exercise. Check their answers and evaluate their comprehension. Each time a student gives a sentence, ask them to explain why they have used simple perfect and simple present Help them in answering when necessary.

**Key**

I can't open the door because I have lost the keys.

I can't play basketball because I have broken my leg.

Sophie is sad because she hasn't travelled with her dad.

They won't go to the theatre because they haven't done their homework.

Oscar is taking photos because his dad has given him a new camera.

### Today's Word

**Winter:** noun [ C or U ] UK /'wɪn.tər/ US /'wɪn.t̬ə-/

The season between autumn and spring, lasting from November to March north of the equator and from May to September south of the equator, when the weather is coldest

#### **Examples:**

- ① This winter is warmer than usual.
- ② Winter is the coldest season of the year.

### Activity Book, Page 53

#### **1-Look read and match**

- ① Oscar can't open the door because he has lost his keys.
- ② Sophie is sad because she hasn't travelled with her dad.
- ③ They won't go to the cinema because they haven't done their homework.
- ④ Max is taking photos because his dad has given him a new camera.

#### **2-Look, write and point**

- ① He can't play basketball because he has broken his leg.
- ② She won't watch TV because she hasn't done her homework.

### Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/present/present-perfect-simple-i-have-worked>
- ② [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/the\\_present\\_perfect\\_tense/present-perfect-preintermediate/16275](https://en.islcollective.com/resources/printables/worksheets_doc_docx/the_present_perfect_tense/present-perfect-preintermediate/16275)

**Lesson's Theme:** Review

**New Words:**

Simple                      Played – Simple Present: Play  
Perfect                      Wear – Simple Present: Worn  
Verbs

**Sentence Structure:** Have you been to America?  
Yes, I have/No, I haven't.

### 1 Look, ask and answer

Have your students work in pairs in asking and answering questions. Listen to their exchange.

**Key**

- ① Have you been to Egypt?  
No, I haven't.
- ② Have you been to Turkey?  
Yes, I have. It's a beautiful country.
- ③ Have you been to Malaysia?  
Yes, I have. It's a wonderful country.

### 2 Look, ask and answer

Let your students work in pairs in asking and answering questions. Listen to their conversation.

**Key**

- ① Have you ever been to South Africa?  
Yes, I have.
- ① Have you ever played tennis?  
No, I haven't.
- ② Have you ever eaten Mansaf?  
No, I haven't.
- ③ Have you ever worn a folk costume?  
Yes, I have.

### Let's Learn Phonics – Long vowel O

- Review sound for short vowel O and introduce sound for long vowel O.
- Let students listen to the track and repeat again.
- Give the students examples of long O : **phone, home, rose, code, road, coat, hope**
- Go around the classroom asking for more examples of the long O sound.

**Note:** You can use the technique provided in unit 9.

**Additional Activity:** Use the one mentioned in unit 13

### Today's Word

**Autumn:** noun [ C or U ] UK /'ɔː.təm/ US /'ɑː.təm/ us usually fall

The season of the year between summer and winter, lasting from September to November north of the equator and from March to May south of the equator, when fruits and crops become ready to eat and are picked, and leaves fall

**Examples:**

- ① Autumn is my favourite season.
- ② In autumn, leaves turn orange and yellow.



### Simple perfect forms - summing up

#### Activity Book, Page 54

##### 1-Look, ask and answer

- ① Have you ever been to France?  
No, I haven't.  
Yes, I have.
- ② Have you ever been to Turkey?  
No, I haven't.  
Yes, I have.
- ③ Have you ever been to Lebanon?  
No, I haven't.  
Yes, I have.

##### 2-Look, ask and answer

- ① Have you ever worn a suit?  
Yes, I have.
- ② Have you ever played volleyball?  
No, I haven't.
- ③ Have you ever eaten pizza?  
Yes, I have.

##### “Let’s practice phonics!”

blow – mole - coat – hollow – slow – soap

#### Teacher’s Resources

- ① [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/speaking\\_cards\\_present\\_perfect/present-perfect-perfect/18774](https://en.islcollective.com/resources/printables/worksheets_doc_docx/speaking_cards_present_perfect/present-perfect-perfect/18774)
- ② [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/have\\_you\\_ever\\_speaking\\_cards/present-perfect-or/82747](https://en.islcollective.com/resources/printables/worksheets_doc_docx/have_you_ever_speaking_cards/present-perfect-or/82747)

#### End of Unit Fun Game

<http://learnenglishkids.britishcouncil.org/en/grammar-practice/present-perfect-experiences>

## Listening Skills, Page 64

### 1 Listen and choose

#### Conversation one:

- What do you think, Oscar? Is the new place excellent to you?
- Mmm! I don't know. I think it is not bad, but I don't like it.

#### Conversation two:

- Lily, look! These dresses are gorgeous! I like them a lot. Which one is the best?
- They are pretty good, but I think that the black dress is the best.

#### Conversation three:

- Jack: Look! Number two is faster than number one. He's faster than number three also!
- Max: Yes, he runs more quickly than everyone.

#### Conversation four:

- Can you walk faster please, please!
- Why?
- Because we are late. We should be at the man's farm early. The last time he was very angry when we were late!

#### Conversation five:

- Hello Emily! What did you do yesterday?
- Hello Sophie. I went to Lily's house, and we played some games. We missed you.
- I missed you too. Can you come to my house today?
- Yes, I can, but I will ask my father first.

## Reading Skills, Page 65

### 1 Read and answer

- |                  |                                   |                                     |
|------------------|-----------------------------------|-------------------------------------|
| ① Yes, I have.   | ③ Yes, I have, and I liked it.    | ⑤ Yes, I have. The car was damaged. |
| ② No, I haven't. | ④ Yes, I have. I went to Cypress. | ⑥ No, I haven't.                    |

## Activity Book, Page 56

## ① Listen and choose

**Conversation one:**

- What do you think, Oscar? Is the new place excellent to you?
- Mmm! I don't know. I think it is not bad, but I don't like it.

**Conversation two:**

- Lily, look! These dresses are amazing! I like them very much. Which one do you like the best?
- They are all pretty good, but I think that the black dress is the best.

**Conversation three:**

- Jack: Look! Number two is faster than number one. He's faster than number three also!
- Max: Yes, he is the fastest. He runs very fast.

**Conversation four:**

- Hurry up, please!
- Why? Why are you running?
- Because we are late. We should give the farmer his tools. The last time he was very angry when we were late!

**Conversation five:**

- Hello Emily! What did you do the last weekend?
- Hello Sophie. Nothing much! I went to Lily's house, and we had much fun. We really wanted you there.
- I wanted to come too. Ok, can you come to my house next weekend?
- Yes, I can, but, I will ask my father first.

## Activity Book, Page 57

## ① Read, ask and answer

- ① She is sad because her arm is broken.
- ② She is happy because she has got a cat.
- ③ She is cheerful because her exam results are excellent.
- ④ He is afraid because bees are chasing him.

*Unit 16 Standards*

<i>Reading</i>	<i>Writing</i>	<i>Use of English</i>	<i>Listening</i>	<i>Speaking</i>
3R1	3W1	3Uw2	3L1	3S1
3R2	3W2	3Uw3	3L2	3S2
3R3	3W3	3Uw4	3L3	3S3
3R4	3W6	3Uw5	3L4	3S4
3R5	3W7	3Uw6	3L5	3S5
3Re6	3W8	3Uf1	3L6	3S6
3Re7		3Ug2	3L7	3S7
		3Ug4	3L8	3S8
		3Ug5		
		3Ug6		
		3Ug7		
		3Ug8		
		3Ug9		

Relative clause  
(Which + Where)**Lesson's Theme:** Relative clauses**New Words:**

Relative	Where
Pronouns	When

**Sentence Structure:** This is where I live.

This is the colour which I want.

**1 Listen read and say**

Begin your lesson by reading the sentences to your class. Write the relative pronouns used in the lesson on the board and introduce their function; we use relative pronouns to focus on something or someone.

For this lesson's purposes:

**Which** focuses on things.

**Where** focuses on places.

This is the colour which I want: **Which** focuses on the colour (thing).

This is the restaurant where I eat my lunch: **Where** focuses on the restaurant (place).

**Today's Word**

**Alarm:** noun UK /ə'la:m/ US /ə'la:rm/

If an electronic device such as a watch or computer has an alarm, it can be set to make a noise at a particular time.

**Examples:**

- 1 I set the alarm for six o'clock every day.
- 2 This morning, I woke up to the sound of my alarm.

# Lesson 1

Page 68

## Relative clause (Which + Where)

### 1 Activity Book, Page 58

#### 1-Look, read and choose

- ① a-Where
- ② b-Who
- ③ a-Which
- ④ b-Who
- ⑤ c-Where
- ⑥ a-Which
- ⑦ b-Who
- ⑧ a-Which

### Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/relative-clauses/relative-clauses>
- ② [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/relative\\_pronouns\\_whowhichwhere/relative-clauses-intermediate/7483](https://en.islcollective.com/resources/printables/worksheets_doc_docx/relative_pronouns_whowhichwhere/relative-clauses-intermediate/7483)

## Lesson 2

Page 69

# Relative clauses (Who)

**Lesson's Theme:** Relative clauses

**New Words:**

Nouns            Play  
                    Calculator  
                    Light bulb  
                    Telescope  
                    Microphone  
                    Piano  
                    Elevator

Relative        Who  
Pronouns

**Sentence Structure:** This is the man who wrote plays.

### 1 Listen, read and say

Begin your lesson by revising the relative pronouns of the previous lesson, “which” and “where”.

Read the sentences then write “who” on the board.

**Who:** Focuses on people.

William Shakespeare is the man who wrote plays. **Who:** Focuses on William Shakespeare (people).

Introduce making questions using a relative pronoun; tell your students that in order to make a question about people, replace the person’s name with “who” and add a question mark (?) at the end of the sentence.

Examples:

(Alexander Graham Bell) Who is the man who wrote plays?

(Alexander Graham Bell) Who is the man who invented the telephone?

### 2 Look and ask your teacher

Ask your students to work individually on this exercise. Have them read their questions to class and see if someone knows the answer. If nobody does, then you can give the answer yourself.

## Lesson 2

Page 69

## Relative clauses (Who)

### Key

- ① Who invented the light bulb?  
Thomas Edison invented the light bulb.
- ② Who invented the telephone?  
Alexander Graham Bell invented the telephone.
- ③ Who invented the microphone?  
Emile Berliner invented the microphone.
- ④ Who invented the telescope?  
Hans Lippershey invented the telescope.
- ⑤ Who invented the piano?  
Bartolomeo Cristofori invented the piano.
- ⑥ Who invented the elevator?  
Elisha Graves Otis invented the elevator.

### Today's Word

**Vase:** noun [ C ] UK /vɑːz/ US /veɪs/  
A container for holding flowers or for decoration

#### Examples:

- ① I got a beautiful vase from my mother for my birthday.
- ② I'm sorry I broke your vase.

### Activity Book, Page 59

### Teacher's Resources

- ① [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/grammar\\_for\\_beginners\\_whowhich/relative-clauses-preintermediate/41131](https://en.islcollective.com/resources/printables/worksheets_doc_docx/grammar_for_beginners_whowhich/relative-clauses-preintermediate/41131)
- ② <http://busyteacher.org/22209-relative-clauses-6-simple-class-activities.html>

### 1- Find the mistakes and rewrite the sentences

- ② I'm in the park where we ate yesterday.
- ③ Show me the homework which you did.
- ④ The woman who is coming to us is my mum.
- ⑤ This is my family, and this is the house where I live.
- ⑥ I want another pair of shoes like the one I bought yesterday.



**Lesson's Theme:** Relative clauses review

### 1 Read and write

This lesson is a review of the previous two lessons. Ask your students to work on this exercise individually and check their answers.

#### Key

Left column:

Right column:

① Where

① Where

② Who

② Who

③ Which

③ Which

## Let's Learn Phonics – R Controlled Vowel /ur/

#### Introduction:

The bundle covers the *ar*, *or*, *er*, *ir* and *ur* vowel sounds. There are three packets in the bundle: **ar** words, **or** words and **er, ir and ur** words together. When introducing/teaching the **er, ir and ur** sounds, it is important to note that these last three r-controlled vowels all make the /er/ sound. Since students cannot know which spelling is correct just by the sound itself, they need practice. When student see the words in a variety of ways and in different formats, they begin to “see” and memorize which option goes with each word.

One of the most useful methods to help children understand how adding r changes a vowel sound is to ask them to compare words with and without r-controlled versions of the same vowels. For

Example, starting with one syllable words, asks children to pronounce words without r, like **fun**, **cave**,

**bun**, and then ask them to pronounce similar words with r, like **furniture**, **curve**, **burn**. Then ask them if they notice the difference.

**Examples** /ur/: hurt – fur – turn – surf – nurse – burn – purse – blur – disturb

# Lesson 3

Page 70

## Relative clauses (Intensification)

### Today's Word

**Gate:** noun [ C ] UK /geɪt/ US /geɪt/

A part of a fence or outside wall that is fixed at one side and opens and closes like a door, usually made of metal or wooden strips

#### Examples:

- ① The gate opened when the car arrived.
- ② We entered the park through the main gate.

### Activity Book, Page 60

#### 1-Look, write and say

- ① This is the car which the company will give you.
- ② The airport is the place where planes take off and land.
- ③ This is Dora the Explorer who travels to new places.
- ④ The man who is in the picture is Lily's grandfather.

#### “Let's practice phonics!”

Match third with 1st picture

Match blurry with 2nd picture

Match pearl with 4th picture

Match search with 3rd picture

Match fur with 5th picture

Match girl with 6th picture

### Teacher's Resources

- ① <https://en.islcollective.com/resources/which/relative-clauses-intermediate/8804>
- ② [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/grammar\\_for\\_beginners\\_whowhich/relative-clauses-preintermediate/41131](https://en.islcollective.com/resources/printables/worksheets_doc_docx/grammar_for_beginners_whowhich/relative-clauses-preintermediate/41131)

### End of Unit Fun Game

<http://www.teach-this.com/resources/grammar/relative-clauses-pronouns>

*Unit 17 Standards***Reading      Writing      Use of English      Listening      Speaking**

3R1      3W1      3Uw2      3L1      3S1

3R2      3W2      3Uw3      3L2      3S2

3R3      3W3      3Uw4      3L3      3S3

3R4      3W6      3Uw5      3L4      3S4

3R5      3W5      3Uw6      3L5      3S5

3Re6      3W7      3Uf1      3L6      3S6

3Re7      3W8      3Ug2      3L7      3S7

3Ug4      3L8      3S8

3Ug5

3Ug6

3Ug7

3Ug8

3Ug9

3Uf2

**Lesson's Theme:** Hypothetical situations

**New Words:**

Verbs

Reach

**Sentence Structure:** What will you do?

### 1 Look, read and answer

This lesson introduces imagined situations then poses the question, "What will you do?" It also tests the students' ability to connect sentences and make a very short narrative.

Students have to know that:

- ① "Will" is always followed by a verb in zero (base) form.
- ② "Will" doesn't take an "-s" or "-ing".
- ③ "Will" refers to the future or to hypothetical situations.
- ④ In making questions, the subject and "will" are reversed. We don't use "do, does, did".
- ⑤ The negative form of will is "won't/will not".

**Common Mistake**

In making decisions, we use "will" and not present simple.

Example:

I will never forget my homework again.

I never forget my homework again.

### Today's Word

**City:** noun [ C ] UK /'sɪt.i/ US /'sɪt̩.i/

A large town

**Examples:**

- ① I live in a big city.
- ② Big cities are usually very crowded.

**Activity Book, Page 62**

**1-Look read and choose**

- ② I will scream for help.
- ③ We will run fast and try not to look behind us.
- ④ I will wait for the caller to ring again.
- ⑤ I will call my mother and ask her to open the door for me.
- ⑥ I will help the blind man cross the street.

**Teacher's Resources**

- ① <http://dictionary.cambridge.org/grammar/british-grammar/modals-and-modality/modality-forms>
- ② <http://dictionary.cambridge.org/grammar/british-grammar/modals-and-modality/will>

**Lesson's Theme:** Ability

**New Words:**

Verbs	Buy
	Drive
	Build
	Catch
	Grow
	Fight

Adjectives	Dead
------------	------

**Sentence Structure:** He couldn't drive when he was 17.

### 1 Listen, read and say

Read new words to class. Explain their meaning through mime. You can also introduce the past tense of these verbs.

Exercise:

Ask your students to work individually in writing sentences using these verbs either in present or past simple.

### 2 Listen, read and act

Rules students should know about modal verb "could":

- 1 "Could" is always followed by a verb in zero (base) form.
- 2 "Could" doesn't take an "-s" or "-ing".
- 3 "Could" refers to ability.
- 4 "Could" is the past tense of "can".
- 5 In making questions, the subject and "could" are reversed. We don't use "do, does, did".
- 6 The negative form of "could" is "couldn't/could not".

This lesson revises a number of previously learned information, for example, past simple tense, comparative adverbs, adjectives and causality.

Read sentences to class. Note to your students that in a sentence or a narrative, tenses should be compatible. The sentences in this exercise use "could" (past tense) with verbs in past simple (was and broke).

## Modals (could)

### Today's Word

**Road:** noun [ C or U ] UK /rəʊd/ US /roʊd/  
A long, hard surface built for vehicles to travel along

#### Examples:

- ① Be careful when you cross a main road.
- ② There's a coffee shop on the other side of the road.

### Activity Book, Page 63

### Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/modals-and-modality/could>
- ② <http://www.englishworksheets.com/ability-inability-1.html>

#### 1-Look and write sentences

- ② The plant is growing fast.
- ③ The man is driving a taxi.
- ④ The kids are fighting, and they're angry.
- ⑤ The woman is buying a package.
- ⑥ Oscar always catches the ball in the right time.

**Lesson's Theme:** Ability

**New Words:**

Noun                      Hooray

**Sentence Structure:** He couldn't drive when he was 17.

### 1 Look, point and say

In the previous lesson, students learnt that in a sentence or narrative, tenses should be compatible. In this lesson, students will learn how to combine past simple and present simple in a narrative while remaining coherent.

Read sentences to class. Note that when we used "could" there was an indicator that we were talking about the past (when clause using past tense verbs). Similarly, when we used "can", there was an adverb referring to the present "now".

Things students should know about modal verb "can":

- ① "Can" is always followed by a verb in zero (base) form.
- ② "Can" doesn't take an "-s" or "-ing".
- ③ "Can" refers to ability.
- ④ In making questions, the subject and "can" are reversed. We don't use "do, does, did".
- ⑤ The negative form of "can" is "can't/cannot".

### Let's Learn Phonics – R Controlled Vowel /ar/

**Use a 'Compare and Contrast' Strategy.**

- Have your students read CVC words containing short 'a', for example: 'can', 'cat', 'cab', and 'cap'. Tell the students that the consonant 'r' changes the sound of the vowel immediately before it and read the word 'car' for them.
  - Repeat the process with other CVC words, asking the students to read the word with 'ar'
- Examples /ar/: far – guitar – star – card – yard – chart – scarf – art – part

**Additional Activity:**

1. Give your child activity sheet.
2. Read a word from the word list to your child (spark).
3. Ask your child to repeat the word, tell you which r-controlled vowel (/ar/, /er/, /or/) he or she hears in the word, and tell you how to spell it (spark, /ar/, ar).
4. Ask your child to spell the word in the correct column on the activity sheet. Help your child pull apart each sound in the word (/s/ /p/ /ar/ /k/) if needed.
5. Ask your child to read the word. Help your child blend the sounds together if needed.
6. Discuss the meanings of any unknown words



# Could/Can

## Today's Word

**Downtown:** adjective [ before noun ], adverb UK / ,daʊn 'taʊn/ US / ,daʊn 'taʊn/ us uk central, centrally  
In or to the central part of a city

**Examples:**

- ① Last week, I went shopping downtown with my friends.
- ② Usually, there's a lot of traffic downtown.

## Activity Book, Page 64

### 1-Read and write

- ① Can
- ② Can't
- ③ Couldn't
- ④ Can
- ⑤ Couldn't, can
- ⑥ Couldn't
- ⑦ Can
- ⑧ Couldn't

### "Let's practice phonics!"

- a. jar
- b. car
- c. marble

## Teacher's Resources

- ① <http://busyteacher.org/24213-can-cant-could-couldnt-multiple-choice-test.html>
- ② <http://busyteacher.org/23581-can-you-.html>

## End of Unit Fun Game

<http://learnenglishkids.britishcouncil.org/en/grammar-practice/modals-can-and-cant>

**Unit 18 Standards**

<b>Reading</b>	<b>Writing</b>	<b>Use of English</b>	<b>Listening</b>	<b>Speaking</b>
3R1	3W1	3Uw2	3L1	3S1
3R2	3W2	3Uw3	3L2	3S2
3R3	3W3	3Uw4	3L3	3S3
3R4	3W6	3Uw5	3L4	3S4
3R5	3W5	3Uw6	3L5	3S5
3Re6	3W7	3Uf1	3L6	3S6
3Re7	3W8	3Ug2	3L7	3S7
		3Ug4	3L8	3S8
		3Ug5		
		3Ug6		
		3Ug7		
		3Ug8		
		3Ug9		
		3Uf2		

**Lesson's Theme:** Shapes

**New Words:**

Noun

Circle

Oval

Triangle

Square

Rectangle

Heart

Star

Diamond

Octagon

Pentagon

Hexagon

Crescent

Shape

Past

Called – Present simple: Call

Tense

Verbs

**Sentence Structure:** What's this shape called?

### 1 Listen, look and say

Read the new words and draw the corresponding shapes on the board.

**Activity:** Divide your class into groups. Assign a shape word to each group and ask them to draw it and colour it.

### 2 Look, ask and answer

Draw a shape on the board and ask your class, "What's this shape called?" Give them a chance to answer.

If no one guessed, say, "It's called a ..."

On the board, write:

What's this shape called?

# Lesson 1

Page 76

be called + noun

It's called a ...

Give a few other examples, then have your students work in pairs in making questions about shapes and answering them.

**Tip:** If there is a verb after verb to be, it should be either in the continuous tense (past or present) or the perfect tense (present perfect or past perfect).

To explain the difference between "it's called" and "it's calling", draw a circle with a mouth and a speech bubble and write "it's calling".

## Today's Word

**Tennis:** noun [ U ] US UK /'ten.ɪs/

A game played between two or four people on a special playing area that involves hitting a small ball across a central net using a racket

### Examples:

- ① Tennis is my favourite sport.
- ② Last year, I joined the school tennis team.



## Activity Book, Page 66

### 1-Write, ask and answer

- ① What's this shape called?  
It's called a circle.
- ② What's this shape called?  
It's called oval.
- ③ What's this shape called?  
It's called a triangle.

# Lesson 1

Page 76

be called + noun

- ④ What's this shape called?  
It's called a square.
- ⑤ What's this shape called?  
It's called a rectangle.
- ⑥ What's this shape called?  
It's called a heart.
- ⑦ What's this shape called?  
It's called a star.
- ⑧ What's this shape called?  
It's called a diamond.

## Teacher's Resources

- ① [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/easter\\_-\\_shapes\\_and\\_colours/shapes-beginner-prea1/4445](https://en.islcollective.com/resources/printables/worksheets_doc_docx/easter_-_shapes_and_colours/shapes-beginner-prea1/4445)
- ② [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/can\\_you\\_recognise\\_your\\_shapes/shapes-shapes-beginner/42285](https://en.islcollective.com/resources/printables/worksheets_doc_docx/can_you_recognise_your_shapes/shapes-shapes-beginner/42285)

## Lesson 2

Page 77

### Infinitive of purpose

**Lesson's Theme:** Infinitive of purpose

**New Words:**

Noun

License

**Sentence Structure:** I'm going to the theatre to see a play.

### 1 Listen, look and say

Read examples to class. Ask them what the part coloured in red is called, then say it's called the infinitive.

On the board, write the infinitive form:

To + Verb

In the infinitive, "to" is always followed by a verb in zero form.

The infinitive of purpose usually, answers the question "why".

For example:

Why do you want to travel to Britain?

I want to travel to Britain to see my uncle.

We can join two infinitives in a sentence using the conjunction "and".

For example:

I came to the library to read a novel and to study.

### Today's Word

**Volleyball:** noun [ U ] UK /'vɒl.i.bɔ:l/ US /'vɑ:.li.bɑ:l/

A game in which two teams use their hands to hit a large ball backwards and forwards over a high net without allowing the ball to touch the ground

**Examples:**

- 1 I like to play volleyball.
- 2 Volleyball is my favourite sport.

### Activity Book, Page 67

#### 1-Look and write

- ② I will help you to carry the boxes.
- ③ I'm building a house live in it.
- ④ I am going to buy some food.
- ⑤ I'm travelling to work abroad.
- ⑥ I am studying to pass the exam.

### Teacher's Resources

- ① <https://learnenglish.britishcouncil.org/en/english-grammar/verbs/infinite>
- ② <http://www.grammaring.com/the-infinite-of-purpose>

**Lesson's Theme:** Infinitive of purpose

**New Words:**

Verbs

Catch

**Sentence Structure:** I'm going to the theatre to see a play.

### 1 Look and say

This exercise tests the class's understanding of the previous lesson. Ask them to work individually on it and check their answers.

**Key**

- ① She's going to the shop to buy chocolate.
- ② He is studying to pass the exams.
- ③ He is taking photos to give to his father.

### 2 Look, ask and answer

Have your students work in pairs in asking and answering using the infinitive of purpose.

**Key**

- ① Why do you eat?  
I eat to stay strong.
- ② Why do you watch TV?  
I watch TV to catch new movies.
- ③ Why do you study English?  
I study English to pass the exams.
- ④ Why do you see your friends?  
I see my friends to play cards together.

### Today's Word

**Diving:** noun [ U ] UK /'daɪ.vɪŋ/ US /'daɪ.vɪŋ/  
The sport of jumping into water, especially with your head and arms going in first, or of swimming underwater

**Examples:**

- ① Dina is afraid of diving because she is a bad swimmer.
- ② I will go diving with my family next summer.



## Let's Learn Phonics – R Controlled Vowel /or/

Ask students to compare words with and without r-controlled versions of the same vowels. For

Example, starting with one syllable words, asks children to pronounce words without r, like **pot, ton, shot** and then ask them to pronounce similar words with r, like **port, torn, short**. Then ask them if they notice the difference.

**Examples /or/:** form – storm – cork – sort – core – store – before – adore

**Additional Activity:** Use activity provided in the previous unit

## Activity Book, Page 68

### 1-Look, ask and answer

- ① Why is he studying?  
He's studying to get good marks.
- ② Why is he getting dressed?  
He's getting dressed to go to school.
- ③ Why are they reading?  
They're reading to take notes.
- ④ Why is she cooking?  
She's cooking to eat dinner with her family.

**“Let's practice phonics!”**

soar – more – store – north – board – short

**Teacher's Resources**

- ① [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/infinitive\\_of\\_purpose/purpose-preintermediate-a2/14702](https://en.islcollective.com/resources/printables/worksheets_doc_docx/infinitive_of_purpose/purpose-preintermediate-a2/14702)
- ② <https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/grammar-games-infinitives-of-purpose-worksheet.pdf>

**End of Unit Fun Game**

<https://learnenglishkids.britishcouncil.org/en/grammar-practice/infinitives>

**Unit 19 Standards**

<b>Reading</b>	<b>Writing</b>	<b>Use of English</b>	<b>Listening</b>	<b>Speaking</b>
3R1	3W1	3Uw2	3L1	3S1
3R2	3W2	3Uw3	3L2	3S2
3R3	3W3	3Uw4	3L3	3S3
3R4	3W6	3Uw5	3L4	3S4
3R5	3W5	3Uw6	3L5	3S5
3Re6	3W7	3Uf1	3L6	3S6
3Re7	3W8	3Ug2	3L7	3S7
		3Ug4	3L8	3S8
		3Ug5		
		3Ug6		
		3Ug7		
		3Ug8		
		3Ug9		
		3Uf2		

Common verbs  
combination**Lesson's Theme:** Common verbs**New Words:** Win

Hide

Shout

Push

Pull

This lesson introduces a number of common verbs. You can explain their meanings to class employing different methods like antonyms and synonyms or mime.

**Activities**

Ask your students to put these new words in useful sentences. Listen to as many answers as you can.

**Activity Book, Page 70****1-Look, write and say**

Push

Follow

Shout

Hid

Pull

**Today's Word**

**University:** noun [ C ] UK /,juː.nɪ'vɜː.sə.ti/ US /,juː.nə'vɜː.sə.ti/

a place where people study for an undergraduate (= first) or postgraduate (= higher level) degree

**Examples:**

- ① My sister goes to the university 5 days a week.
- ② Oxford University is the oldest university in England.

**Lesson's Theme:** Asking for advice and making offers

**New Words:**

Verbs

Shout

Push # Pull

**Sentence Structure:** Shall I bring you some sugar?

**1 Listen, read and say**

“Shall” is the third modal for students to study after “will” and “could”.

List the uses of “shall” to your class:

- ① “Shall”, in question form, is used to make offers, to make suggestions, and also to ask for advice.

For example:

- Ⓐ Shall we call the police? (Suggestion)
- Ⓑ Shall I bring you some sugar, sir? (Offer)
- Ⓒ Shall I see a play or shall I play tennis? (Asking for advice)
- Ⓓ Shall I push or pull? (Asking for advice)

- ② In formal contexts, “shall” can be used to express predictions and decisions in a way similar to “will”.

However, it can be used this way only with pronouns “I” and “we”.

For example:

Next year, we shall win and be the best.

**Today's Word**

**Clinic:** noun [ C ] UK /'kln.ɪk/ US /'kln.ɪk/

A building, often part of a hospital, to which people can go for medical care or advice relating to a particular condition

**Examples:**

- ① Mathilda is a doctor, and she works in a clinic.
- ② You can go to the free clinic to get free medical care.

### Activity Book, Page 71

#### 1-Look and write

- ② Shall I go to the coffee shop to see my friends?
- ③ Shall I go to the library to borrow a book?
- ④ Shall I go to the zoo to see the animals there?
- ⑤ Shall I go to the summer festival to see the dolphins?
- ⑥ Shall I go shopping to buy new clothes?

### Teacher's Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/modals-and-modality/shall>
- ② [http://www.english-room.com/willshall\\_5.htm](http://www.english-room.com/willshall_5.htm)

**Lesson's Theme:** Obligations

**New Words:**

Adjectives                      Quiet

**Sentence Structure:** You have to be careful next time!

## 1 Look and say

“Have to” is the fourth modal that students will study after “will”, “should” and “shall”.

“Have to” is used to express obligation. “Had to” is the past form.

Have to/had to is followed by a verb in zero form.

Read sentences to class. You can propose similar situations and have your students express an obligation in a sentence containing have/had to.

For example:

**Proposed situation:** I lost my keys.

**Obligation:** You have to look for them.

## Let's Learn Phonics – Revision

Student book Answer key

Circle the word **me**

### Today's Word

**Garage:** noun UK /'gær.ɑ:ʒ/ /'gær.ɪdʒ/ US /gə'rɑ:ʒ/

A building where a car is kept, built next to or as part of a house

#### Examples:

- ① Did you put the car in the garage?
- ① Your garage looks very old. It needs some repairing.

# Have to/had to

## Activity Book, Page 72

### 1-Look and write

- ② She has to stay quiet.
- ③ He has to pay for the toy.
- ④ She had to be on time.
- ⑤ He has to study.

### “Let’s practice phonics!”

float – cone – bow  
cube – noon - June

## Teacher’s Resources

- ① <http://dictionary.cambridge.org/grammar/british-grammar/modals-and-modality/shall>
- ② [http://www.english-room.com/willshall\\_5.htm](http://www.english-room.com/willshall_5.htm)

## End of Unit Fun Game

<http://www.eslgamesworld.com/members/games/grammar/basketball/modals%20can%20must%20would/modals%20can%20must%20would.html>

## Listening Skills, Page 84

## ① Listen and mark

**Conversation one:**

- I don't know what to do in the weekend! Shall I go and visit my friends? Or shall I play tennis?  
I think playing tennis is the best idea.

**Conversation two:**

Oh! I am late again for the bus! Now, I will be late for the school, too. I had to be on time.

**Conversation three:**

Emily: Max! Are you travelling to France?

Max: Yes, Emily. I am.

Emily: Why? What will you do there?

Max: Mmmm, I will go there to study and to work in my dad's company.

**Conversation four:**

Sophie: I am sad!

Lily: Why, Sophie?

Because I couldn't study yesterday, and I failed in the exam. My mother will be angry.

**Conversation five:**

Sophie: Jack! Who is this man?

Jack: He's the man that we saw yesterday who gave us the papers.

Sophie: Oh! Yes. I know him now. He was with blue pants and black jacket.

## Reading Skills, Page 85

## ① Read and correct the mistakes

- ① This is the woman whom I saw yesterday in the supermarket.
- ② What will you do tomorrow?  
I will go to play tennis with my friends.
- ③ I couldn't swim when I was a baby.
- ④ I will go to Argentina to visit my aunt.
- ⑤ This is the place where I lost my money.
- ⑥ You have to do the homework next time.



**Activity Book, Pages 74**

**Talk and write about the people in this picture**

- ① The man is late for work.
- ② Emily is younger than her grandfather.
- ③ The girl is happy because she got a cat.
- ④ The boy is afraid because bees are following him.
- ⑤ The box is heavy.
- ⑥ The boy is climbing the tree to get his kite.
- ⑦ Oscar is shorter than his father.
- ⑧ The boy is hungry.
- ⑨ The girl is angry.
- ⑩ Sophie is going to school.
- ⑪ The baby is noisy.

**Activity Book, Page 75**

**① Listen, read and correct the mistakes**

<b><i>Mistake 1</i></b>	<b><i>Mistake 2</i></b>
Travelled: Travel	Meeting: Meet
Can't: Couldn't	Could: Can
Did: Do	Winning: Win
Which: Where	On: At
Has: Have	(?): (.)

# Today's Words!

in Order of Appearance:

Unit  
1

Hot, Warm, Wet

Unit  
3

Humid, Dry, Dusty

Unit  
2

Boiling, Breezy,  
Freezing

Unit  
4

Cold, Foggy, Cloudy

Unit  
7

Grab, Finish, Escape

Unit  
6

Add, Damage, Drop

Unit  
11

Airplane, Airport,  
Army

Unit  
8

Kick, Pass, Reach

Unit  
9

Mix, Lock, Scratch

Unit  
12

Popcorn, Bread,  
Pineapple

Unit  
13

King, Queen, Prince

Unit  
14

Summer, Winter,  
Autumn

Unit  
17

City, Road, Downtown

Unit  
16

Alarm, Vase, Gate

Unit  
18

Tennis, Volleyball,  
Diving

Unit  
19

University, Clinic,  
Garage

# Teacher's Resources in Order of Appearance:

- ① [http://www.firstpalette.com/Craft\\_themes/Nature/pinwheel/pinwheel.html](http://www.firstpalette.com/Craft_themes/Nature/pinwheel/pinwheel.html)
- ② <http://www.scholastic.com/teachers/lesson-plan/forecast-weather-weather-watch-lesson-grades-3-5>
- ③ [http://www.proteacher.org/c/105\\_Weather\\_Unit.html](http://www.proteacher.org/c/105_Weather_Unit.html)
- ④ <http://busyteacher.org/10599-the-weather-worksheet.html>
- ⑤ <http://learnenglishkids.britishcouncil.org/en/archived-word-games/paint-the-words/days-and-months>
- ⑥ <https://www.mathsisfun.com/measure/day-week-month-year.html>
- ⑦ [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/whose\\_is\\_it/possessives-elementary-a1/8690](https://en.islcollective.com/resources/printables/worksheets_doc_docx/whose_is_it/possessives-elementary-a1/8690)
- ⑧ [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/whose\\_-\\_speaking\\_activity/questions-beginner-prea1/52294](https://en.islcollective.com/resources/printables/worksheets_doc_docx/whose_-_speaking_activity/questions-beginner-prea1/52294)
- ⑨ <https://pcpi-2-ingles.wikispaces.com/file/view/THERE%20AND%20PREPOS.pdf/215483926/THERE%20AND%20PREPOS.pdf>
- ⑩ [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/the\\_house\\_-\\_prepositions\\_of\\_place/prepositions-furniture-prepositions/10901](https://en.islcollective.com/resources/printables/worksheets_doc_docx/the_house_-_prepositions_of_place/prepositions-furniture-prepositions/10901)
- ⑪ [http://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-prepositions-time.php](http://www.myenglishpages.com/site_php_files/grammar-lesson-prepositions-time.php)
- ⑫ [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/prepositions\\_of\\_time\\_-\\_in\\_an\\_at/prepositions-elementary-a1/11984](https://en.islcollective.com/resources/printables/worksheets_doc_docx/prepositions_of_time_-_in_an_at/prepositions-elementary-a1/11984)
- ⑬ [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/ordinal\\_numbers/numbers-elementary-a1/4830](https://en.islcollective.com/resources/printables/worksheets_doc_docx/ordinal_numbers/numbers-elementary-a1/4830)
- ⑭ <http://eolf.univ-fcomte.fr/wp-content/uploads/grammar/numbers/06.htm>
- ⑮ [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/many\\_\\_much\\_\\_for\\_elementary\\_level\\_\\_3\\_tasks\\_\\_with\\_key\\_\\_fully\\_editable\\_/muchmany-preintermediate-a2/5053](https://en.islcollective.com/resources/printables/worksheets_doc_docx/many__much__for_elementary_level__3_tasks__with_key__fully_editable_/muchmany-preintermediate-a2/5053)
- ⑯ [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/muchmany/muchmany-food-beginner/19501](https://en.islcollective.com/resources/printables/worksheets_doc_docx/muchmany/muchmany-food-beginner/19501)
- ⑰ <http://busyteacher.org/3609-how-to-teach-directions.html>
- ⑱ <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/giving-directions>
- ⑲ <http://busyteacher.org/12621-asking-for-giving-directions.html>
- ⑳ <https://www.ego4u.com/en/cram-up/vocabulary/directions>
- ㉑ <http://www.tefl.net/elt/articles/yl-articles/directions-kids/>
- ㉒ <https://www.edutopia.org/naturemapping-lesson-maps-directions-coordinates>
- ㉓ <http://busyteacher.org/17367-practicing-adjectives-10-fun-activities.html>
- ㉔ <http://www.cpalms.org/Public/PreviewResourceLesson/Preview/50684>

# Teacher's Resources in Order of Appearance:

- 25 <http://dictionary.cambridge.org/grammar/british-grammar/about-adjectives-and-adverbs/adjectives-forms>
- 26 <http://examples.yourdictionary.com/examples-of-comparitive-and-superlative-adjectives-for-kids.html>
- 27 [http://englishlinx.com/adjectives/comparative\\_superlative\\_adjectives/comparative-superlative-adjectives-part1.html](http://englishlinx.com/adjectives/comparative_superlative_adjectives/comparative-superlative-adjectives-part1.html)
- 28 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/comparatives\\_and\\_superlatives/comparison-comparatives-adjectives/19231](https://en.islcollective.com/resources/printables/worksheets_doc_docx/comparatives_and_superlatives/comparison-comparatives-adjectives/19231)
- 29 <http://www.eslkidsworld.com/worksheets/Adverbs%20of%20sequence%20worksheets/Adverbs%20of%20sequence%20daily%20routine%20worksheet.pdf>
- 30 <https://www.businessenglish.com/grammar/sequence-adverbs.html?lang=eng>
- 31 [http://www.kids-pages.com/folders/worksheets/Daily\\_Routines/page1.htm](http://www.kids-pages.com/folders/worksheets/Daily_Routines/page1.htm)
- 32 [http://www.kids-pages.com/folders/worksheets/Daily\\_Routines/page5.htm](http://www.kids-pages.com/folders/worksheets/Daily_Routines/page5.htm)
- 33 <http://www.language-worksheets.com/adverbs-frequency-elementary.html>
- 34 <http://www.ecenglish.com/learnenglish/lessons/much-or-many-0>
- 35 <http://dictionary.cambridge.org/grammar/british-grammar/present/present-continuous-i-am-working>
- 36 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/no-frills\\_worksheet\\_for\\_all\\_ages\\_present\\_simple\\_vs\\_present\\_continuous\\_1/present-simple-/10758](https://en.islcollective.com/resources/printables/worksheets_doc_docx/no-frills_worksheet_for_all_ages_present_simple_vs_present_continuous_1/present-simple-/10758)
- 37 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/present\\_continuous-3\\_pages/present-continuous-actions/3215](https://en.islcollective.com/resources/printables/worksheets_doc_docx/present_continuous-3_pages/present-continuous-actions/3215)
- 38 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/what\\_are\\_these\\_people\\_doing/](https://en.islcollective.com/resources/printables/worksheets_doc_docx/what_are_these_people_doing/)
- 39 <http://dictionary.cambridge.org/grammar/british-grammar/future-present-continuous-to-talk-about-the-future-i-m-working-tomorrow?q=Future%3A+present+continuous+to+talk+about+the+future+%28%E2%80%99m+working+tomorrow%29>
- 40 <http://busyteacher.org/11737-present-continuous-future-arrangements-worksheet.html>
- 41 [www.eslkidstuff.com/lesson-plans/pdf/health-sickness-lesson-plan.pdf](http://www.eslkidstuff.com/lesson-plans/pdf/health-sickness-lesson-plan.pdf)
- 42 [http://www.eslprintables.com/vocabulary\\_worksheets/health/i\\_have\\_a\\_headache\\_\\_642015/](http://www.eslprintables.com/vocabulary_worksheets/health/i_have_a_headache__642015/)
- 43 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/good\\_at\\_\\_not\\_good\\_at\\_\\_can\\_do/past-simple-/19030](https://en.islcollective.com/resources/printables/worksheets_doc_docx/good_at__not_good_at__can_do/past-simple-/19030)
- 44 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/what\\_are\\_you\\_good\\_at/school-beginner-prea1/55566](https://en.islcollective.com/resources/printables/worksheets_doc_docx/what_are_you_good_at/school-beginner-prea1/55566)
- 45 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/where\\_are\\_you\\_from/countries-elementary-a1/16918](https://en.islcollective.com/resources/printables/worksheets_doc_docx/where_are_you_from/countries-elementary-a1/16918)

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- ④6 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/countries\\_and\\_nationalities/countries-beginner-prea1/7198](https://en.islcollective.com/resources/printables/worksheets_doc_docx/countries_and_nationalities/countries-beginner-prea1/7198)
- ④7 <http://busyteacher.org/3605-how-to-teach-past-simple-reg-irreg.html>
- ④8 <http://busyteacher.org/13649-teaching-simple-past-7-simple-activities.html>
- ④9 <http://www.englishgrammar.org/tenses-time-adverbs/>
- ⑤0 <https://learnenglish.britishcouncil.org/en/english-grammar/verbs/past-tense/past-simple>
- ⑤1 [http://www.myenglishpages.com/site\\_php\\_files/grammar-exercise-simple-past.php](http://www.myenglishpages.com/site_php_files/grammar-exercise-simple-past.php)
- ⑤2 [http://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-simple-past.php](http://www.myenglishpages.com/site_php_files/grammar-lesson-simple-past.php)
- ⑤3 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/why\\_and\\_because\\_exercise/questions-beginner-prea1/33759](https://en.islcollective.com/resources/printables/worksheets_doc_docx/why_and_because_exercise/questions-beginner-prea1/33759)
- ⑤4 [http://www.eslprintables.com/grammar\\_worksheets/questions/why\\_and\\_because/Cause\\_and\\_Effect\\_۲۰۰۲۱۲/](http://www.eslprintables.com/grammar_worksheets/questions/why_and_because/Cause_and_Effect_۲۰۰۲۱۲/)
- ⑤5 <http://busyteacher.org/9613-conjunctions-worksheet-because.html>
- ⑤6 <https://www.google.jo/url?sa=t&rct=j&q=&esrc=s&source=web&cd=15&cad=rja&uact=8&ved=0ahUKEwi5s8emqofRAhXFVxQKHdnuC1gQFghQMA4&url=https%3A%2F%2Fesolonline.tki.org.nz%2Fcontent%2Fdownload%2F19522%2F162519%2Ffile%2F5.18%2BUsing%2B%255C%27why%255C%27%2Band%2B%255C%27because%255C%27%2Fesolonline.tki.ng%2B%255C%27why%255C%27%2Band%2B%255C%27because%255C%27.pdf&usq=AFQjCNGtjMBquv5vDuHFSzmHs54HVlsc1Q&sig2=Sprugx9J4INmKYFSFkTxnQ>
- ⑤7 <https://www.ego4u.com/en/cram-up/grammar/simple-past>
- ⑤8 <https://sites.google.com/site/educopediaenglish/home/exercise---why-and-because>
- ⑤9 <http://www.teach-this.com/resources/esl/giving-opinions>
- ⑥0 [http://www.myenglishpages.com/site\\_php\\_files/communication-lesson-opinion.php](http://www.myenglishpages.com/site_php_files/communication-lesson-opinion.php)
- ⑥1 <https://www.englishclub.com/vocabulary/fl-giving-opinions.htm>
- ⑥2 <http://www.multimedia-english.com/grammar/expressing-opinions-57>
- ⑥3 <https://learnenglish.britishcouncil.org/en/english-grammar/adverbials/comparative-adverbs>
- ⑥4 <https://learnenglish.britishcouncil.org/en/english-grammar/adverbials/superlative-adverbs>
- ⑥5 <http://busyteacher.org/3679-how-to-teach-present-perfect.html>
- ⑥6 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/13\\_questions\\_10\\_-\\_have\\_you\\_ever/present-perfect-13/21242](https://en.islcollective.com/resources/printables/worksheets_doc_docx/13_questions_10_-_have_you_ever/present-perfect-13/21242)
- ⑥7 <http://dictionary.cambridge.org/grammar/british-grammar/present/present-perfect-simple-i-have-worked>
- ⑥8 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/the\\_present\\_perfect\\_tense/present-perfect-preintermediate/16275](https://en.islcollective.com/resources/printables/worksheets_doc_docx/the_present_perfect_tense/present-perfect-preintermediate/16275)
- ⑥9 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/speaking\\_cards\\_present\\_perfect/](https://en.islcollective.com/resources/printables/worksheets_doc_docx/speaking_cards_present_perfect/)

# Teacher's Resources in Order of Appearance:

present-perfect-perfect/18774

- 70 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/have\\_you\\_ever\\_speaking\\_cards/present-perfect-or/82747](https://en.islcollective.com/resources/printables/worksheets_doc_docx/have_you_ever_speaking_cards/present-perfect-or/82747)
- 71 <http://dictionary.cambridge.org/grammar/british-grammar/relative-clauses/relative-clauses>
- 72 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/relative\\_pronouns\\_whowhichwhere/relative-clauses-intermediate/7483](https://en.islcollective.com/resources/printables/worksheets_doc_docx/relative_pronouns_whowhichwhere/relative-clauses-intermediate/7483)
- 73 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/grammar\\_for\\_beginners\\_whowhich/relative-clauses-preintermediate/41131](https://en.islcollective.com/resources/printables/worksheets_doc_docx/grammar_for_beginners_whowhich/relative-clauses-preintermediate/41131)
- 74 <http://busyteacher.org/22209-relative-clauses-6-simple-class-activities.html>
- 75 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/who-\\_which/relative-clauses-intermediate/8804](https://en.islcollective.com/resources/printables/worksheets_doc_docx/who-_which/relative-clauses-intermediate/8804)
- 76 [https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/grammar\\_for\\_beginners\\_whowhich/relative-clauses-preintermediate/41131](https://en.islcollective.com/resources/printables/worksheets_doc_docx/grammar_for_beginners_whowhich/relative-clauses-preintermediate/41131)
- 77 <http://dictionary.cambridge.org/grammar/british-grammar/modals-and-modality/modality-forms>
- 78 <http://dictionary.cambridge.org/grammar/british-grammar/modals-and-modality/will>
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# End of Unit Fun Game in Order of Appearance

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# Reading is Fun in Order of Appearance

- ① Read, add and act
- ② Read and act
- ③ Choose Much or Many
- ④ Do you know these places?
- ⑤ Read and answer
- ⑥ What does Lily do every day?
- ⑦ What are these people doing?
- ⑧ Read.
- ⑨ What did you do yesterday?
- ⑩ Facts
- ⑪ Read and Act.
- ⑫ Cinema
- ⑬ Where are the books?
- ⑭ I Miss my old days
- ⑮ What are these people doing and why?
- ⑯ Have to/Has to/Had to