



Al-Ronad Book MARIERS 2

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My Things LESSON 1

Objectives

At the end of this lesson students will be able to:

• Talk about personal possessions.

New language

Whose (book) is it? My, your. Beautiful, new, old.

Bring to the class

- The tape.
- The flashcards for (Beautiful, new, old).

Warm-Up

- Ask the children what English words they can remember, from the previous class make this very informal and praise children for what they can say. Correct errors simply by repeating correctly yourself without drilling.
- Ask the children if they remember any song too.
- Review the numbers.

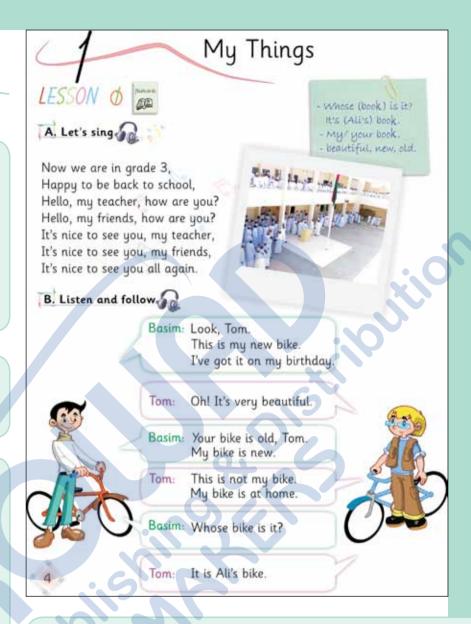
Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.
- Explain to the students the difference between Old and New.

(B) Introduce the sentence.

Point to one student thing like his



book, and ask whose book is it? And answer it's (name) book. Ask the students to repeat several times.

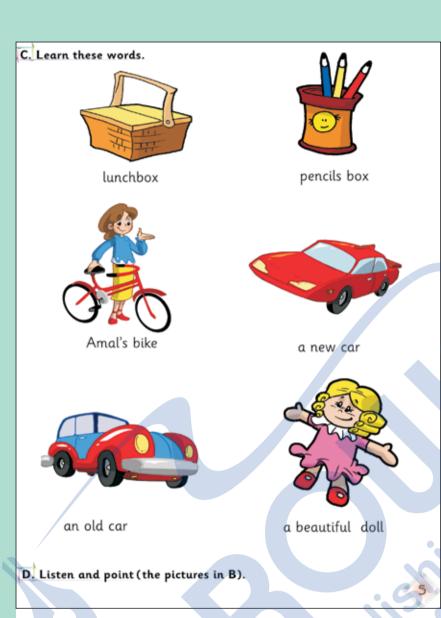
 Point to different things in the classroom and ask the students to answer: it's (Name) pencil...

(C) Introduce the question form.

- Ask whose pencil is it? Ask the students to repeat several times.
- Divide the students into pairs and have them ask and answer questions about their stuff, as in the example below:

S1: whose pencil is it? S2: it's Amal's pencil.

- Have them take turn asking and answering.
- In questions with whose, make sure students put stress on the object they are asking about.



C. Learn these words.

- Show the picture cards or ask the students to look in their books and read the new words.
- Read the words again and ask the students to repeat after you.

D. Listen and point (picture in B).

Ask the students to look at the picture in page 5.say one word and ask them to point to the proper picture.

(D) Introduce the dialogue.

• Use puppets to introduce the dialogue.

BOOKS OPEN

A. Let's sing.

- Play the song and ask the students to identify the words they recognize from the lesson.
- Sing the song and ask the students to sing with you.

B. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Read the dialogue loudly and ask the students to point to the speech and read after you.
- Ask the students to identify words they already know.

E. Read the dialogue in A, and answer the following questions.

1. What has Basim got on his birthday?

He has got a new bike.

2. Is Basim's bike new? Yes it is.

3. Is Ali's bike new?
No it isn't.

- 4. Whose bike is beautiful and new? Basim's bike is beautiful and new.
- 5. Whose bike is old?
 Ali's bike is old.

F. Ask and answer about the pictures as in the examples.

 Ask the students to look at page 6 then ask them to ask and answer as in the example.

Whose lunchbox is it? It is Sami's lunchbox. Whose ski is it?

It is Ali's ski.

Whose shoes is it?

It is Bilal's shoes.

Whose doll is it?

It is Hani's doll.

Whose pencils box is it?

It is Rami's pencils case.

Whose shirt is it?

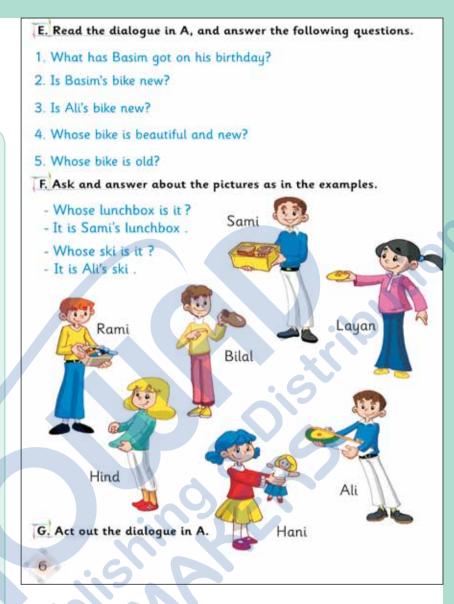
It is Hind's shirt.

Whose shoes is it?

It is layan's shoes.

G. Act out the dialogue in A.

 Ask two students to come to the front and act the dialogue out.



READING AND WRITING

A. Look at the pictures, then fill in the blank spaces using words from the list.

Sami's bike, Ali's bike, old, new, beautiful

1. Noor's doll is ______. It has got fair hair and blue eyes.



- 2. Sami's bike is ______, but Ali's bike is ______
- 3. _____has got a bell, but _____hasn't got a bell.
- B. Dictation: Copy the following sentence and prepare for dictation.

My bike is new and beautiful, but your bike is old



Reading and writing

A. Look at the pictures, then fill in the blank spaces using words from the list.

1. Noor's doll is beautiful. It has got fair hair and blue eyes.



- 2. Sami's bike is new , but Ali's bike is old
- 3. Sami's bike has got a bell, but Ali's bike hasn't got a bell.

B. Dictation, copy the following sentence, then prepare for dictation.

- Ask the students to copy the sentence in their books.
- Ask the students to memorize it for dictation.

C. Let's sing.

- Play the song and ask the students to identify the words they recognize from the lesson.
- Sing the song and ask the students to sing with you.





LESSON 2

Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.
- Explain to the students that we use his is for male, and her is for female.
- Do a quick drill with his and her.
 Use a flashcard and walk around
 the class and hold a card over a
 female students head, ask whose
 (bag) is this? Student's answer it's
 her (bag). Hold the card over a
 male students head. Ask whose
 (bag) is this? Student's answer it's
 his bag. move quickly around the
 classroom.

(B) Introduce the text.

Use puppets to introduce the text.

Objectives

At the end of this lesson students will be able to:

Talk about personal possessions.

New language

Her, his, its.

Tennis racket, tracksuit, blouse, jumper, football boots.

Bring to the class

- •The tape.
- •The flashcards for (*Tennis racket, tracksuit, blouse, jump-er, football boots*).

Warm-Up

- Divide the students into pairs and have them ask and answer about their stuff.
 - S1: whose pencil is it?
 - S2: it's (name's) pencil.
- Have them take turn asking and answering.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to each word in the sentence while listening.
- Read the dialogue loudly and ask the students to point to the speech and read after you.
- Ask the students to identify words they already know.

B. Learn these words.

- Show the picture cards or ask the students to look in their books and read the new words.
- Read the words again and ask the students to repeat after you.

C. Listen and point (picture in B).

Ask the students to look at the picture in page 9.say one word and ask them to point to the proper picture.

D. Read the text in A, then say if each of the following sentences is true or false.

- 1. Basim's tennis racket is blue.(F)
- 2. His tracksuit is purple. (F)
- 3. Salma's shoes are white.(F)
- 4. Her tennis racket is blue. (F)
- 5. The cat's eyes are yellow.(F)
- 6. The cat's tail is long.(T)

E. Look at the pictures and say as in the example.

- Ask the students to look at page 10 then ask them to ask and answer as in the example.
- this is Tom.
 His football boots are green.
- 2. This is Lila. Her blouse is brown.
- 3. This is Basim.
 This racket is red.
- 4. Those are Samia and Ali. Their blouses are green
- 5. Those are Dana and Huda Their tracksuits are beautiful.
- 6. This is the house. It's door is green.

- C. Listen and point (pictures in B).
- D. Read the text in A, then say if each of the following sentences is true or false.
- 1. Basim's tennis racket is blue.
- 2. His tracksuit is purple.
- 3. Salma's shoes are white.
- 4. Her tennis racket is blue.
- 5. The cat's eyes are yellow.
- 6. The cat's tail is long.
- E. Look at the pictures and say as in the example.



READING AND WRITING

A. Complete the following sentences with words from the list.

1. Ali is my friend . ______ is a good boy. ______ He shirt is clean. _____ jumper and trousers are clean, too.

2. Salma is my friend. ______is a good girl, too. _____skirt and blouse are clean.

3. Rix is clean . _____has got clean soft hair. _____hands and mouth are clean.

B. Write the name of each picture using the words in the list.

tennis racket

tracksuit

football boots

It

His

Its







C. Dictation: Read, copy, then prepare for dictation.

Her blouse and jumper are beautiful

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Reading and writing

A. Complete the following sentences with words from the list.

- 1. Ali is my friend He is a good boy. His shirt is clean. Liean, too. He is a good boy. He shirt is clean. She
- 2. Salma is my friend. She is a good girl, too.

 Her skirt and blouse are clean.

 His
- 3. Rix is clean . It has got clean soft hair.

 It's hands and mouth are clean.

 Its

B. Write the name of each picture using the words in the list.



C. Dictation, Read, copy, and then prepare for dictation.

- Ask the students to copy the sentence in their books.
- Ask the students to memorize it for dictation.

LESSON 3

Objectives

At the end of this lesson students will be able to:

• Talk about possessive pronouns.

New language

We, they, our, their.
Pencil box, lunchbox, school uniform.

Bring to the class

- The tape.
- The flashcard for (Pencil box, lunchbox, school uniform).

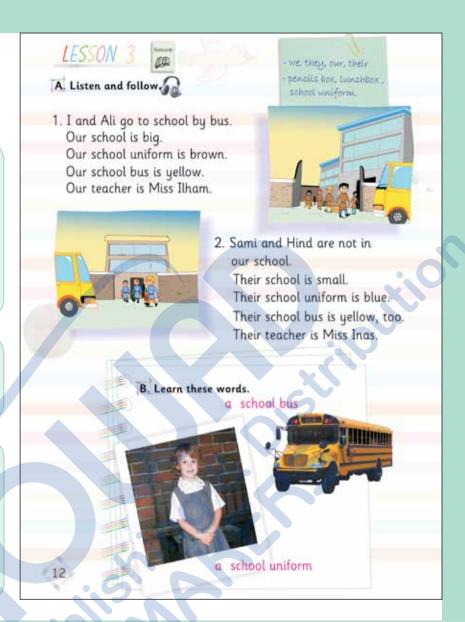
Warm-Up

 Divide the students into pairs and have them ask and answer about their stuff.

S1: whose pencil is it?

S2: it's (his/her/its) pencil.

 Have them take turn asking and answering.



Presentation BOOKS CLOSED

(A) Introduce the words.

 Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.

(B) Introduce the text.

- Use puppets to introduce the text.
- Explain to the students the pronouns (we, and they), show the dif

ference between them.

 Explain to the students the possessive pronouns (our, their), and show them that we use our when we talk about our stuff. And that we use their when we talk about other's stuff.

BOOKS OPEN

A. Listen and follow

- Play the tape. Have the students listen and point to each word in the sentence while listening.
- Read the dialogue loudly and ask the student to point to the speech and read after you.



• Ask the students to recognize the pronouns (our, their).

B. Learn these words.

- Show the picture cards or ask the students to look in their books and read the new words.
- Read the words again and ask the students to repeat after you.

C. Answer the following questions.

- Read the questions and ask the student to answer them in their books.
- Is our school small?
 No, it isn't. It is big.

- 2. Is their school small? Yes it is.
- 3. What color is their school bus? It is yellow.
- 4. What color is our school bus? It is yellow.
- 5. Who is our teacher? She is Miss Ilham.
- 6. Who is their teacher?

 She is Miss Inas.

D. Let's sing.

- Play the song and ask the students to identify the pronouns they recognize from the lesson.
- Sing the song and ask the students to sing with you.

Reading and writing

A. Fill in the blank spaces with words from the list.

Our	nds like green. lunchboxes are green. pencils boxes are green.	/ We
We	. have got green eyes, too.	Our
Laila and her	friends like blue.	They
Their Their They	lunchboxes are blue. pencils boxes are blue. have got blue eyes, too.	/Their

B. Form a sentence from the following group of words and write it.

Our red lunchboxes are Our lunchboxes are red.

- C. Dictation, copy the following sentences, then prepare for dictation.
- Ask the student to copy the sentence in their books.
- Ask the student to memorize it for dictation.

I and my	friends like green.	
	lunchboxes are green. pencils boxes are green.	/ We
_	have got green eyes, too.	L Our
Laila and	her friends like blue.	They
	 lunchboxes are blue. pencils boxes are blue. 	Their
	have got blue eyes, too.	
Our re	d lunchboxes are.	
	. 6	252
2000 10 12-21	py the following sentences, then pro	epare for
Dictation: Co	27	
dictation.		
dictation.	iniform is blue. Their school unifo	orm is brown.



Objectives

At the end of this lesson students will be able to:

• Identify and ask about things found in a house.

New language

There is..., there are...

Is /are there..?

What is there...?

Vase, coffee-table, armchair, the floor, cushion, stove.

Bring to the class

- The tape.
- The flashcards for (Vase, coffee-table, armchair, the floor, cushion, stove).
- Picture card for a farm scene or a city scene.

2 My House

Warm-Up

 Review the possessive pronouns with the students.

Presentation BOOKS CLOSED

(A) Introduce the word.

 Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.

(B) Introduce the sentence patter.

- Explain to the students that we use *There is* for singular object.
- Explain to the students that we use *There are* for plural objects.
- Ask the students Is there a blackboard in the classroom? The student answer yes there is a blackboard.
- Ask them Are there a bags in the classroom? The students answer yes there are a bags.
- Show the farm's picture card and ask questions about what is there? There are cows There is a barn.
- Repeat for the city scene.

(C) Introduce the Text.

 Use puppets to introduce the dialogue. or as a volunteer students to read it loudly.

BOOKS OPEN

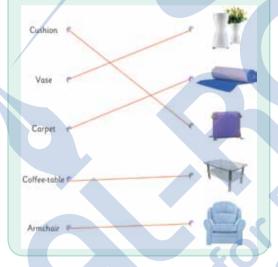
A. Listen and follow.

- Play the tape. Have the students listen and point to the text while listening.
- Read the text loudly and ask the students to read after you.
- Ask the students to identify words they already know.

B. Listen and point (the picture in A).

 Read the words loudly and ask the students to point to the words in the picture on A.

C. Read and match.





D. Read the text in A, and answer the following questions.

- 1. Whose house is it?
- 2. What is there in front of Tom's house?
- 3. How many sofas are there in the living room?
- 4. How many cushions?
- 5. What is there on the coffee-table?
- 6. How many armchairs are there?
- 7. What is there on the floor?

E. Form sentences as in the examples. You can talk about :

(teacher, blackboard, table, desks, students, chair, windows, door,...).

- There is one teacher in the classroom.
- There are (20) desks in the classroom.



D. Read the text in A and answer the following questions.

1. Whose house is it?

It's Tom's house.

- 2. What is there in front of tom's house? There is a garden.
- 3. How many sofas are there in the living room? There is one sofa.
- 4. How many cushions?

There are two cushions.

5. What is there on the coffee-table?

There is a vase on the coffee table.

6. How many armchairs are there?

There are two armchairs.

7. What is there on the floor?

There is a carpet on the floor.

E. Form sentences as in the examples. You can talk about.

- Ask the students to look around in the classroom and form sentences about the words in the list above. As in the example.
- There is one teacher in the class-room.
- There are (20) desks in the class-room.
- There is one blackboard in the classroom.
- There are (20) desks in the class-room.

Reading and writing

A. Write the name of the object beside the picture using the words in the list.



B. Complete the sentences using the words below.

- 1. There is a stave in the living room.
 2. There are three chairs near the stave.
 3. There are two armchairs near the stave.
 4. There is a vase on the table.
- C. Dictation, form a sentence from the following group of words, write it, then prepare for dictation.
- Ask the students to form a sentence as the following:

There is a garden in the front of our house.

- Ask the students to copy the sentence in their books.
- Ask the students to memorize it for dictation.







This is Tom's bedroom.

Tom sleeps in his bed in the bedroom.

There is a table near the bed.

There is a table-lamp on the table.

There are a bookcase and a cupboard behind his bed.

Tom keeps his clothes in the cupboard.

He puts his books in the bookcase.



Objectives

At the end of this lesson students will be able to:

Recognize additional items in a house.

New language

Table-lamp, bookcase, cupboard. Keep, put, sleep.

Bring to the class

- The tape.
- The flashcards for (Table-lamp, bookcase, cupboard).

Warm-Up

• Ask the students about items found in the house.

table-lamp, booksase, supboard. -Keep, put, sleep

Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.
- Identify the verbs: show the meaning by action, pretend that you are sleeping to introduce the meaning of *sleep*. And pretend that you are putting a thing on a table to show the meaning of *put*.

(B) Introduce the Text.

 Read the text loudly and ask the students to recognize the words they already know.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the words while listening.
- Read the text loudly and ask the students to read after you.
- Ask the students to identify words they already know.

B. Learn these words.

- Show the picture cards or ask the students to look in their books and read the new words.
- Read the words again and ask the students to repeat after you.

C. Listen and point (picture in B).

Ask the students to look at the pictures in page 5.say one word and ask them to point to the proper picture.

D. Read the Text in A, and answer the following questions.

- Where does Tom sleep?
 Tom sleeps in his bed in the bedroom.
- 2. What is there on the table?

 There is a table lamp on the table.
- 3. What are there behind the bed?

 There are a bookcase and a cupboard.
- 4. Where does Tom keep his clothes? He keeps them in the cupboard.
- 5. Where does he put his books?
 He puts his books in the bookcase.

E. Now about you.

- 1. Where do you sleep?
 I sleep in my bedroom.
- 2. Is there a cupboard in you bedroom?

Yes there is.

- 3. Where do you keep your cloths? In the cupboard.
- 4. Is there a bookcase in your bedroom?

Yes there is.

5. Where do you put your books? In the bookcase.









a table - lamp

a bookcase

a cupboard

- C. Listen and point(pictures in B).
- D. Read the text in A, and answer the following questions.
 - 1. Where does Tom sleep?
 - 2. What is there on the table?
 - 3. What are there behind the table?
 - 4. Where does Tom keep his clothes?
 - 5. Where does he put his books?

E. Now about you.

- 1. Where do you sleep?
- 2. Is there a cupboard in your bedroom.
- 3. Where do you keep your clothes?
- 4. Is there a bookcase in your bedroom?
- 5. Where do you put your books?

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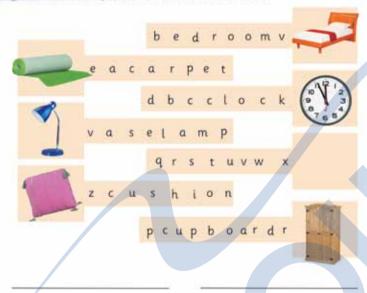


READING AND WRITING

A. Fill in the blank spaces with words from the list.

bookcase cupboard sleep keep put

- 1. I _____in my bed in the bedroom.
- 2. I _____my clothes in the_____.
- 3. I _____ my books in the _____
- B. Find the words, circle them then write them.



B. Find the words, circle them then write them.

Bedroom.

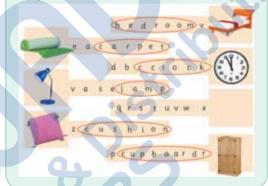
Carpet.

Clock.

Lamp.

Cushion.

Cupboard.



Reading and writing

A. Fill in the blank spaces using words from the list.

- 1. I sleep in my bed in the bedroom.
- 2. I keep my clothes in the cupboard
- 3. I put my books in the bookcase

LESSON 3

Objectives

At the end of this lesson students will be able to:

Recognize and talk about additional items in the house.

New language

Bath, shower, towel, soap, toilet paper.

Cooker, oven, fridge.

Bring to the class

- The tape.
- The flashcards for (Bath, shower, towel, soap, toilet paper, cooker, oven, fridge).

Warm-Up

Practice prepositions and vocabulary for items in the house.

Presentation BOOKS CLOSED

(A) Introduce the word.

• Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.

(B) Introduce the Text.

Use puppets to introduce the text.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the words while listening.
- Read the text loudly and ask the

LESSON 3



A. Listen and follow

There are two bathrooms in Tom's house. There are a bath and a shower in each bathroom.

His mother keeps towels, soap and toilet paper in the bathroom.



bath, shower, towel, spap, toilet paper-

sooker, oven

This is their kitchen.

The fridge, the cooker and the oven are in the kitchen.

Tom's mother cooks in the kitchen. She keeps spoons, forks, plates and cups in a cupboard in the kitchen.

B. Listen and point (pictures in A).

bath shower towel soap

toilet paper fridge cooker oven

C. Read the text in A, and answer the following questions.

- 1. What is there in a bathroom (five objects)?
- 2. What is there in the kitchen (eight objects)?

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students to read after you.

Ask the students to identify words they already know.

B. Listen and point (picture in B).

 Ask the students to look at the picture in page 22.say one word from the list and ask them to point to the proper picture.

C. Read the text in A, and answer the following questions.

- 1. What are there in a bathroom (five objects)? Bath, shower, towel, soap, toilet paper.
- 2. What are there in the kitchen?
 Fridge, oven, cooker, cupboard, spoons, forks, plates, and cups.



A. Draw a line between the object and where we usually find it.



B. Fill in the blank spaces with words from the lists in A.

1.We sleep in the	
2 My mother cooks in the	

- 3.We watch television in the ______.
- 4.We can see toilet paper in the

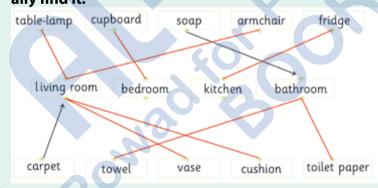
C. Odd one out.

- 1. shower toilet paper sofa soap
- 2. cooker towel oven fridge
- 3. cushions armchairs television bath
- 4. bed table lamp clock oven
- D. Dictation: Form a sentence from the following group of words and write it, then prepare for dictation..

Kitchen	there is	a bia	our ho	use	in

Reading and writing

A. Draw a line between the object and where we usually find it.



B. Fill in the blank spaces with words from the lists in A.

1.We sleep in the Bedroo	om
2.My mother cooks in the	Kitchen
3.We watch television in the	Living room
4.We can see toilet paper in t	Dashuaan

C. Odd one out.

- shower toilet paper sofa soap
 cooker towel oven fridge
 cushions armchairs television bath
 ded table lamp clock oven
- D. Dictation: form a sentence from the following group of words and write it, then prepare for dictation.

There is a big kitchen in our house.

Ask the student to memorize it for dictation.

3 My Town LESSON 1

Objectives

At the end of this lesson students will be able to:

• Identify and ask about different places (city, town, and beach).

New language

City, town, beach. Clean, dirty. By the sea, catch fish.

Bring to the class

- The tape.
- The flashcards for (City, town, beach, clean, dirty, by the sea, catch fish).
- Picture card for a city scene, a town scene, and a beach scene.

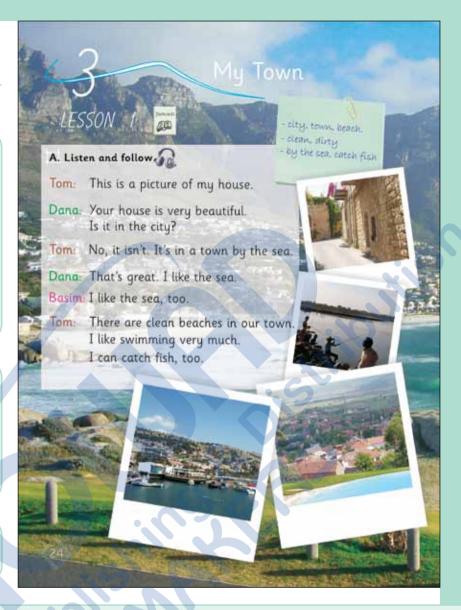
Warm-Up

 Review the possessive pronouns with the students.

Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.
- Show the students the city scene and describe it for them
- Show the town scene and describe it for them.
- Ask the student to distinguish between both of them.



And then ask them to talk about both scenes.

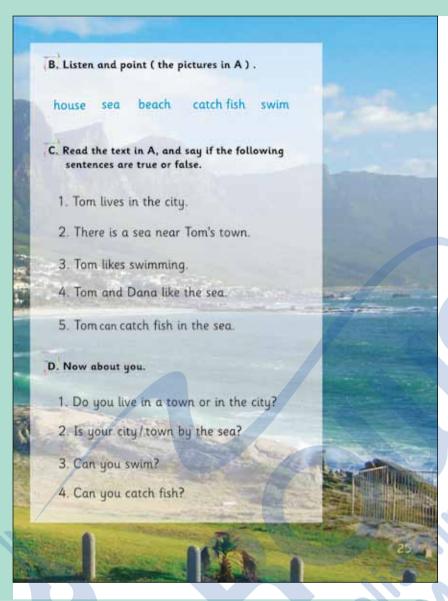
(B) Introduce the dialogue.

Use puppets to introduce the dialogue. Or ask volunteer students to read it loudly.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the text while listening.
- Read the text loudly and ask the students to read after you.
- Ask the students to identify words they recognize.



B. Listen and point (the picture in A).

• Read the words loudly and ask the students to point to the proper picture on A.

C. Read the text in A and say if the following sentences are true or false.

- 1. Tom lives in the city (F)
- 2. There is a sea near Tom's town (T)
- 3. Tom likes swimming.(T)
- 4. Tom and Dana like the sea. (T)
- 5. Tom can catch fish in the sea. (T)

D. Now about you.

1. Do you live in a town or in the city?

I live in a city.

2. Is your city/town by the sea? No it isn't.

3. Can you swim?

Yes I can.

4. Can you catch fish?

Yes I can.

Reading and writing

A. Read the text in A, then complete the sentences using the words in the list.

1. Tom's house is in a	town	
2. Tom's town is by the	city	
3. You can catchfish	andswim	in the sea .
4. Tom's town has got a	clean beach	
5. Tom's town is very	nice	

B. Dictation, Read the following sentences copy them, then prepare for dictation.

- Ask the students to form a sentence as the following:
 I live in a town by the sea. The
- beach is very clean.
 Ask the students to copy the sen-
- Ask the students to memorize it for dictation.

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tence in their books.

REA	DING	AND	WRIII	NG			
	ad the the list		then con	nplete the	sentence	es using	the words
	nice	town	city	beach	fish	sea	swim
1.	Tom's	house is	in a				
2.	Tom's	town is b	oy the_				
3.	You c	an catch		and _		i	n the sea .
4.	Tom's	town has	s got a	clean			1
5.	Tom's	town is v	/ery			X	
	ictation ctation		followi	ng senten	ces, copy	then an	d prepare fo
À	live in	a town	by the s	ea. The	beach is	very cl	ean.
			<u></u>	5	2		





A. Listen and follow

Dana: Where do you live, Huda?

Huda: I live in a flat in the city.

Dana: What does your city look like?

Huda: It is a big city.

There are big malls and supermarkets in it.

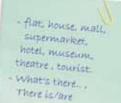
There are many cars in the street.

Dana: Are there hotels in your city?

Huda: Yes, there are. There are many hotels and theatres.

Dana: Is there an airport?

Huda: Yes, there is. Many tourists come to visit the museum in it.











repeat each word several times.

LESSON 2

Presentation BOOKS CLOSED

(A) Introduce the word.

(B) Introduce the dialogue.

• Use puppets to introduce the dialogue. Or ask volunteer students to act it out.

• Use the flashcards to introduce the words. Show one flashcard at

a time and say the word. Students

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the text while listening.
- Read the text loudly and ask the students to read after you.
- Ask the students to identify words they recognize.

Objectives

At the end of this lesson the children will be able to:

Recognize additional places and locations.

New language

Flat, house, mall, supermarket, hotel, museum, theater, tourist.

What's there..? there is/are..

Bring to the class

- The tape.
- The flashcards for (Flat, house, mall, supermarket, hotel, museum, theater, tourist).

Warm-Up

- · Review the city scene and the town scene with stu-
- Ask the students to describe the town: There is beach. It is clean.



B. Listen and point (the picture in A).

 Read the words loudly and ask the students to point to the proper picture on A.

C. Read the text in A and answer the following questions.

1. Does Huda live in a flat or in a house?

She lives in a flat.

- 2. Does Huda live in a small city? No she doesn't.
- 3. What does the city look like? It is big city. There are streets and big supermarkets, and a mall too.

B. Listen and point (the pictures in A).

a flat a mall a supermarket a hotel a museum a theatre a tourist

C. Read the text in A, and answer the following questions.

- 1. Does Huda live in a flat or in a house?
- 2. Does Huda live in a small city?
- 3. What does the city look like?

(Say something about: the streets, supermarkets, malls).
What is there in the city? (e.g: There are museums).



			ames of	things			
							_
Fill in t	he blank	spaces wi	ith words	from t	he list.		
airport	museu	m city	town	hotels	theat	res tourist	S
. We ca	n see pla	ines at th	ne				_
. Tourist	s sleep i	n					
. There	are hotel	ls and th	eatres ir	the_			
. Tourist	s visit						_
. We ca	n see			in	old tow	ns and citi	es
Dictatio		the follov	ving sent	ence, tl	ien prep	are for	
dictatio							

C. Dictation, copy the following sentences, then prepare for dictation.

- Ask the students to form a sentence as the following:
 - I live in a flat in the city.
- Ask the students to copy the sentence in their books.
- Ask the students to memorize it for dictation.

Reading and writing

A. Form words from the following groups of letters, then write them.

- 1. flat.
- 2. mall
- 3. Hotel.
- 4. Theater.
- 5. Museum.
- 6. Airport.

B. Fill in the blank spaces with words from the list.

- 1. We can see planes at the <u>airport</u>
- 2. Tourists sleep in hotels
- 3. There are hotels and theatres in the <u>city</u>
- 4. Tourists visit <u>museum</u>
- 5. We can see tourists in old towns and cities.

LESSON 3

Objectives

At the end of this lesson students will be able to:

Recognize additional places and locations.

New language

Village, farm, fruit trees. Many, lovely.

Bring to the class

- The tape.
- The flashcards for (Village, farm, fruit trees).

Warm-Up

- Review the city scene with students.
- Ask the students to describe the city.

There are malls.

It is big.

There are many cars in the street.

Presentation BOOKS CLOSED

(A) Introduce the word.

 Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.

(B) Introduce the dialogue.

 Use puppets to introduce the dialogue. Or ask volunteer students to read it loudly.





A. Listen and follow

Sami: Where do you live, Samar?

Samar: I live on a farm in the village.

Sami: What is your village like?

Samar: There are not many cars in the street. You can see goats, horses and cows in farms. You can see fruit trees in front of houses.

Sami: I like trees and farm animals.
Your village is lovely.

B. learn these words.

village fruit trees

uit trees a farm

village, farm, fruit trees

many, lovely

C. Listen and point (pictures in A).

a goat, a horse, a cow, farm, village, fruit trees

- D. Read the text, then answer the following questions.
 - 1. Where does Samar live?
 - 2. What can you see in the village?
 - 3. Is Samar's village lovely?
 - 4. Do you like to live in the village?

30

BOOKS OPEN

A. Listen and follow.

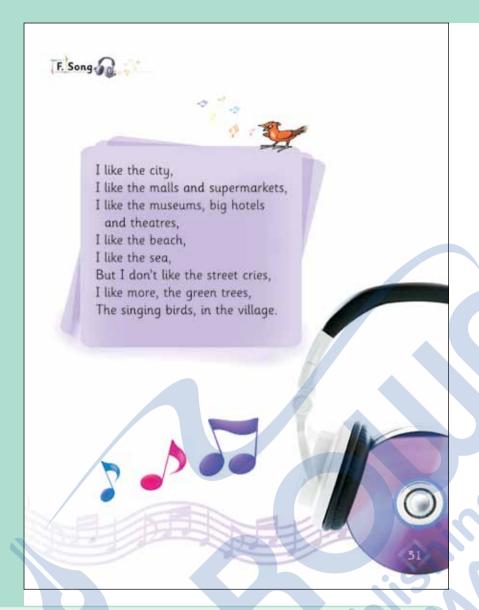
- Play the tape. Have the students listen and point to the text while listening.
- Read the text loudly and ask the students to read after you.
- Ask the students to identify words they recognize.

B. Learn these words.

• Read the words loudly and ask the students to point to the proper picture on A, or use the flashcard you brought.

C. Listen and point.

 Read the words loudly and ask the students to point to the proper picture on A, or use the flashcard you



brought.

D. Read the text, then answer the following questions.

1. Where does Samer live? He lives in a village.

2. What can you see in the village? You can see goats, horses, and cows.

3. Is Samer's village lovely?

Yes it is.

4. Do you like to live in the village? Yes I do.

E. Song.

- Play the song, ask the students to listen.
- Sing the song, then ask the students to sing with you.

Reading and writing

A. Fill in the blank spaces with words from the list.

1.	We can see cows and goats in a farm
2.	We can see farms in the <u>village</u>
3.	We can see _fruit_trees_ in front of houses in the village.
4.	My friend lives in a house in the village.
	My friend lives in a flat in the city.

B. Dictation, copy the following sentences, then prepare for dictation.

- Ask the students to form a sentence as the following:
 - Ali lives on a farm in the village.
- Ask the students to copy the sentence in their books.
- Ask the students to memorize it for dictation.



A. Fill in the blank spaces with words from the list.

flat house farm village fruit trees

- 1. We can see cows and goats in a_____
- 2. We can see farms in the_____
- 3. We can see ______in front of houses in the village.
- 4. My friend lives in a ______in the village.
- 5. My friend lives in a _____ in the city.
- B. Dictation: Copy the following sentence, and prepare for dictation.

Ali lives on a farm in the village.





Shopping LESSON 1

Presentation BOOKS CLOSED

(A) Introduce the word.

 Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.

(B) Introduce the dialogue.

 Use puppets to introduce the dialogue. Or ask volunteer students to read it loudly.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Read the text loudly and ask the students to read after you.
- Ask the students to identify words they recognize.

Objectives

At the end of this lesson students will be able to:

• Practice shopping.

New language

Can I help you? How much is it? Shop assistant, piaster.

Bring to the class

- The tape.
- The flashcards for (shop assistant, piaster).

Warm-Up

- Review the village with the students.
- Review Numbers and counting with the students.

B. Learn the following words.

• Read the words loudly and ask the students to look in their books.

C. Listen and point(the picture in B).

 Say one word at a time and then ask the students to point to the proper picture in B.

D. Ask and answer about the pictures as in the example.

- 1. How much is an ice cream? It's twenty piastres.
- 2. How much is a sandwich? It's twenty eight piastres.
- 3. How much is a juice? It's twenty five piastres.
- 4. How much is the chocolate? It's seventy piastres.
- 5. How much is the Pepsi? It's thirty piastres.

E. Act out the dialogue in A.

 Ask two students to come to the front and act the dialogue.



READING AND WRITING

- A. On a separate sheet of paper, write the dialogue between the customer and the shop assistant using the following sentences.
- Here you are.

- Can I help you?

- Goodbye.

- How much is it?
- Thanks, goodbye.
- Eleven piastres.
- May I have a pencil, please?
- B. Label the pictures using the words in the list.

a bottle of water, a packet of biscuits, a bar of chocolate.

1.





3.





Reading and writing

A. On a separate sheet of paper, write the dialogue between the customer and the shop assistant using the following sentences.

Shop assistant: can I help you?

Customer: May I have pencil, please?

Shop assistant: Here you are. Customer: How much is it? Shop assistant: eleven piastres. Customer: thanks, good bye! Shop assistant: goodbye!

B. Label the picture using the words in the list.

• Ask the students to label the pictures with the right words.





a bottle of water

a pocket of biscuits



a bar of chocolate



LESSON 2

Objectives

At the end of this lesson students will be able to:

• Practice more shopping.

New language

I'd like, I need.

Cloths shop, jumper, pyjamas, jeans, socks.

Bring to the class

- The tape.
- The flashcards for (Cloths shop, jumper, pyjamas, jeans, socks).

Warm-Up

- Review the shopping with the students.
- Ask two students to come to the front and review what they have learned in the previous lesson.

Presentation BOOKS CLOSED

(A) Introduce the word.

 Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.

(B) Introduce the sentence pattern.

 Use the flashcard for the jumper and the jeans,... show one card at a time and say:

Teacher: I need a jumper.

- Have the student repeat the sentence pattern, repeat for the other stuff.
- Use the flashcard for the jumper and the jeans,... show one card at a time and say:

Teacher: I'd like a red jumper.



Have the student repeat the sentence pattern.

(C) Introduce the dialogue.

• Use puppets to introduce the dialogue. Or ask volunteer students to read it loudly.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Read the text loudly and ask the students to read after vou.
- Ask the students to identify words they recognize.

B. Learn these words.

 Read the words loudly and ask the students to look in their books. C. Listen and point (the pictures in B).

D. Role play: One student plays the role of the shop assistant, and the other plays the role of the customer as in the example. use different objects such as: jeans, blouse, socks, dress, trousers.

Shop assistant: Can I help you?

Customer : Yes, please, I need a shirt.

Shop assistant: Here you are.

Customer: I don't like, red.

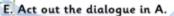
I'd like a blue shirt.

2.

3.

4.

5.













37

Sami: yes please. I need socks. Shop assistant: here you are.

Sami: I don't like green. I'd like white socks.

Shop assistant: can I help you?
Sami: yes please. I need a dress.
Shop assistant: here you are.
Sami: I don't like blue .I'd like a purple dress.

Shop assistant: can I help you? Sami: yes please. I need trousers. Shop assistant: here you are. Sami: I don't like orange. I'd like black trousers.

E. Act out the dialogue in A.

 Ask two students to come to the front and act the dialogue.

C. Listen and point(the picture in B).

 Say one word at a time and then ask the students to point to the proper picture in B.

D. Role play: one student plays the role of the shop assistant, and the other plays the role of the customer as in the example. Use different objects such as , jeans, socks, dress, trousers.

Shop assistant: can I help you? Sami: yes please. I need jeans. Shop assistant: here you are.

Sami: I don't like blue .I'd like a black jeans.

Shop assistant: can I help you?

Sami: yes please. I need a blouse.

Shop assistant: here you are.

Sami: I don't like blue .I'd like a red blouse.

Shop assistant: can I help you?

Reading and writing

A. Fill in the blank spaces with what they are saying.

Shop assistant: __can I help you _ ?

Sami: Yes, please.

I need three pairs of socks.

Shop assistant: What colour ?

Sami: ___ I'd like a ___ purple socks.

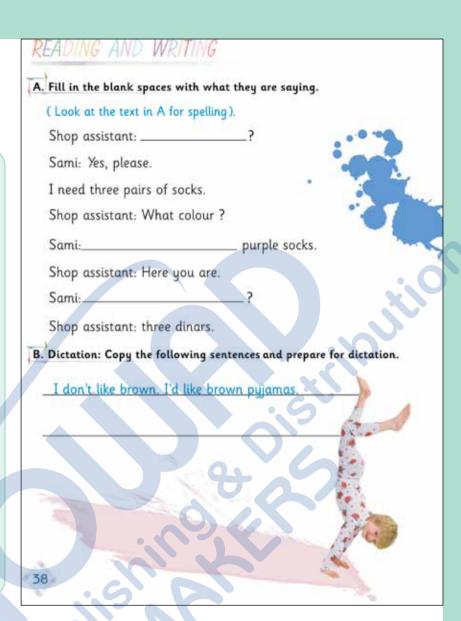
Shop assistant: Here you are.

Sami: __ how much is it __ ?

Shop assistant: three dinars.

B. Dictation: copy the following sentences and prepare for dictation.

- Ask the students to copy the following sentences in their books.
- I don't like brown, id like brown pyjamas.
- Have the students memorize the sentences for dictation.





LESSON 3

Presentation BOOKS CLOSED

(A) Introduce the word.

 Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.

(B) Introduce the sentence pattern.

- Use the flashcard for the jumper and the jeans,... show one card at a time and say,
 - Teacher: I need a jumper, two pairs of socks, and a jacket.
- Have the student repeat the sentence pattern; choose a group of stuff every time. (football boot, jeans, blouse,...)

(C) Introduce the dialogue.

 Use puppets to introduce the dialogue. Or ask volunteer students to read it loudly.

Objectives

At the end of this lesson students will be able to:

Practice more shopping.

buying different types of clothes.

New language

Old, new.

football boots, tracksuit, tennis rackets.

Bring to the class

- The tape.
- The flashcards for (Old, new football boots, tracksuit, tennis rackets).

Warm-Up

- Review the shopping with the students.
- Ask two students to come to the front and review what they have learned in the previous lesson.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Read the text loudly and ask the students to read after you.
- Ask the students to identify words they recognize.
- B. Act out the dialogue in A, then act out similar dialogue talking the role of shop assistant and customers buying different types of clothes.
- Read the words loudly and ask the students to look in their books.

Reading and writing

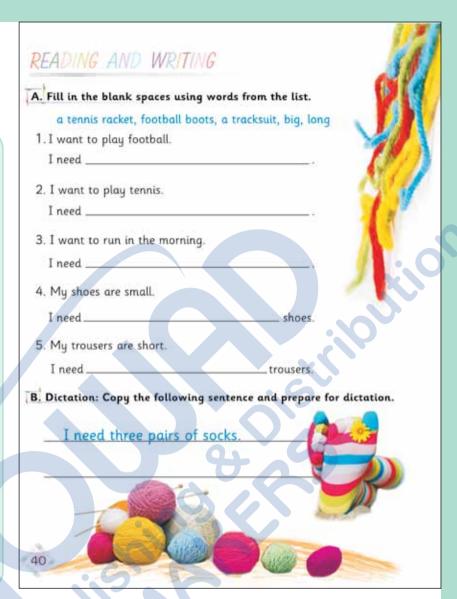
A. Fill in the blank spaces using words from the list.

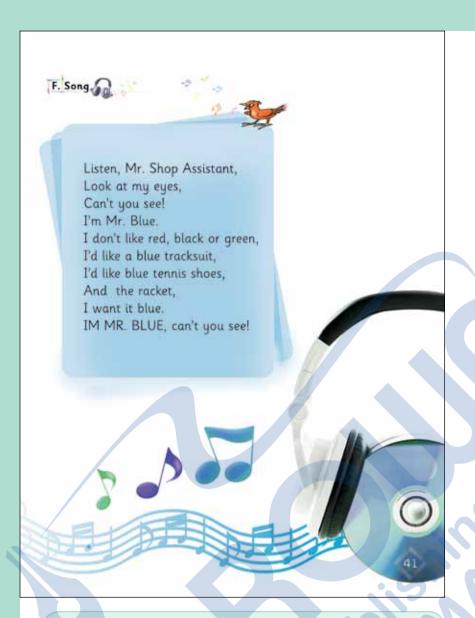
1. I want to play football.
I need <u>football boots</u> .
0.1
2. I want to play tennis.
I need <u>a tennis racket</u> .
I want to run in the morning.
I need <u>a tracksuit</u>
4. My shoes are small.
I need big shoes.
1 need 310es.
5. My trousers are short.
I need long trousers.

B. Dictation: copy the following sentences and prepare for dictation.

- Ask the students to copy the following sentences in their books.

 I need three pairs of socks.
- Have the students memorize the sentences for dictation.





F. Song.

- Play the song, have the students listen.
- Sing the song and have the students sing along.

Revision

LESSON 1

Objectives

This lesson is to:

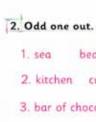
 Revise the new words and languages taken in the previous lessons.

Books open

- 1. Complete the following sentences using words from the list.
- Ali: who are these boys?
 Sami: They are my friends.
 Their names are Hasan and Saleem.
- Ali: Is your father a teacher?
 Sami: No, he isn't. He is a policeman.
- 3. Sami: Where do you live?
 Ali: I live in Amman.
 It is a beautiful city.
- 4. Sami: who is that girl?
 Ali: she is my sister.
 Her name is Lila.
- 5. Sami: Is this your book, Ali? Ali: No, it isn't. My book is red.
- teacher is Miss Ilham.
 Ali: We are in grade 3, too. Our teacher is Miss Ahlam.

6. Sami: We are in Grade 3. Our

Revision (1) 1. Complete the following sentences using words from the list. I, my, he, his, it, He, She, Her, It, its, you, your, We, Our, They, Their. 1. Ali : Who are these boys? Sami : _____ are my friends. _names are Hasan and Saleem 2. Ali : Is your father a teacher? Sami No, ___isn't. ____is a policeman. 3.Sami: Where do you live? _live in Amman. is a beautiful city. 4.Sami: Who is that girl? is my sister. Ali: _ name is laila. 5. Sami : Is this_ __book, Ali? Ali: No, isn't. book is red. 6.Sami : We are in Grade 3._____teacher is Miss Ilham are in Grade 3, too. Our teacher is Miss Ahlam



- 1. sea beach tracksuit fish.
- 2. kitchen cupboard computer bird
- 3. bar of chocolate bath packet of chips bottle of juice
- 4. house supermarket mall clothes shop
- 3. Match between the sentences in A and the suitable responses.
- 1. How much is a bar of chocolate?

Yes, there are two shops.

2. Are there any shops?

O No, there isn't.

3. Is there a beach?

• It is twenty plastres.

Can I help you?

I don't like red. I'd like a yellow tracksuit.

Here you are. A nice red tracksuit. Yes, please. I need a tracksuit.

What's there on the table?

There is a lamp

How many armchairs we there in the living o

• There are two.

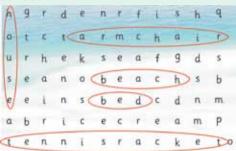
2. Odd one out.

- 1. sea beach tracksuit fish.
- 2. kitchen cupboard computer bird
- 3. bar of chocolate bath packet of chips bottle of juice
- 4. house supermarket mall clothes shop

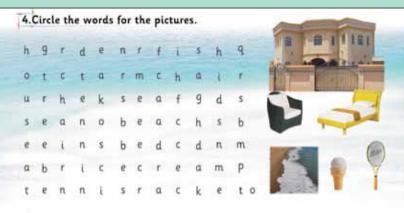
3. Match between the sentences in A and the suitable responses.



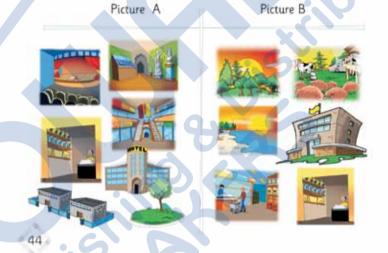
4. Circle the words for the pictures.



- 5. There are five differences between picture A and picture B. what are they? Write sentences as in the examples.
- 1. There is a hotel in A. there aren't any hotels in B.
- 2. There is one supermarket in A. there are two supermarkets in B.
- 3. There is a farm in B. there aren't any farms in A.
- 4. There is a park in A. there aren't any parks in B
- 5. There is a beach in B. there aren't any beaches in A.



- 5. There are five differences between Picture A and Picture B.
 - What are they? Write sentences as in the examples.
 - There is a theatre in A. There aren't any theatres in B.
 - There is one school in B. There are two schools in A.



1
2
3
4.
4.
5
J
6. Form new words from the words in group A, and the words
in group B as in the example, then write them.
A. foot living tennis bath track school football ice bed arm
B. racket ball room boot room suit chair uniform cream
Thurst for the state of the sta
7. Dictation: Form two sentences from the following groups of words, copy them, then prepare for dictation.
school uniform old is My. need a new I one.

6. Form new words fro the words in group A, and the words in group B as in the example, then write them.

A. foot living tennis bath track school football ice bed arm

B. racket ball room boot room suit chair uniform cream

Football/ living room/ tennis racket/ bathroom/ tracksuit / school uniform / ice cream/ bed room /arm chair.

7. Dictation: form two sentences from the following groups of words, copy them, then prepare for dictation.

My school uniform is old, I need a new one.

• Ask the students to memorize the above sentences for dictation.

5 Actions

LESSON 1

Objectives

At the end of this lesson students will be able to:

- Recognize some new Actions.
- Ask and answer questions about Actions.

New language

Keep quiet, make, keep I open, pay attention. Cross the street. make your bed, don't move. speak, stop, here, there, park.

Bring to the class

- The tape.
- Picture cards for the new words you will teach in the lesson.

Presentation BOOKS CLOSED

(A) Introduce the verbs.

- Use the picture cards to introduce the Actions. Show one picture card at a time and say the phrase. Students repeat each phrase several times.
- Practice the phrases by saying the actions and have the students make up the gesture for it. Say all the phrases again with gestures and have students repeat. Next gesture and have the students say the phrase as they do the gesture.
- Conduct a quick drill of the phrases. Don't speak as you show the cards.
- Have students identify the activity plus all the previously learned ac

Actions

 keep quiet, make keep it open, pay attention, cross the street.
 make your bed, don't move

speak, stop, here, there, park



Keep quiet.Don't make a noise.



Pay attention to the teacher.
 Don't speak with your friend.



Get up early in the morning.
 Don't get up late.

A. Listen and follow

 Close the door behind you. Don't keep it open.



3.Ride your bike in the park.

Don't ride your bike in the



Cross the street at the zebra crossing.

Don't cross the street here.

-tivities.

Gradually pick up speed as student get used saying the phrases.

(B) Introduce the Text.

• Use a puppet or students to introduce the text.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the text while listening.
- Play the tape again and have students repeat after each sentence.
- Ask students to read the text.

B. Learn these words.









cross the street zebra crossing

make a noise

a park

here

there

early

late

- C. Listen ad point (the pictures in B).
- D. Give suitable instructions using the following phrases.
 - Don't get up late.
- 1. ride your bike in the street,
- 3. make your bed.
- 4. make a noise.
- 6. sit on the bed. sit on the chair.
- 2. sleep late.
- 4. pay attention to the teacher.
- 5. (It's windy) open the window.
- 7. eat fruits. eat fast food.
- E. A game. The teacher gives instructions to some students and they carry out these instructions.

walk, stop, don't move, run, close the door, write on the board, read the words on the board, sing_

B. Learn these words.

- Ask the students to read the phrases in part B.
- Explain to them that the zebra crossing is a place from where pedestrian cross the street.

C. Listen and point (the picture in B).

- Ask the student to look at page 47 and point to the phrase you said.
- Ask the student to practice saying the words, several times.

D. Give suitable instructions using the following phrases.

- 1. Ride you bike in the street. Don't ride your bike on the street.
- 2. Sleep late. Don't sleep late.
- 3. Make your bed. Make your bed.
- 4. Pay attention to the teacher. Pay attention to your teacher; don't speak with your friend.
- 5. (It's windy)-open the window. Don't open the window.
- 6. Sit on the bed. Sit on the chair. Don't sit on the bed, sit on the chair.
- 7. Eat fruit. Eat fast food. Eat fruit, don't eat fast food.
- E. Game. The teacher gives instructions to some students and they carry out these instructions.
- Say the action and ask the students to carry it out.

Reading and writing

- A. Form two sentences from the following groups of words, then write them.(don't forget to capitalize the first letter in the sentence).
- 1.Cross the street at the zebra crossing.
- 2. Don't make noise in the class.
- B. Dictation: copy the following sentences, then prepare for dictation.
- Ask the students to memorize the following sentence for dictation.
 I get up early. I don't sleep late.

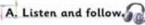


- A. Form two sentences from the following groups of words, then write them. (Don't forget to capitalize the first letter in the sentence).
 - 1. the street, cross, at, the zebra crossing.
 - 2. in the class, make a noise, don't.
- B. Dictation: Copy the following sentences, then prepare for dictation.
 - I get up early. I don't sleep late.









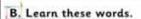
Amal: Do you help your mother at home, Dana?

Dana: Yes, I do.

Amal :What do you do?

Dana: I clean the dishes. And you, do you help your mother?

Amal: Yes, I do. But I don't like cleaning the dishes. I dust the living room and tidy up my bedroom.









What do you....? I (clean)...

tidy up dust clean the room.

(like / don't like

(washing the dishes).

wash the dishes

tidy up the bedroom

dust the table

- C. Listen and point (the pictures in B).
- D. Act out the dialogue in A.

Objectives

At the end of this lesson students will be able to:

- Recognize some additional Actions.
- · Ask and answer questions about what you are doing.

New language

What do you do? I clean.... I like/don't like. washing the dishes/tidy up/dust/clean the room.

Bring to the class

- The tape.
- Picture cards for the new words you will teach in the lesson.

Presentation BOOKS CLOSED

(A) Introduce the verbs.

• Use the picture cards to introduce the Actions.

LESSON 2

Show one picture card at a time and say the phrase. Students repeat each phrase several times.

- Practice the phrases by saying the actions and have the students make up the gesture for it. Say all the phrases again with gestures and have students repeat. Next gesture and have the students say the phrase as they do the gesture.
- Conduct a guick drill of the phrases. Don't speak as you show the cards. Have students identify the activity plus all the previously learned activities. Gradually pick up speed as students get used saying the phrases.

(B) Introduce the Ouestion form.

 Ask some students to come to the front and give each one a picture card. Point to one of the cards and model the question: what do you do? Have the student repeat.

(C) Introduce the dialogue.

• Use a puppet or students to introduce the dialogue.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the words while listening.
- Play the tape again and have students repeat after each character.
- · Ask two students to act out the dialoque.

B. Learn these words.

• Ask the students to read the phrases in part B.

C. Listen and point (the picture in B).

- Ask the students to look at page 49 and point to the phrase you said.
- Ask the students to practice saying the phrases, several times.

D. Act out the dialogue.

 Ask two students to come to the front and act out the dialogue.

E. Ask and answer as in the example.

Use your cards or write the phrases on the board, ask 2 students to come to the front each time and ask them to ask and answer as in the example below.

Do you help your father/mother? Yes I do.

What do you do?

I tidy up my room/ dust the table/ wash the dishes/make my bed...

F. Learn these words.

Show a picture cards or ask the students to look on their books and ask them to repeat the phrases several times, until they get used saying the phrases.

E. Ask and answer as in the example.

- Do you help your father/ mother?
- Yes, I do.
- What do you do?
- I tidy up my room /dust the table/ wash the dishes/ make my bed /clean the car/ look after my little brother/ water the garden.



READING AND WRITING

A. Write responses to the following suggestions as in the examples.

- Let's swim.
- OK. I like swimming.
- Let's skate.

I am sorry. I don't like skating.

1. Let's play football.

2. Let's skip.

B. Dictation: Copy the following sentences and prepare for dictation.

I get up early in the morning. I don't go to school late





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Reading and writing

A. Write responses to the following suggestions as in the example.

- Let's play football.
- Ok, I like playing football/ I am sorry. I don't like playing football.
- Let's skip.
- I am sorry. I don't like skipping / Ok, I like skipping

B. Dictation: copy the following sentences, then prepare for dictation.

 Ask the students to memorize the following sentence for dictation.

I get up early in the morning. I don't go to school late.

LESSON 3

Objectives

At the end of this lesson students will be able to:

- Recognize some additional Actions.
- Ask and answer questions does he/ she ...? Yes, he/she/it...

New language

Dose he/she it Yes, he/she/it.

Bring to the class

- The tape.
- Picture cards: make the bed, water the garden, clean the dishes.

Presentation BOOKS CLOSED

(A) Introduce the Question form.

- Ask some students to come to the front and give each one a picture card. Point to one of the cards and model the question: does he/she ...? Have the students answer YES if the picture describes what you ask for or NO if it doesn't.
- Divide the students into pairs, have them practice ask and answer.

(B) Introduce the test.

Use a puppet or students to introduce the text.

BOOKS OPEN

A. Listen and follow, read, then answer the questions that follow.

Play the tape. Have the students

LESSON 3



A. Listen and follow, read, then answer the questions that follow

Basim and Dana are good pupils. They get up early in the morning. They make their beds. They say "good morning" to their father and mother. They don't cross the road at red traffic lights.



Does he/she/it ..?



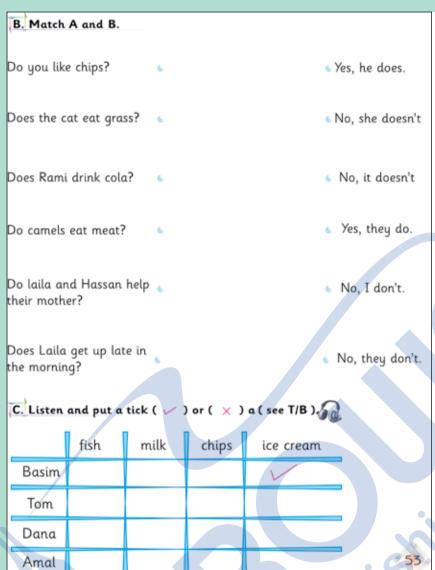
In the afternoon Dana helps her mother in the kitchen. She cleans the dishes. Basim helps his father in the garden. He waters the flowers.

- 1. Does Basim get up early in the morning? (Yes, he does).
- 2. Does Dana get up early in the morning? (Yes, she does).
- 3. Do they get up late? (No, they don't).
- 4. Does Basim help his father?
- 5. Does Bassim help his mother?
- 6. Does Dana help her father?
- 7. Does Dana clean the dishes?
- 8. Do you cross the road at the red traffic lights?
- 9. Do you get up early?

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listen and point to the words while listening.

- Play the tape again and have students repeat.
- Ask two students to read the text loudly.
- Have them answer the following questions
- 1. Does Basim get up early in the morning? Yes, he does.
- 2. Does Dana get up early in the morning? Yes, she does.
- 3. Do they get up late? No, they don't.
- 4. Does Basim help his father? Yes, he does.
- 5. Does Basim help his mother? No, he doesn't.
- 6. Does Dana help her father? No, she doesn't.
- 7. Does Dana Help clean the dishes? Yes, she does.
- 8. Do you cross the road at the red traffic light? *No, I don't*.
- 9. Do you get up early? Yes I do.



B. Match A and B. Do you like chips? Does the cat eat grass? No, she doesn't No, it doesn't Yes, they do. No, I don't. Does Laila get up late in the morning?

C. Listen and put a tick or see (T/B).

- Ask the students to listen to the text you going to read and mark the suitable. For example:
- 1. Basim and Tom like ice cream, but Dana and Amal don't like ice cream.
- 2. Tom and Amal like drinking milk, however Basim and Dana Don't like drinking milk.
- 3. They all like eating fish.
- 4. Tom like eating chips, where the other don't like eating chips...

	fish	milk	chips	ice cream
Basim	~	×	×	V
Tom	~	4	~	~
Dana	4	×	X	×
Amal	~	4	×	×

Reading and writing

A. Complete the following sentences using the words in the list.

Α_	good	student _	_student _ crosses		
_	green	traffic_	lights		

B. Dictation: copy the following sentences, then prepare for dictation.

- Ask the students to memorize the following sentences for dictation.
- Samia helps her mother. She cleans the dishes.
- Ali helps his father. He waters the flowers.

READING AND WRITING
A. Complete the following sentences using the words in the list.
lights good bad crosses green red
Astudent the street at
traffic
D. Dictation: Copy the following sentences and prepare for dictation.
Samia helps her mother. She cleans the dishes .
Ali helps his father. He waters the flowers .
1 2 6
54



Objectives

At the end of this lesson the students will be able to:

· Count by tens to one hundred.

New language

Numbers from 10-100.

Bring to the class

- The tape.
- The flashcards for numbers :10,20,30,40,50,60,70,80,9 0,100.
- Picture cards: flower, three flowers, or any picture cards for singular and plural objects.

Warm-Up

 Ask the students to count from as high as they can in English. Don't feel that you need to correct them at this point-the goal is to see what they already know about the topic.



Presentation BOOKS CLOSED

(A) Introduce numbers.

- Use the flashcards to introduce numbers. Show one flashcard at a time and say the number. Students repeat each number several times.
- Hold a flashcard for number and have students call out the numbers.
- Write the numbers 1-30 on the board circle the 10, 20, and 30.
 Point to the circled numbers and say the words.
- *Teacher: ten twenty, thirty.* Have students repeat.
- Ask the student to count by tens to 100.

(B) Introduce the question form.

• Show the picture card for the flower (any singular object) and ask how many flowers are there? Count together and answer there is one flower .repeat the question for other objects. Remind students to answer with is + singular form or are+ plural form, depending on the number of objects.

BOOKS OPEN

A. Lets sing.

- Play the audio and ask the students to listen to the song.
- Play the audio again and have students sing along.
- Ask them to recognize the word they already know.

B. Listen and follow.

• Play the audio and have students listen to the numbers.

C. Listen and point.

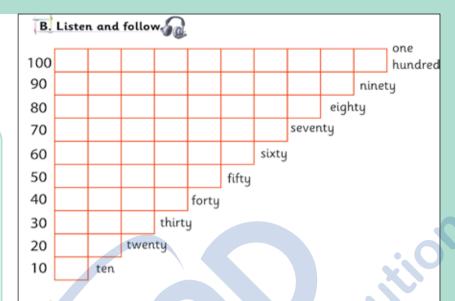
• Play the audio and have students point to the proper number.

D. Ask and answer questions about numbers in B.

- Divide the class into two groups:
- How many tens are there in twenty.
- There are two tens.
- How many tens are there in ten.
- There is one ten.

E. Ask and answer as in the example.

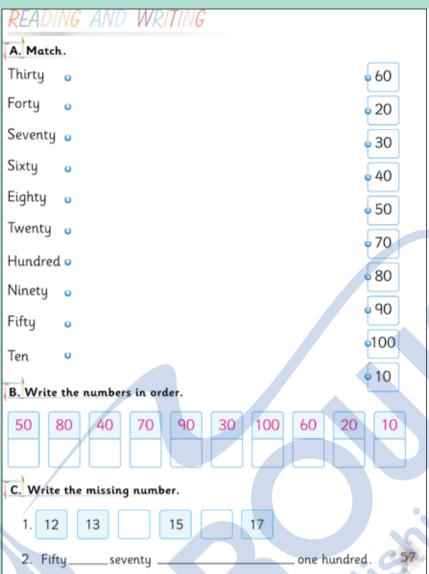
- Divide the students into pairs and have them ask and answer as in the example below.
- How much is an ice cream/ a bar of chocolate/ a pair of socks, a tennis racket/....
- Its forty/twenty/ten/sixty piastres.



- C. Listen and point (as in B).
- D. Ask and answer questions about numbers in B.
 - How many tens are there in twenty?
 - There are two tens.
- E. Ask and answer as in the example.
 - How much is an ice cream?
 - It's forty piastres.

an icecream a falafel sandwich a bar of chocolate, a packet of biscuits, a kilo of oranges, a pair of socks, a pair of shoes, a tennis racket ,...

% 56





LESSON 2

Objectives

At the end of this lesson students will be able to:

- Add numbers.
- •Recognize additional phrases: speak English, run very fast, do sums.

New language

Speak English, run very fast, good at math, difficult, easy, do sum.

Bring to the class

- The tape.
- Picture cards: count, run very fast, jump very high, easy, difficult.

Warm-Up

 Ask the students to count in tens to 100 as loud as they can in English.

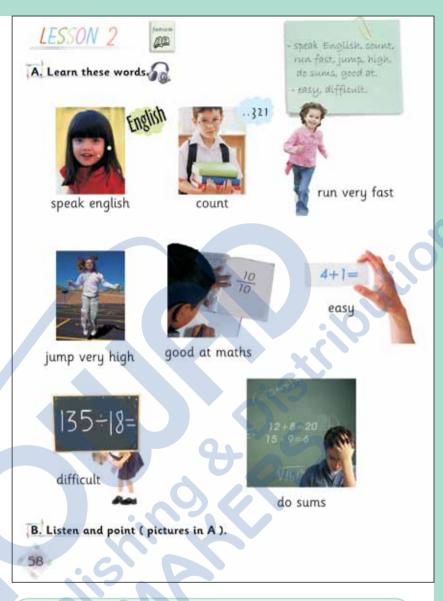
Presentation BOOKS CLOSED

(A) Introduce phrases.

• Use the flashcards to introduce the phrases. Show one flashcard at a time and say the word. Students repeat each word several times.

(B) Introduce the question form.

- Show a picture card for a flower.
 And ask how much is (number) and (number)? Count together and model the answer (number).
- Pronunciation tip: the voice goes down at the end of the WH-questions like how many trees are there?



BOOKS OPEN

A. Learn these words.

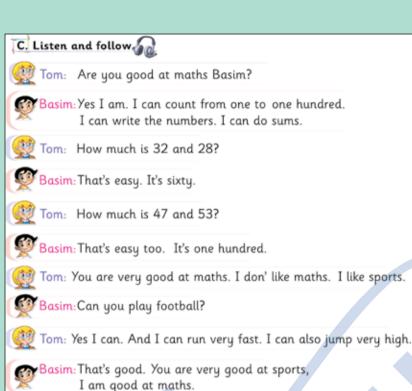
- Play the tape. Have students point to the picture while listening.
- Ask the students to identify words they already know.

B. Listen and point (picture in A).

Have students listen and point to the pictures.

C. Listen and follow.

- Play the tape and have the students point to the speech bubble while listing.
- Play the audio again. Have the students repeat loudly.



Tom: Can you speak English?

Basim: Yes, I can. I can speak English well.

Tom: I can speak English well, too.

D. Answer the following questions about you?

- 1. How much is thirty and forty?
- 2. How much is sixty and forty?
- 3. Are you good at maths?
- 4. What are you good at?
- 5. Do you like doing sums?

D. Answer the following questions about you?

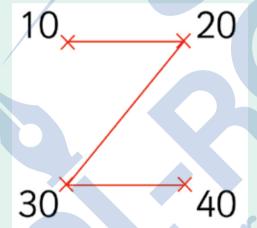
- 1. How much is thirty and forty? It's seventy.
- 2. How much is sixty and forty? It's one hundred.
- 3. Are you go at math? Yes I am.
- 4. What are you good at? I am good in counting.
- Do you like doing sums? Yes I do.

Reading and writing

A. Read the text in A and fill the blank spaces.

- 1. Basim is good at maths.
- 2. Tom is good at sports.
- 3. Basim likes math
- 4. Tom likes sports
- 5. Basim and Tom can speak english
- 6. Tom can jump very high
- 7. Basim can count from one to one hundred
- 8. Basim can run very fast
- 9. Basim can do sums. That's easy for him.

B. Join the dots in order? Can you guess what drawing is?



READING AND WRITING

A. Read the text in A and fill in the blank spaces.

speak English good at count very fast very high maths sports That's easy hundred

- 1. Basim is _____maths.
- 2. Tom is ______ sports.
- 3. Basim likes_____
- 4. Tom likes
- 5. Basim and Tom can
- 6. Tom can jump —
- 7. Basim can_____from one to one____
- 8. Basim can run
- 9. Basim can do sums. _____for him
- B. Join the dots in order? Can you guess what the drawing is?

10_× 20

30[×] ×40

C. Find the six numbers and write them on the line.

Look across and down.

20	9	0	10	00	30		10		60	
s	d	h	u	n	d	r	е	d	j	k
r	k	t	h	i	r	t	y	f	l	0
b	g	а	b	n	С	W	d	е	n	f
c	z	а	j	е	0	е	р	r	n	р
z	h	р	k	t	е	n	s	l	0	р
c	c	V	l	y	m	t	d	m	s	а
b	f	s	Ι	х	t	y	V	n	h	u

- D. Dictation: Copy the following sentences and prepare for dictation.
- 1.Ali is good at sports.
- 2. Ali can jump very high
- 3/ Ali can run very fast.

C. Find the six numbers and write them on the line.

Look across and down

20 90 100 30 10 60

S	d	h	u	n	d	r	е	d	j	k
r	k	t	h	i	r	/t	y	f	l	0
b	9	а	b	n	c	w	d	e	n	f
С	z	а	j	е	0	е	p	r	n	р
z	h	p	k	t	е	n	s	l	0	р
С	С	v	l	\y/	m	t	d	m	S	а
b	f	S	I	х	t	ty	V	n	h	u

- D. Dictation: copy the following sentences and prepare for dictation.
- Ask students to memorize the following sentences for dictation.
- 1. Ali is good at sports.
- 2. Ali can jump very high.
- 3. Ali can run very fast.

Time and Timetables LESSON 1

Obiectives

At the end of this lesson the students will be able to:

• Tell the time and ask and answer questions about time.

New language

What's the time? Half past, quarter past, quarter to, ten to, ten past.

Bring to the class

- The tape.
- The flashcards for different times.
- Picture cards: clock with movable hands.

Warm-Up

• Divide the students into pairs and have them ask and answer questions about summations, S1: How much is sixty and forty. S2: it's one hundred...

Presentation BOOKS CLOSED

(A) Introduce the words.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.
- · Point to the classroom clock and ask students what is the time? If desired translate into students native language. Once the students understand the meaning of the question they will perhaps try to answer using their knowledge of numbers.
- Don't feel that you need to supply the specific time vocabulary

Time and Timetables - What's the time? ... Half past, quarter past, quarter to, (ten). A. Listen and follow (Five) to/past (six). eight o'clock quarter past eight half past eight ten past nine quarter to nine nine o'clock B. Listen and point. (pictures in A).

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- (e.g., O'clock) at this point- the goal is for students to realize that they will be using the same numbers they already know to talk about this topic.
- Use a clock face drawn on the board, or a clock face with movable hands (as simple as a paper plate with hands attached with a brad fastener). Move the hands and they model the time.

BOOKS OPEN

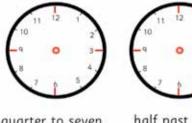
A. Listen and follow.

- Play the tape and have the students point to the clocks.
- Play the audio again. Have the students repeat.

B. Listen and point (picture in B).

• Have students listen and point to the proper clock picture.

C. Draw the hands of the clock.







quarter to seven

half past eight

quarter past nine







ten past eleven

quarter to twelve

twenty to one

D. Ask and answer as in the example.

- What's the time?
- It's six o'clock.



· Ask the students to look in their books and draw the hands of the clock.



C. Draw the hands of the clock.





half past eight

quarter past nine







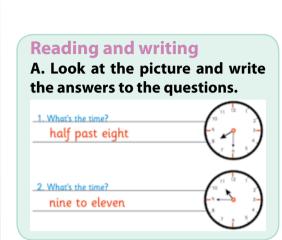
ten past eleven

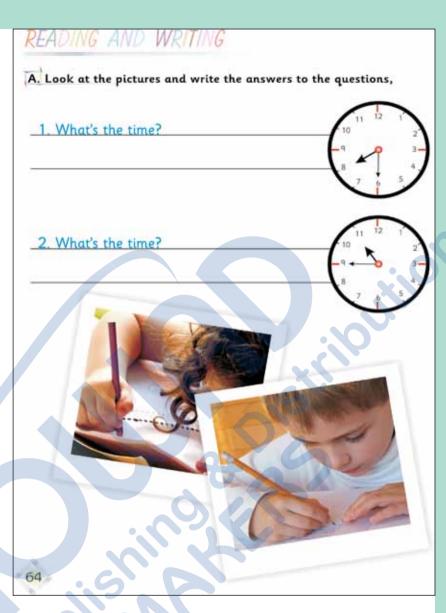
quarter to twelve

twenty to one

D. Ask and answer as in the example.

- 1. What's the time?
- a. It's six o'clock..
- Draw a O'clock on the board or use the model you brought, divide the students into pairs and have them ask and answer questions about the time you draw on the board.







A. Ask and answer as in the example.

8: 30- 9:10

Tom's Timetable

timetable, Maths,
Science, Social Studies,
English, Arabic,
Physical Training
(PT), religion
start, finish, every day.

12-12:40
English

Sunday Maths Science Arabic Physical Training Science Monday Religion Maths Arabic Science English Tuesday Maths Wednesday Science English Social Studies English Thursday Maths Science Physical Training

9:15-10:55

- What time does English start on Sunday?
 It starts at twelve o'clock.
- 2. What time does it finish?

 It finishes at twenty to one.
- B. Answer the following questions.
 - 1. When does Tom have Science? He has science every day.
 - 2. Does he have Arabic everyday?
 - 3. When does he have Social Studies?
 - 4. When does he have PT?
 - 5. What time does English start on Tuesday?
 - 6. What time does it finish?
 - 7. What time do they have a break?
- C. Ask and answer (questions starting with 'When' as in the example about students' timetable.
 - When do we have Science?
 - We have Science on Saturday/ Monday/ Tuesday...

Objectives

At the end of this lesson the students will be able to:

Talk about timetables, and schedules.

New language

Timetable, Math, science, social studies, English, PT (physical training), start, finish, everyday.

Bring to the class

- The tape.
- A flashcard for a (timetable).

Warm-Up

 Ask students to look at the classroom clock and tell the what time is it?

LESSON 2

Presentation BOOKS CLOSED

(A) Introduce the words.

 Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.

BOOKS OPEN

A. Ask and answer as in the example.

- Show students Tom's timetable, and explain it to them say the days and the time for each class, and so on.
- Answer the following questions:
- 1.What time does (English/social studies...) start on Sunday?
 It starts at twelve o'clock.
- 2. What time does it finish? It finishes at twenty to one.
- 3.What time does 9 Math/Arabic) start on Tuesday?
- 4. What time does it finish?

B. Answer the following questions.

- Have students read and answer the questions.
- 1. When does Tom have Science? He has science every day.
- 2. Does he have Arabic everyday? No he doesn't.
- 3. When does he have social studies?

He has social studies on Sunday and Wednesday.

4. When does he have PT?
He has PT on Monday and Thursday.

5. What time does English start on Tuesday?

It starts at twelve o'clock.

- 6. What time does it finish? It finishes at twenty to one.
- 7. What time do they have a break?

 They have break at quarter to twelve.

C. Ask and answer (questions starting with 'when' as in the example about student's timetable.

 Divide the students into pairs and have them ask and answer as the following.

When do we have science?
We have science on Saturday/
Monday/Tuesday...

Reading and writing

A. Complete the sentence as in Tom's timetable.

1. Tom has PT(physical Training) on Monday and Thursday

2. Tom doesn't have Arabic on Thursday.

3. Tom doesn't have Arabic on Wednesday.

4. Tom has science everyday.

B. Dictation: Copy the following words, then prepare for dictation.

 Ask students to copy the following words, then memorize them for dictations.

Math Arabic English Science Social studies.

READING AND WRITING

- A. Complete the sentences as in Tom's timetable.
- 1. Tom has PT(physical Training) on _____and ____
- 2. Tom doesn't have ______ on Thursday.
- 3. Tom doesn't have ______ on Wednesday.
- 4. Tom has _____everyday.
- B. Dictation: Copy the following words, then prepare for dictation.

Maths Arabic English Science Social Studies



LESSON 3



A. Read the following text, then answer the questions.

Amal's Day

Amal gets up at half past six in the morning. She makes her bed. She has her breakfast at quarter to seven and goes to school at half past seven. She learns Arabic, English, Science, Maths, Social Studies and PT at school. She is very good at Maths. She can do sums very well.

- make (her)bed, do homework, clean, do sums, learn - good at, bad at, outside

Amal's Day

6:30 get up, make bed 6:45 breakfast. 7:30 go to school. 2:45 mp go home, dinner. 2:45 mp clean teeth, go to bed.

She goes home at quarter to three in the afternoon. She has her dinner and goes to play with her friends outside. She does her homework and watches TV in the evening.

At half past nine at night, she cleans her teeth and goes to bed.

- 1. What time does Amal get up?
- 2. What time does she have her breakfast?
- 3. What time does she go to school?

Now you ask questions using 'What time...'

- At quarter to three.
- 5
- 6. When does she go to school? (in the morning, in the afternoon.
- 7. When does she have her dinner?
- 8. When does she play outside?
- 9. When does she do her homework?

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Objectives

At the end of this lesson the students will be able to:

Talk about timetables, and schedules.

New language

Make her bed, do homework, clean, do sums, learn. Good at, bad at, outside.

Bring to the class

- The tape.
- The flashcards: Amal's Day Schedule.

Presentation BOOKS CLOSED

(A) Introduce the words.

 Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.

LESSON 3

(B) Introduce the Verb tense.

- Grammar hint: explain to students that when we talk about repeated actions (always do that) we use the Present tense. Give them example for a past tense to make them understand the concepts.
- Tell the students that we add (s) to the verb when we talk about singular verb.
- Draw the following table on the board to illustrate the concept.





goes/gets/sleeps/learns

We/You/They



go/get/sleep/learn

BOOKS OPEN

A. Read the following text, then answer the questions.

- Show students Amal's Day, and explain it to them; say the time and what she is planning to do at that time.
- Ask the students to circle the present verb on the text: gets up, makes, goes, learns

- Answer the following questions:
- 1. What time does Amal get up? She gets up at half past six.
- 2. What time does she have her breakfast?

She has her breakfast at quarter to seven.

3. What time does she go to school? She goes to school at quarter to seven.

Now you ask questions using "what time..".

- 4. What time does she go to home?
- At quarter to three.
- 5. What time does she go to bed? At half past nine at night.
- 6. When does she go to school? (In the morning, in the afternoon). In the morning.
- 7. When does she have her dinner? In the afternoon.
- 8. When does she play outside? In the afternoon.
- 9. When does she do her homework?

In the afternoon.

Now you ask questions using 'when'

- 10. When does she clean her teeth?
 - At half past nine at night.
- 11 when does she watch TV?
 - -In the evening.
- 12 when does she go to bed?
 - at half past nine at night .
- 13. What does she do in the morning?

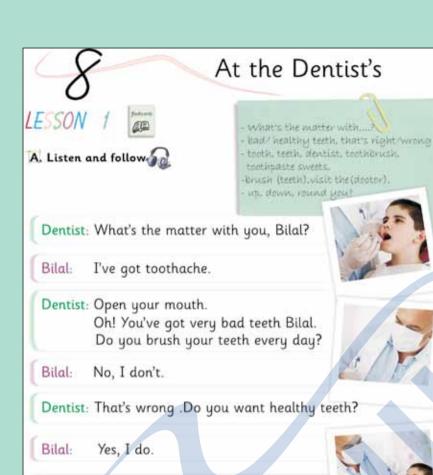
She gets up.

Now you ask questions using ' When '.
10 ?
- At half past nine at night.
11 ?
- In the evening.
12 ?
- At half past nine at night.
13. What does she do in the morning?
14. What does she learn at school?
• • • • • • • • • • • • • • • • • • • •
15. What does she do in the afternoon?
16.What does she do at half past nine at night?
B. Write the answer to each of the following questions using the words in the list.
1. At what time does your school start?
starts My school in the morning half past eight at
4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
2. At what time does your school finish?
finishes my school in the afternoon quarter to three at
68

14. What does she learn at school?

She learns social studies, PT, Arabic, English, and Math.

- 15. What does she do in the afternoon? She plays outside.
- 16. What does she do at half past nine at night? She cleans her teeth and goes to bed.
- B. Write the answer to each of the following questions using the words in the list.
- At what time does your school start?
 My school starts at half past eight in the morning.
- Does he have Arabic everyday?My school finishes at quarter to three.



Dentist: You need a toothbrush and toothpaste.

Don't drink pepsi everyday.

and round and round.

Don't eat sweets everyday.

Brush your teeth everyday -- up and down,

Objectives

At the end of this lesson the students will be able to:

• Talk about how they feel.

Visit the dentist.

New language

What's the matter with ...?

Up, down, round.

Dentist, tooth, teeth, healthy teeth, toothbrush, toothpaste.

Bring to the class

- The tape.
- Picture cards: *Up, down, round, dentist, tooth, teeth, healthy teeth, toothbrush, toothpaste.*

Warm-Up

• Review with students the timetables.



Presentation BOOKS CLOSED

(A) Introduce the words.

 Use the flashcards to introduce the words. Show one picture card at a time and say the word. Students repeat each word several times.

(B) Introduce the dialogue.

- Use a puppet or students to introduce the dialogue. Have the student identify the words they already know.
- Read the dialogue and ask the student to repeat after you.
- Explain to the students that we use (what's the matter to ask someone how he feels.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Play the tape again and have students repeat after each character.
- Read each sentence and ask the students to repeat after you, repeat at least twice so that the students are able to ask and answer fluently.

B. Learn these words.

- Ask the students to look at page 70 and ask them to read the words loudly.
- Ask the students to practice saying the words.

C. Answer the following questions.

- Ask the students to answer the questions on page 70.
- 1. What's wrong with Bilal? He has got a toothache.
- Are his teeth good or bad? His teeth are bad.
- What does he need?
 He needs a toothbrush and toothpaste.
- 4. Are sweets good or bad for teeth?

 No they are not.
- Is Pepsi good or bad for teeth? No they are not.

D. Act out the dialogue in A.

 Ask three students to come to the front and act the dialogue out.



READING AND WRITING

A. Fill in the blank spaces with words from the list.

down, toothbrush, round, dentist, toothpaste, good

- 1. I want to go to the ______ I've got toothache.
- Amal has got ______ teeth. She brushes her teeth everyday.
- 3. Bilal has got bad teeth. He doesn't brush his teeth with a _____ and _____.
- 4. Brush your teeth up and ______, round
- B. Dictation: Copy the following sentence, and prepare for dictation.

Brush your teeth everyday, and don't eat a lot of sweets.

C. Let's sing

Everyday I clean my teeth,
With a toothbrush and toothpaste,
I know, how to brush my teeth,
Up and down, up and down.
I know, how to brush my teeth,
Round and round, round and round.
Look, my teeth are white and healthy,
White and, healthy, white and healthy.



Reading and writing

A. Fill in the blank spaces with words from the list.

- 1. I want to go to the dentist I've got toothache.
- 2. Amal has got good teeth. She brushes her teeth everyday.
- 3. Bilal has got bad teeth. He doesn't brush his teeth with a toothbrush and toothpaste
- 4. Brush your teeth up and down, round and round

B. Dictation: copy the following sentences, then prepare for dictation.

 Ask students to memorize the following sentences for dictation.
 Brush your teeth everyday, and don't eat a lot of sweets.

C. Let's sing.

- Play the audio and have students listen to the song.
- Ask students to sing along.

LESSON 2

Objectives

At the end of this lesson students will be able to:

- Students identify and ask about occupations.
- Recognize additional actions: open, close, help, and work.

New language

Open, close, help, and work. Teacher, policeman, doctor, nurse, Clinic.

Bring to the class

- The tape.
- Picture cards: open, close, help, and work, nurse, clinic.

Warm-Up

Review with students the previous lesson.

Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one picture card at a time and say the word. Students repeat each word several times.
- When introducing the Actions (open, close, work) act them out so the students get the meaning.

(B) Introduce the text.

- Read the text loudly and have students point while you are reading.
- Have students identify the words they already know.
- Read the text again and ask students to repeat after you.

LESSON 2



A. Listen and follow, then answer the questions that follow.

Ali's father is a dentist.

He opens his clinic at half past ten in the morning.

A nurse helps him in his work.

He closes at eight in the evening.

Questions

True or false.

- 1. Ali's father is a doctor.
- 2. Ali's father starts work at ten o'clock.
- 3. He finishes work at eight o'clock at night.
- B. Ask and answer about the pictures as in the example.
- What is Ali's father?
- He/she is a teacher.
- C. An acting game: Students pretend to have a certain job, and others try to guess what they are.

(a teacher, a nurse, a doctor, a dentist, a policeman).

- Are you a teacher?
- Yes I am/No I am not.

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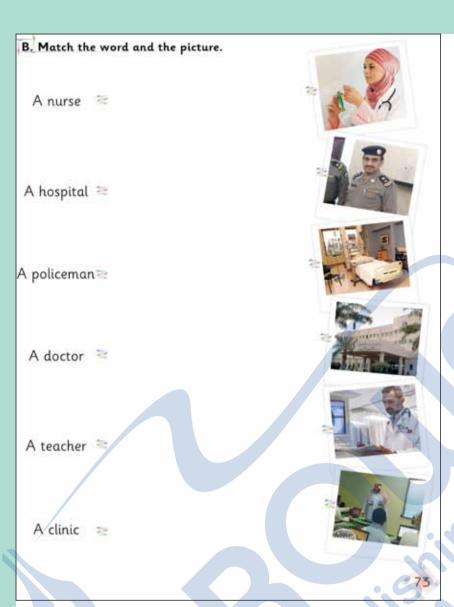
BOOKS OPEN

A. Listen and follow, then answer the questions that follow.

- Play the tape. Have the students listen and point to the text while listening.
- Play the tape again and have students repeat each sentence.
- Read each sentence and ask the student to repeat after you, repeat at least twice so that the students are able to ask and answer fluently.

Questions: State whether the following sentences are true or false.

- 1. Ali's father is a doctor. (F)
- 2. Ali's father starts work at ten o'clock. (F)
- 3. He finishes work at eight o'clock at night. (T)





B. Ask and answer about the lesson as in the example.

- Divide the students into pairs and have them practice ask and answer questions.
- What is Ali's father?
- He is a dentist.

C. An acting game: students pretend to have a certain job, and others try to guess what they are.

• Divide the students into pairs, one student pretend to have a certain job and the other guess what it is.

A. Write answers to the following questions using phrases in the list.

- 1. Where do we see policemen? In the street.
- 2. Where do we see nurses? In the clinic.

Where do we see teachers? In classroom.

- 3. Where do we see doctors? In hospital.
- 4. where do we see dentists In clinic.

B. Dictation: copy the following sentences, then prepare for dictation.

 Ask students to memorize the following sentences for dictation.
 Ali's father is a dentist. His mother is a nurse.

READING AND WRITING

A. Write answers to the following questions using phrases in the list.

In the classroom In the street In the clinic In the hospital

- 1. Where do we see policemen?
- 2. Where do we see nurses?
- 3. Where do we see teachers?
- 4. Where do we see doctors?
- 5. Where do we see dentists?
- B. Dictation: Copy the following sentences, then prepare for dictation.

Ali's father is a dentist. His mother is a nurse.

9

Describing Actions



A. Listen and follow



We are all busy.

I am brushing my teeth.

My sister, Salma is making the tea.

My father is reading the paper.

My mother is laying the table.

My brother, Sami is having a shower.

- make tea, lay the table, have a shower, read the paper. - busy



B. Learn these words.







make tea

read the paper

lay the table

C. Listen and point (pictures in B).

Objectives

At the end of this lesson students will be able to:

Recognize and describe some actions.

New language

Make tea, lay the table, have a shower, read the paper, busy.

Bring to the class

- The tape.
- Picture cards.

Warm-Up

- Review the occupations with students.
- Divide the students into pairs and have them ask and answer about occupations.

Describing Actions LESSON 1

Presentation BOOKS CLOSED

(A) Introduce the words.

 Use the flashcards to introduce the words. Show one picture card at a time and say the word. Students repeat each word several times.

(B) Introduce the text.

- Read the text loudly and have students point while you are reading.
- Have students identify the words they already know.
- Read the text again and ask students to repeat after you.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have students listen and point to the text while listening.
- Play the tape again and have students repeat each sentence.
- Read each sentence and ask students to repeat after you, repeat at least twice so that students are able to read fluently.

B. Learn these words.

 Ask students to practice saying the words on page 75.

C. Listen and point.(picture in B).

 Say one word and have students point to the proper picture in B.

D. Read the text in A, then answer the following questions.

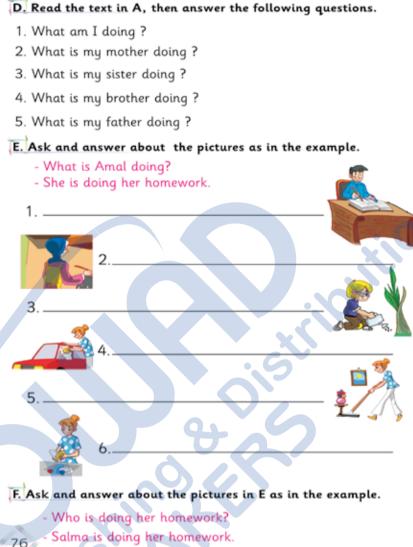
- 1. What am I doing? I am brushing my teeth.
- 2. What is my mother ding? She is laying the table.
- 3. What is my sister doing? She is making the tea.
- 4. What is my brother doing? He is having a shower.
- 5. What is my father doing? He is reading the paper.

E. Ask and answer about the pictures as in the example.

- 1. What is Basim doing? He is writing.
- 2. What is Amal doing? She is doing her homework.
- 3. What is Tom doing? He is watering the tree.
- 4. What is Dana doing? She is washing the car.
- 5. What is Dana doing? She is cleaning the house.
- 6. What is Dana doing? She is cleaning the dishes.

F. Ask and answer about the pictures as in E as in the example.

- Who is doing her homework?
- Salma is doing her homework.
- Who is cleaning the dishes?
- -Dana is cleaning the dishes.
- -who is watering the tree?
- Tom is watering the tree



Salma is doing her homework.

A.Fill in the blank spaces	using the word	ls in the list.	
lay the table, read the			ik.
1.My mother			
2.My father		A	
3.My sister			
4.My brother			

77

Reading and writing

My mother is busy. She is cooking

A. Fill in the blank spaces using the words in the list.

- 1. My mother is laying the table.
- 2. My father is reading the paper.
- 3. My sister is making the tea.
- 4. My brother is reading a book.

B. Dictation: copy the following sentences, then prepare for dictation.

- Ask students to memorize the following sentences for dictation.
 - My mother is busy. She is cooking.

LESSON 2

Objectives

At the end of this lesson students will be able to:

- Recognize singular and plural words.
- Recognize and describe some actions.

New language

Bride, bridegroom, wedding, party, happy, some people, man, men, child, children, clap.

Bring to the class

- The tape.
- Picture cards: Man, men, child, children, Bride, bridegroom, wedding, party, happy, some people, clap.

Warm-Up

 Divide students into two group, ask one group to pretend be busy doing some thing(writing, dancing, washing dishes), then ask the second group to ask about what the first group is doing, have them take turns ask and answer.

Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one picture card at a time and say the word. Students repeat each word several times.
- Remind the students that English nouns have only two forms-one (singular and more than one (plural).



(B) Introduce the text.

- Read the text loudly and have students point while you are reading.
- Have students identify the words they already know.
- Read the text again and ask students to repeat after you.

(C) Introduce the question form.

- Explain to students that when we ask about plural nouns we say the following:

 What are (They/We/plural nouns) doing? We/They are (dancing, eating, playing...)
- Explain to students that when we ask about singular nouns we say the following:

 What is (He/she/It/singular noun) doing? (He/she/It/singular noun) is (dancing, eating, playing...)

- C. Listen and point (the pictures in B).
- D. Read the text in A and answer the following questions.
- 1. Where are the bride and bridegroom sitting?
- 2. What are some men doing?
- 3. What are some women doing?
- 4. What are some children doing?
- E. Learn the plural of the following nouns.



BOOKS OPEN

A. Listen and follow.

- Play the tape. Have students listen and point to the text while listening.
- Play the tape again and have students repeat each sentence.
- Read each sentence and ask students to repeat after you, repeat at least twice so that students are able to read fluently.

B. Learn these words.

• Ask students to practice saying the words on page 78.

C. Listen and point. (picture in B).

• Say one word and have students point to the proper picture in B.

D. Read the text in A, then answer the following questions.

1. Where are the bride and bridegroom sitting?

They are sitting on the sofa.

- 2. What are some men doing? They are dancing.
- 3. What are some women doing? They are dancing.
- 4. What are some children doing?
 They are eating cake and drinking juice.

E. Learn the plural of the following nouns.

 Stick the pictures in (E) on the board and let students recognize the plural for some nouns.

man men woman women child children

A. Fill in the blank spaces using the words.

- 1. Some women are dancing.
- 2. A man is speaking with the bridegroom.
- 3. Some women are clapping.
- 4. Some children are drinking juice.
- 5. Some people are eating cake.

B. Complete the sentences with is or are and right form of the verb as in the example.

- 1. My father is reading the paper.
- 2. My mother and my sister are cleaning the carpet.
- 3. Some children are playing outside.
- 4. The bride and bridegroom are dancing.

C. Dictation: copy the following sentences, then prepare for dictation.

 Ask students to memorize the following sentences for dictation.
 Some men and women are eating cake.

READING AND WRITING

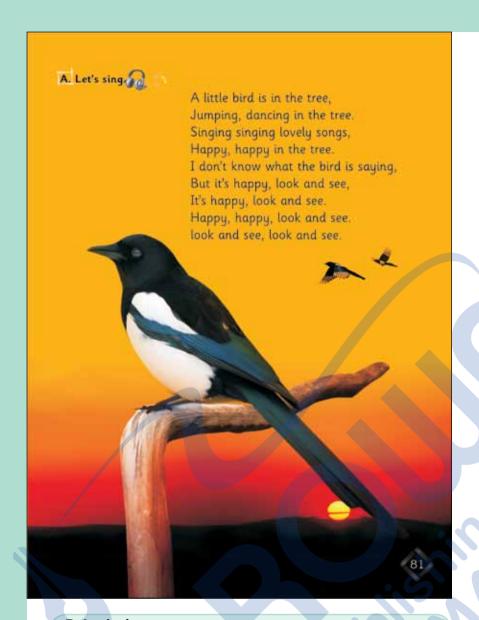
- A. Fill in the blank spaces with the suitable word.
- 1. Some _____are dancing (woman, women).
- 2. ______ is speaking with the bridegroom (a man, men).
- 3. Some_____are clapping (woman, women).
- 4. Some ______ are drinking juice (child, children).
- 5. Some _____are eating cake (people, man).
- B. Complete the sentences with 'is' or 'are' and the right form of the verb as in the example.

The boy (sing).

The boy is singing.

- 1. My father_____ (read) the paper.
- 2. My mother and my sister_____ (clean) the carpet.
- 3. Some children (play) outside.
- 4. The bride and bridegroom _____ (dance).
- C. Dictation: Copy the sentence and prepare for dictation.

Some men and women are eating cake



D. Let's sing.

* Nao

- Play the audio and ask students to listen to the song.
- Play the song again and ask the student to sing along.



Sports

LESSON 1

Objectives

At the end of this lesson students will be able to:

• Talk about sports they like.

New language

Sports, football pitch, team, game, a lion, a tiger, favorite.

Bring to the class

- The tape.
- The flashcards for (Lion, Tiger, football pitch, football team, football game, volleyball, basketball).

Warm-Up

• Review Actions with students.

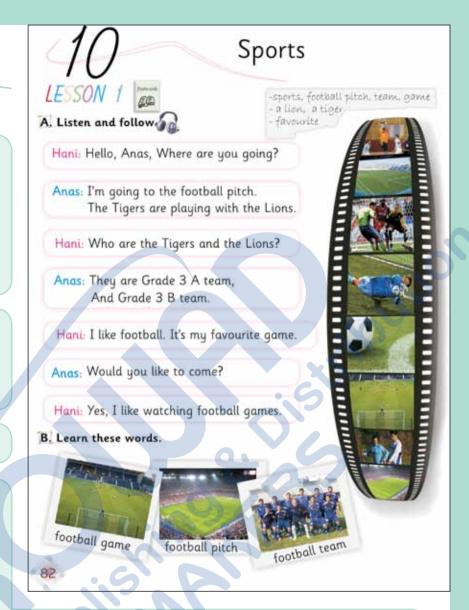
Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.
- Draw pictures of various sports equipments on the board (basketball, tennis racket, volleyball) point to each and say the sport. Then ask students if they like each sport.
- Stick the pictures of sport's equipments on the board. Ask student volunteer to rank the sports in the order they like them.

(B) Introduce the dialogue.

 Present the whole dialogue. Divide the class into two groups and practice.



• Use puppets to introduce the dialogue. Or ask volunteer students to Act it out.

BOOKS OPEN

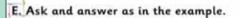
A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Read the text loudly and ask the students to read after you.
- Ask the students to identify words they recognize.

B. Learn the following words.

 Read the words loudly and ask the students to look in their books. then practice saying the words.

- C. Listen and watch (pictures in B).
- D. Read the text in A, and answer the following questions.
 - 1. Where is Anas going?
 - 2. What are the names of the teams?
 - 3. Whose team is the Tigers?
 - 4. Whose team is the Lions?
 - 5. What is Anas's favourite game?
 - 6. What is your favourite game?



- What is your favourite game/ subject/ colour/ team.
- My favourite game is basketball.



- C. Listen and point (the picture in B).
- Say one word at a time and then ask the student to point to the proper picture in B.
- D. Read the text in A, and answer the following questions.
- 1. Where is Anas going?
 - He is going to the football pitch.
- 2. What are the names of the teams?
 - The Tigers and the Lions.
- 3. Whose team are the tigers?
 - They are Grade 3A team.
- 4. Whose team are the Lions?
 - They are Grade 3B team.

- 5. What is Anas's favorite game? Football.
- 6. What is your favorite game? Tennis is my favorite game.
- E. Ask and answer as in the example.
- Divide the class into two groups then ask them to practice asking as in the example.

A. Fill in the blank spaces with words from the list.

- There is a football <u>game</u> between the Lions and the Tigers.
- 2. My favourite team is volleyball.
- We can't play football in our school.
 There isn't a <u>football pitch</u>
- I am wearing <u>football boots</u>
 I want to play football.
- Ali is wearing his tracksuit

 He wants to run.

B. Dictation: copy the following sentences and prepare for dictation.

 Ask students to memorize the following sentence for dictation.
 Football is my favorite game.

READING AND WRITING

A. Fill in the blank spaces with words from the list.

football pitch team game tracksuit football boots

- There is a football ______ between the Lions and the Tigers.
- 2. My favourite_____is volleyball.
- 3. We can't play football in our school.

There isn't a _____

4. I am wearing

I want to play football.

5. Ali is wearing his

He wants to run.

B. Dictation: Copy the following sentence, and prepare for dictation.

Football is my favourite game.





- some onto, whistle - umpire, match - very well

Hanl: Look, the Tigers are coming onto the pitch.
They are wearing red shirts.

Anas: Now, the Lions are coming. They are wearing blue shirts.

Hani: Look at Nawwaf. He is number 9 He plays football very well.

Anas: Do you like the Tigers?

Hani: Yes, I do. They play very well.

Anas: Listen, The umpire is whistling. The match is starting.

B. Learn these words.



Objectives

At the end of this lesson students will be able to:

Recognize some additional sports language.

New language

Whistle, umpire, and match. Very well. Come onto.

Bring to the class

- The tape.
- The flashcards for (umpire, whistle, come onto).

Warm-Up

Review sports with students.

LESSON 2

Presentation BOOKS CLOSED

(A) Introduce the words.

 Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.

(B) Introduce the dialogue.

- Present the whole dialogue. Divide the class into two groups and practice.
- Use puppets to introduce the dialogue. Or ask volunteer students to Act it out.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Read the text loudly and ask the students to read after you.
- Ask the students to identify words they recognize.

B. Learn the following words.

 Read the words loudly and ask the students to look in their books. then practice saying the words.

C. Listen and write the number.

• Say one word at a time and then ask students to write the number under the proper picture in C. Whistle, team, football game, goal.

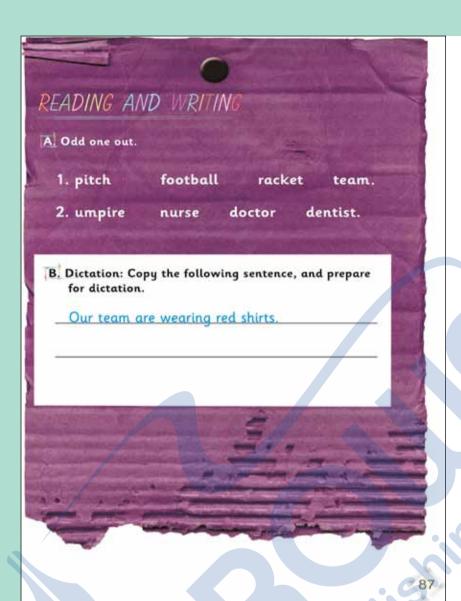
D. Read the text in A, and answer the following questions.

- 1. Who are coming onto the pitch? The tigers.
- 2. Who are wearing red shirts? The tigers.
- 3. Who are wearing blue shirts? The lions.
- 4. What is Nawwaf's number? He is number 9.
- 5. Who is whistling? The umpire.





- D. Read the text in A, then answer the following questions.
- 1. Who are coming onto the pitch?
- 2. Who are wearing red shirts?
- 3. Who are wearing blue shirts?
- 4. What is Nawwaf's number?
- 5. Who is whistling?



A. Odd one out.

 Ask the students to mark out the odd word which doesn't belong to the same category.

1. pitch football racket team.

2. umpire nurse doctor dentist.

B. Dictation: copy the following sentences and prepare for dictation.

 Ask students to memorize the following sentence for dictation.

Our team is wearing red shirts.

LESSON 3

Objectives

At the end of this lesson students will be able to:

• Recognize some additional sports language.

New language

Run fast, jump high, win, shoot, catch, kick.

Goal, net, goalkeeper. Up and down, into.

Bring to the class

- The tape.
- The flashcards for (Run fast, jump high, win, shoot, catch, kick, Goal, net, goalkeeper, Up and down, into).

Warm-Up

• Review sports with students.

Presentation BOOKS CLOSED

(A) Introduce the word.

 Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.

(B) Introduce the dialogue.

- Present the whole dialogue. Divide the class into two groups and practice.
- Use puppets to introduce the dialogue. Or ask volunteer students to Act it out.



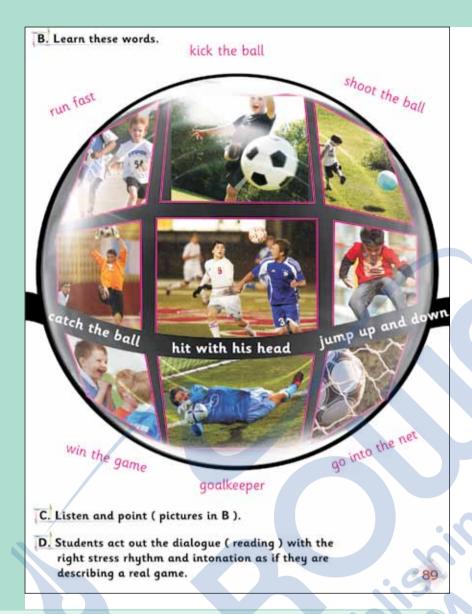
BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Read the text loudly and ask the students to read after you.
- Ask the students to identify words they recognize.

B. Learn the following words.

- Read the words loudly and ask the students to look in their books. then practice saying the words.
- Say the word while acting the action to help students understand it quickly.



C. Listen and pint (picture in B).

- Say one word at a time and then ask student to point to the proper picture in B.
- D. Students act out the dialogue (reading) with the right stress rhythm and intonation as if they are describing a real game.
- Ask two students to come to the front and act out the dialogue.

A. Read the dialogue in A, and answer the following questions.

- 1. Complete the sentences using the words in the list.
- a. The goalkeeper catches the ball.
- b. Nawwaf <u>hits</u> the ball with his head into
- c. The Tigers win the game.
- d. The goalkeeper<mark>jumps high</mark> and catches the ball.
- e. Number 9 kicks the ball high.
- 2. Put the following sentences in order.
- a. The Tigers are winning.
- b. Nawwaf is hitting the ball with his head, into the net.
- c. Number 9 kicks the ball high.
- 1. Number 9 kicks the ball high.
- 2. Nawwaf is hitting the ball with his head, into the net.
- 3. The Tigers are winning.

READING AND WRITING

- A. Read the dialogue in A, and answer the following questions.
 - 1. Complete the sentences using the words in the list.

net, win, hits, jumps high, kicks, goalkeeper,

- a. The_____catches the ball.
- b. Nawwaf_____the ball with his head into
- c. The Tigers_____the game.
- d. The goalkeeper____ and catches the ball.
- e. Number 9_____the ball high.
- 2. Put the following sentences in order.
 - a. The Tigers are winning.
 - b. Nawwaf is hitting the ball with his head, into the net.
 - c. Number 9 kicks the ball high.
 - 1.
 - 2.
 - 3

I am good at pl	aying volley	ball, but I d	on't know
how to play fo	otball.		

B. Dictation: copy the following sentences and prepare for dictation.

 Ask students to memorize the following sentence for dictation.

I am good at playing volleyball, but I don't know how to play football.

2

Revision

LESSON 1

Objectives

This lesson is to:

 Revise the new words and languages taken in the previous lessons.

Book open

1. Read and say forming sentences as in the example.

- Eat cheese. It is good fore your health.
- Don't drink a lot of Pepsi. It's bad for your health.
- Don't eat a lot of chocolate. It's bad for your health.
- Drink a lot of Milk. It's good for your health.
- Do your homework. It's good for you.
- Play football. It's good for you.
- Brush your teeth. It's good for your health.

2. Look and say as in the example.

20+30=?

Twenty plus thirty is fifty

- 1. 10+60=70 ten plus sixty is seventy.
- 2. 30+70=100 thirty plus seventy is one hundred.
- 3. 20+70=90 twenty plus seventy is ninety.
- 4. 10+10=20 ten plus ten is twenty.
- 5. 40+50= 90 forty plus fifty is ninety.
- 6. 60+20= 90 sixty plus twenty is ninety.

2

Revision (2)

a lot of chocolate

LESSON 1

1. Read and say forming sentences as in the example.

 Eat cheese. It is good for your health.
 Don't drink a lot of pepsi. It's bad for your health. you.

Fat

Drink milk

Play

homework

Brush your teeth

Do football

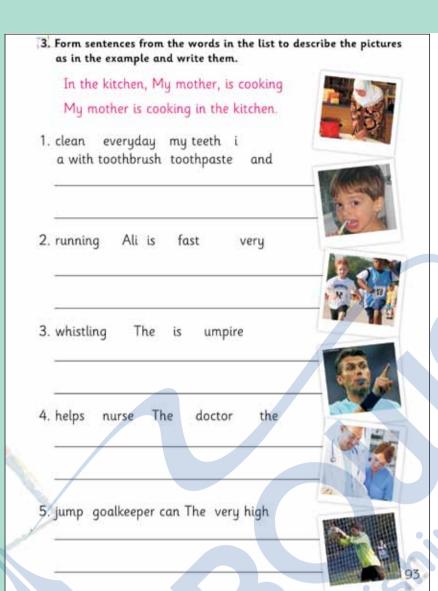
Get up orange juice

2. Look and say as in the example.

$$20 + 30 = ?$$

Twenty plus thirty is fifty.

5. 40 + 50 = 6. 60 + 20=

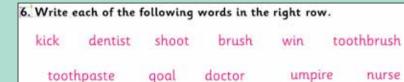


- 3. Form sentence from the words in the list to describe the pictures as in the example and write them.
- 1. I clean my teeth with a toothbrush and a toothpaste everyday.
- 2. Ali is running very fast.
- 3. The umpire is whistling.
- 4. The nurse helps the doctor.
- 5. The goalkeeper can jump very high.

4. What are they saying? Write the missing words using the following:

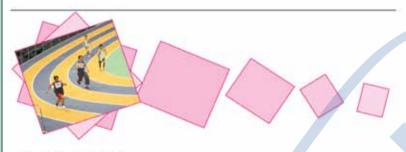
- 1 where are you going?
 Sami: I am going to the mall.
 2 when do you get up?
 I get up at six o'clock.
 3 when do you have English?
 We have English everyday.
 4 Do you have Social Studies on Sunday?
 No, we don't.
 5 What's the matter with you?
 I've got toothache.
 6 What is your favourite game?
 My favourite game is football.
- 5. It is seven o'clock in the morning on Sunday. What do you think Dana may be doing. Put (\sqrt) beside he sentence if it is possible and (X) if it is not possible.
- She is having a shower ().
 She is helping her mother in the kitchen ().
 She is playing chess ().
 She is playing computer games ().
 She is making her bed ().
 She is dusting the living room ().

4. What are they saying? Write the missing words using the following:
At what time, Where, When, Do, What's the matter? What
1are you going?
- Sami: I am going to the mall.
2 do you get up?
- I get up at six o'clock.
3do you have English?
- We have English everyday.
4you have Social Studies on Sunday?
- No, we don't.
5the with you?
- I've got toothache.
6is your favourite game?
- My favourite game is football.
5. It is seven o'clock in the morning on Sunday. What do you think Dana may be doing. Put a () beside the sentence if it is possible and (X) if it is
not possible.
 She is having a shower (). She is helping her mother in the kitchen ().
3. She is playing chess ().
4. She is playing computer games ().
5. She is making her bed ().
6. She is dusting the living room ().
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hospital trainers doctor

Sports



Teeth and Health



6. Write each of the following words in the right row.

Sports

kick goal umpire win trainers

shoot



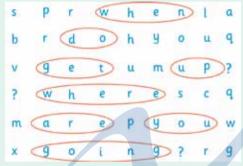
Teeth and Health nurse toothpaste hospital dentist doctor brush doctor toothbrush



7. Read and guess what this game

- a. football.
- b. Basketball.

8. Find two questions and write them.



- 1. When do you get up?
- 2. Where are you going?

- 7. Read and guess what this game is.
- a. There are two teams in this game. There are eleven players. The players kick the ball. They don't catch it, but the goalkeeper can. Kick the ball into the net, and you get a goal.
- b. There are two teams in this game. There are nine players. The players hit the ball with their hands. The players can not kick the ball. Put the ball into the basket, and you get a goal.
- 8. Find two questions and write them.





vegetables, greengrocer, at the greengrocer's

Basim goes shopping with his mother.

Basim: Are you going shopping, Mum?

I would like to go with you.

I like shopping.

Mother: OK. You can help me.

At the Greengrocer's.

Mother: Good morning, Mr. Shalabi.

I'd like two kilos of potatoes, a kilo

of beans and a kilo of tomatoes.

Greengrocer: Anything else?

Mother: I want also one kilo of carrots,

two kilos of cucumbers, and one

lettuce.

Greengrocer: Here you are.

Mother: How much are they?

Greengrocer: Five dinars and twenty piastres.

Mother: Here you are. Goodbye.

Greengrocer: Goodbye Mrs. Masri.

Basim carries the vegetables to the car.

Objectives

At the end of this lesson students will be able to:

- Recognize some vegetables name.
- Recognize some shopping phrases.

New language

Go shopping, anything else?

Potatoes, tomatoes, carrots, cucumber, lettuce, beans, vegetables, greengrocers.

Bring to the class

- The tape.
- The flashcards for (Potatoes, tomatoes, carrots, cucumber, lettuce, beans, vegetables, greengrocers).

Warm-Up

Review sports with students.

Shopping LESSON 1

Presentation BOOKS CLOSED

(A) Introduce the words.

 Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.

(B) Introduce the dialogue.

- Present the whole dialogue.
- Use puppets to introduce the dialogue. Or ask volunteer students to Act it out.
- Ask the students to circle the new words they recognize.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Read the text loudly and ask the students to read after you.
- Ask the students to identify words they recognize.

B. Learn these words

 Read the words loudly and ask the students to look in their books.
 And then practice saying the words.

C. Listen and point (the picture in B).

 Say one word at a time and then ask the student to point to the proper picture in B.

D. Read the text in A, and answer the following questions.

- 1. What does Mrs. Masri buy at the greengrocer's?
 - She bought 2 kilos of potatoes, one kilo of beans and a kilo of tomatoes, kilo of carrots, 2 kilo of cucumber, and one lettuce.
- 2. How many kilos of potatoes does she buy?

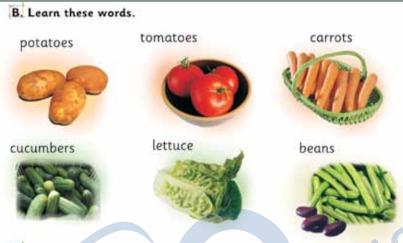
She bought two kilos of potatoes.

- 3. How much are they?

 They are five dinars and twenty piastres.
- 4. Does Basim help his mother? Yes he does.

E. Act out the dialogue in A.

 Ask students volunteers to come to the front and act the dialogue.



- C. Listen and point (pictures in B).
- D. Read the text in A, and answer the following questions.
- 1. What does Mrs. Masri buy at the greengrocer's?
- 2. How many kilos of potatoes does she buy?
- 3. How much are they?
- 4. Does Basim help his mother? What does he do?
- E. Act out the dialogue in A

READING AND WRITING

A. Fill in the blank spaces with words from the list.

go shopping, greengrocer's, beans, lettuce, tomatoes, cucumber, carrots, potatoes.

- We make salad from

 and
- 2. Mymother and I ______ on Friday.
- 3. We buy_____at the_____
- B. Dictation: Read the following sentence, copy it, then prepare for dictation.

We buy vegetables at the greengrocer's.



Reading and writing

A. Fill in the blank spaces with words from the list.

- 1. We make salad from lettuce, tomatoes and cucumber
- 2. Mymother and I go shopping on Friday.
- 3. We buy <u>carrots</u> at the <u>greengrocer's</u>.

B. Dictation: copy the following sentences and prepare for dictation.

- Ask students to memorize the following sentence for dictation.
 - We buy vegetables at the greengrocer's.

LESSON 2

Objectives

At the end of this lesson students will be able to:

- Recognize some fruits name.
- Recognize some additional shopping phrases.

New language

Expensive, cheap.

Buy sell.

Fruit seller, mango, cherry.

Bring to the class

- •The tape.
- •The flashcards for (Expensive, cheap, Buy sell, Fruit seller, mango, cherry).

Warm-Up

Review shopping with students.

Presentation BOOKS CLOSED

(A) Introduce the word.

- Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.
- Explain to the students that (sell, buy, expensive and cheap are called Opposites).
- Ask the students to mention some other opposites words they already know (such as: white and black , close and open, big and small).

(B) Introduce the dialogue.

- Present the whole dialogue.
- Use puppets to introduce the dia



fruit seller, mang, cherry. -expensive, cheap. - buy, sell.

At the Fruitseller's

Mother: Let's go to the fruitseller now, Basim.

We need some fruit.

Mother (to the fruitseller): How much is a kilo of mango.

Mr. Haddad?

Fruitseller: Four dinars.

Mother: This is very expensive.

Basim: Let's buy some cherry.

I like cherry, and it's cheap.

Mother(to the fruitseller): A kilo of cherries, please.

Fruitseller: Here you are.

Mother: How much is it?

Fruitseller: Two dinars.

Mother: Here you are. Thank you.

(Basim carries the fruit to the car).

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logue. Or ask volunteer students to Act it out.

• Ask the students to circle the new words they recognize.

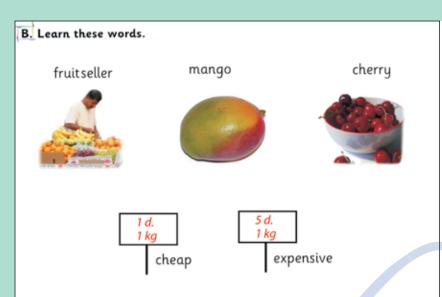
BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Read the text loudly and ask the students to read after vou.
- Ask the students to identify words they recognize.

B. Learn these words.

• Read the words loudly and ask the students to look in their books. And practice saying the words.



- E. Act out the dialogue in A.
- Ask students volunteers to come to the front and act the dialogue.

- C. Listent and point at the pictures in B.
- D. Read the dialogue in A and answer the question.
 - 1. Where do they buy fruits?
 - 2. Do they buy mango?
 - 3.What do the buy?
 - 4. Is mango cheap or expensive?
 - 5. Which fruit is cheap?
- E. Act out the dialogue in A.

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C. Listen and point (the picture in B).

 Say one word at a time and then ask the student to point to the proper picture in B.

D. Read the text in A, and answer the following questions.

- 1. Where do they buy fruits? From the fruit seller's.
- 2 Do they buy mango? No they don't.
- 3. What do they buy? They bought cherry.
- 4. Is mango cheap or expensive? It is very expensive.

A. Fill in the blank spaces with words from the list.

- 1. Mango is <u>expensive</u>
- 2. Cherry is cheap
- 3. Mango and cherry are fruits.
- 4. The <u>fruitseller</u> sells fruits.

B. Dictation: copy the following sentences and prepare for dictation.

 Ask students to memorize the following sentence for dictation.
 Vegetables are cheap, but fruits are expensive.

READING AND WRITING

A. Fill in the blank spaces with words from the list.

expensive, cheap, fruitseller, Mango, cherry.

- 1. Mango is ______.
- 2. Cherry is _____
- 3._____ and ____are fruits.
- 4. The ______ sells fruits_
- B. Dictation: Copy the following sentence and prepare for dictation.

Vegetables are cheap, but fruits are expensive.



LESSON 3



A. Listen and follow

butcher, grocer, baker - meat, chicken, sugar, rice, a packet of chips





Mother: Good morning, Mr. Halabi: I'd like a kilo of meat. How much is it?

Butcher: It is ten dinars a kilo.

Mother: It is very expensive. Have you got any chickens?

Bucher: Yes. How much do you want?

Mother: Two chickens, please.

(Basim carries the chickens to the car.)

Basim: Please, Mum. Let's go to the grocer's

I want a bar of chocolate and a packet of chips.

Mother: OK. I want to buy some sugar and rice, too.

Basim:

Do you want to buy bread, too?

Mother: We don't buy bread at the grocer's. We buy bread at the baker's.



At the end of this lesson students will be able to:

Recognize some additional shopping stores.

New language

Butcher, grocer, baker.

Meat, chicken, sugar, rice, a packet of chips.

Bring to the class

- The tape.
- The flashcards for (Butcher, grocer, baker, meat, chicken, sugar, rice, a packet of chips).

Warm-Up

· Review shopping with students.

LESSON 3

Presentation BOOKS CLOSED

(A) Introduce the words.

• Use the flashcards to introduce the words. Show one flashcard at a time and say the word. Students repeat each word several times.

(B) Introduce the dialogue.

- Present the whole dialogue.
- Use puppets to introduce the dialogue. Or ask volunteer students to Act it out.
- Ask the students to circle the new words they recognize.

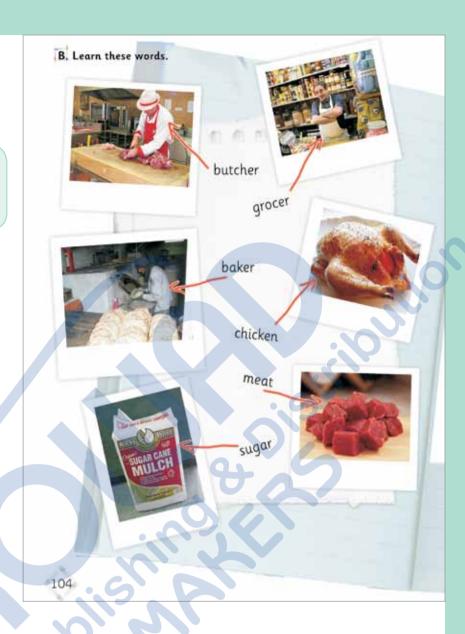
BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Read the text loudly and ask the students to read after you.
- Ask the students to identify words they recognize.

B. Learn these words.

 Read the words loudly and ask the students to look in their books.
 And practice saying the words.



- C. Listen and point (pictures in B).
- D. Read the dialogue in A, and answer the following questions.
- 1. What does Basim's mother buy at the butcher's ?
- 2. What does she buy at the grocer's?
- 3. What does she buy at the baker's?
- 4. What does Basim want to buy at the grocer's?
- 5. Is chicken expensive or cheap?

E. Ask and answer as in the example.

- What does a grocer sell?
- He sells sugar /chocolate...

a grocer

a butcher

What does a baker

sell?

a greengrocer

a fruitseller

F. Ask and answer as in the example.

- Who sells meat?
- The butcher sells meat.

G. Ask and answer as in the example.

- Where do we buy tomatoes ?
- We buy tomatoes at the greengrocer's.

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C. Listen and point (the picture in B).

 Say one word at a time and then ask the students to point to the proper picture in B.

D. Read the text in A, and answer the following questions.

- 1. What does Basim's mother buy at the butcher's?

 She bought chickens.
- 2. What does she buy at the grocer's?

Bar of chocolate, packet of chips, some sugar and rice.

- 3. What does she buy at the baker's? They bought bread.
- 4. What does Basim want to buy at the grocer's? Bar of chocolate, packet of chips.
- 5. Is chicken expensive or cheap? It's cheap.

E. Ask and answer as in the example.

- Divide the students into pairs and ask them to ask and answer as in the example below:
- What does a baker sell? He sells bread.
- What does a butcher sell? He sells meat and chicken.
- What does a greengrocer sell? He sells vegetables.
- What does a fruit seller sell? He sells fruits.

F. Ask and answer as in the example.

Who sells meat?

The butcher sells meat.

Who sells fruit?

The fruitseller sells fruit.

Who sells vegetables?

The greengrocer sells vegetables.

G. Ask and answer as in the example.

Where do we buy tomatoes?

We buy tomatoes at the greengrocer's.

Where do we buy meat?

We buy meat at the butcher's.

Where do we buy bread?

We buy bread at the baker's.

A. Complete the questions with words from the list.

- 1 Who sells meat?
- The grocer.
- 2 Where do we buy meat?
- at the butcher's.
- 3 What do we buy at the fruitseller?
- Fruits.
- 4 What does a grocer sell?
- Sugar and sweets.

B. Put each of the following words in the right group.

At the grocer's sugar juice
At the buther's chicken meat
At the greengrocer's mango cherry
At the baker's bread cake

C. Dictation: copy the following sentences and prepare for dictation.

 Ask students to memorize the following sentence for dictation.
 We buy meat and chicken at the butcher's.

We buy sugar and sweets at the grocer's.

READING AND WRITING A. Complete the questions with words from the list. ____sells meat? What - The grocer. 2 _____do we buy meat? - at the butcher's. Where 3 _____do we buy at the fruitseller? - Fruits. Who 4 _____does a grocer sell? - Sugar and sweets. B. Put each of the following words in the right group. sugar, mango, juice, bread, meat, cake, chicken, cherry' At the grocer's -At the buther's_ At the greengrocer's At the baker's D. Dictation: Copy the following two sentences and prepare for dictation. We buy meat and chicken at the butcher's We buy sugar and sweets at the grocer's

12

Months of the Year





A. Listen and follow

- the twelve months of the year - first, last.

- New Year Day, School Show, Mother's Day.

There are twelve months in the year. The first month is January.
The last month is December.
We have a holiday on the first day of January. It is New Year's Day.
Mother's Day is in March.

The long school holiday is in July and August. The School Show is in June.

B. Learn the months of the year.

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

C. Learn these words.

month year first last

New Year's Day Mother's Day School Show

D. Listen and point, then read the words in B and C.

Objectives

At the end of this lesson the children will be able to:

 Identify the names and sequence of the months of the year.

New language

The twelve months of the year. First, last.
New year day.

school show, Mother's day.

Bring to the class

- The tape.
- The flashcards.
- · Calendar.

Warm-Up

Review the shopping with the students.

12 Months of the Year LESSON 1

Presentation BOOKS CLOSED

(A) Present the topic: Months of the year.

- Show a calendar (or draw a simple calendar on the board) and ask students to tell you the names for the months of the year in their native language. Then as if students know any of the English words for the months. Don't feel that you want to correct them at this point-the goal is to see what they already know about this topic.
- Use the flashcards to introduce the months of the year. Show flashcard at a time and say the word. Students repeat each word several times.
- Explain to the students the sequence of the months of the year.

(B) Introduce the words.

- Draw a simple, one week calendar on the board. Point to each day of the week and say its name. Student repeat.
- Point to a month of the year, at random, on the calendar. Students say the appropriate name of the month.

BOOKS OPEN

A. Listen and follow

- Play the tape. Have the students listen and point to the words while listening.
- Play the tape again and have students repeat after each sentence.
- Read the months of the year and ask the students to repeat after you, repeat at least twice so that

the students are able to say them fluently, and in sequence.

B. Learn the months of the year.

 Ask the students to look at page 107 and practice saying the months of the year.

C. Lean these words.

 Say the words and ask the students to repeat after you.

D. Listen and point, then read the words in B and C.

- Ask the students to look at their books and read the words loudly.
- Ask them to repeat several times .

E. Read the text in A, then answer the following questions.

1. How many months are there in the year?

There are twelve months in the year.

2. What is the first month?

January.

3. What is the last month?

December.

4. When is the school show?

It is in June.

5. When is the New Year's Day?

The first day of January.

6. When is Mother's Day?

It is in March.

7. When is the long school holiday? Its in July and August.

E. Read the text in A, then answer the following questions.

- 1. How many months are there in the year?
- 2. What is the first month?
- 3. What is the last month?
- 4. When is the School Show?
- 5. When is New Year's Day?
- 6. When is Mother's Day?
- 7. When is the long school holiday?

C. Ask and answer as in the example.

- When is your birthday?
- My birthday is in June.

D. Ask and answer as in the example.

- What is your favourite month?
- My favourite month is March.
 My birthday is in March.

Give one of the following reasons.

- 1. The weather is fine/ rainy
- 2. My birthday is in_
- 3. Mother's Day is in
- 4. The school starts in.
- 5. The school ends in ___
- 6. The long school holiday is in ____
- 7. New Year's Day is in .

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F. Ask and answer as in the example.

• Have the students practice asking and answering about dates as in the example.

G. Ask and answer as in the example.

 Have the students practice asking and answering and use one of the reasons listed in the book.

READING AND WRITING
A. Complete the following sentences with words from the list.
March, January, December, July and August, June, September.
1. School starts in and ends in
2. The long school holiday is in
3. Mother's Day is in
4. The School Show is in
B. Dictation: Copy the following sentences and prepare for dictation.
There are twelve months in the year.
_The first month is January .
C10
Reading and writing A. Complete the following sentences with words
from the list.
1. School starts in September and ends in June

2. The long school holiday is in July and August

3. Mother's Day is in .

4. The School Show is in

March

June

B. Dictation: copy the following sentences and prepare for dictation.

 Ask the students to memorize the following sentences for dictation.
 There are twelve in the year.
 The first month is January.

LESSON 2

Objectives

At the end of this lesson the children will be able to:

• Recognize the four seasons.

New language

Spring, summer, autumn, winter.

Bring to the class

- •The tape.
- •The flashcards of the seasons.
- Calendar.

Warm-Up

• Review the months of the year with the students.

Presentation BOOKS CLOSED

(A) Introduce the words.

- Use the flashcards to introduce the 4 seasons. Show one flashcard at a time and say the word. Students repeat each word several times.
- Explain the seasons for the students.





A. Listen and follow



There are thirty — one days in January, March, May, July, August, October and December. There are thirty days in April, June, September and November. There are twenty — eight days or twenty — nine days in February.

There are four seasons in the year: spring, summer, autumn and winter. The months of spring are March, April and May. The weather is fine in spring. The months of summer are June, July and August. The weather is sunny in summer. The months of autumn are September, October and November. It is windy in Autumn.

The months of winter are December, January and February. It is rainy in winter.

B. Learn these words.









autum

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the words while listening.
- Play the tape again and have students repeat after each sentence.
- Say the 4 seasons and ask the students to repeat after you, repeat at least twice so that the students are able to say them fluently, and in sequence.

B. Learn these words.

Ask the students to look at page 110 and practice saying the seasons.

- C. Listen and point (the pictures in B).
- D. Read the text in A, then answer the following questions.
- 1. How many days are there in September?
- 2. How many days are there in June?
- 3. How many days are there in February?
- 4. How many seasons are there in the year?
- 5. What are spring/ summer/ autumn/ winter?
- 6. What's the weather like in spring/ summer/ autumn/ winter?



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C. Listen and point, then read the words in B.

- Ask the students to look at their books and read the four seasons loudly.
- Ask them to repeat the words several times.

D. Read the text in A, then answer the following questions.

- 1. How many Days are there in September?
 There are thirty days in September.
- 2. How many days are there in June? There are thirty days in June.
- 3. How many days are there in February? There are 28 days in February.

4. How many seasons are there in the year?

There are four seasons.

- 5. What are spring/summer/autumn/ winter?They are the four seasons.
- 6. What's the weather like in spring/ summer/autumn/winter?It is fine in spring/ it is sunny in summer/ it is windy in autumn/ it is rainy in winter.

Reading and writing

A. Fill in the blank spaces with words from the list.

- 1. There are thirty days in January.
- 2. There are four <u>season</u> in the <u>year</u>
- 3. There are three months in the season
- 4. There are twelvemonths in the year

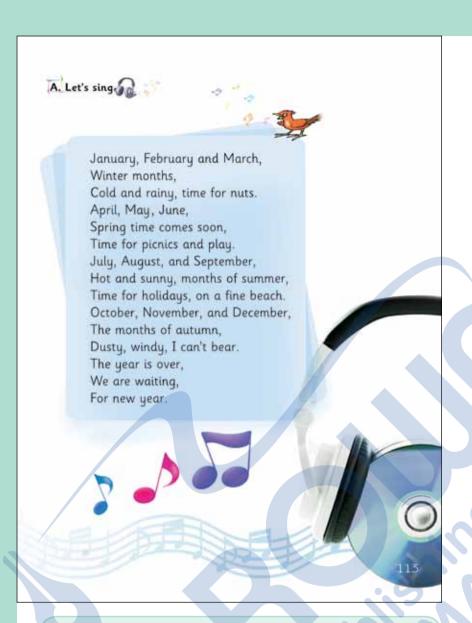
B. Fill in the blank spaces with words from the list.

- 1. The weather is fine in spring
- 2. The weather is windy in autumn
- 3. The weather is rainy in winter
- 4. The weather is sunny in summer

C. Dictation: copy the following sentences and prepare for dictation.

 Ask the students to memorize the following sentences for dictation.
 There are four seasons in the year.
 Spring, summer, autumn and winter.

READING AND WRITING	
A. Fill in the blank spaces with words from the list.	year
1. There are thirtyin January.	season
2. There are fourin the	months
3. There are threein the	days
4. There are twelvein the	week
B. Fill in the blank spaces with words from the list.	
spring summer autumn wint 1. The weather is fine in	er
The weather is windy in The weather is rainy in	ilon
4. The weather is sunny in	
C. Dictation: Copy the following sentences and predictation.	pare for
There are four seasons in the year:	
spring, summer, autumn and winter.	



D. Let's sing.

- Play the audio and have the students listen to the song.
- Repeat the audio and have the students sing along.

13 Instructions

Objectives

At the end of this lesson students will be able to:

- Recognize some instructions.
- Recognize some new verbs and phrases.

New language

must, mustn't, can, can't. go outside, stay at home, visit grandfather, traffic light, rubbish, rubbish basket.

cross the street, throw, stop, touch.

Bring to the class

- The tape.
- Picture cards for the new words you will teach in the lesson.

Presentation BOOKS CLOSED

(A) Introduce the verbs.

- Use the picture cards to introduce the instructions. Show one picture card at a time and say the phrase. Students repeat each phrase several times.
- Practice the phrases by saying the actions and have the students make up the gesture for it. Say all the phrases again with gestures and have students repeat. Next gesture and have the students say the phrase as they do the gesture.
- Conduct a quick drill of the phrases. Don't speak as you show the cards. Have students identify the activity plus all the previously learned activities.



- Gradually pick up speed as student get used saying the phrases.
- Explain to the students the negative form for: must and can.(mustn't and can't).

(B) Introduce the dialogue.

• Use a puppet or students to introduce the dialogue.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the text while listening.
- Play the tape again and have students repeat after each character.

- C. Listen and point (pictures in B).
- D. Read the dialogue in A, then say if each sentence is true or false.
- 1. Sami can play outside.
- 2. Sami must do his homework.
- 3. Sami doesn't want to visit his grandfather.
- 4. Sami must visit his grandfather.
- E. Act out the dialogue in A.



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B. Learn these words.

 Ask the students to read the words and phrases in part B.

C. Listen and point (the picture in B).

- Ask the students to look at page 114 and point to the phrase you said.
- Ask the students to practice saying the words, several times.

D. Read the dialogue in A, then say if each sentence is true or false.

- 1. Sami can play outside. (False)
- 2. Sami must do his homework. (True)

- 3. Sami doesn't want to visit his grandfather. (True)
- 4. Sami must visit his grandfather. (True)

E. Act out the dialogue in A.

• Ask the two students to come to the front and act the dialogue.

Reading and writing

A. Complete the sentences with Can, must, can't or mustn't.

- 1. The traffic light is red. Youmust stop.
- 2. You must cross the street at a zebra crossing.
- 3.The traffic light is green .You <u>can</u> cross the street now.
- 4. You must put rubbish in the rubbish basket.
- 5. You_____walk on the grass in the park.
- In football, you <u>Can</u> hit the ball with your head, but you <u>Can't</u> touch the ball with your hands.
- 7. In volleyball, youcan't kick the ball.

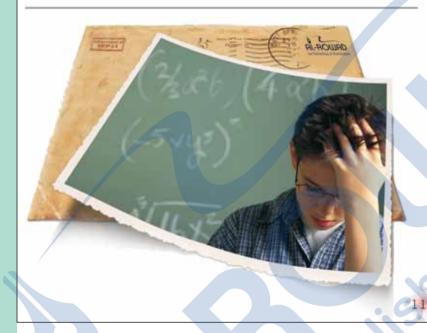
B. Write suitable instruction using "must" mustn't", and can't.

- 1. You mustn't stay outside at night.
- 2. You must help your mother in the kitchen.
- 3. You must make your bed in the morning.

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READING AND WRITING
A. Complete the sentences with: 'can' 'must', can't or mustn't. 1. The traffic light is red. You stop.
2. Youcross the street at a zebra crossing.
3.The traffic light is green.You cross the street now.
4. Youput rubbish in the rubbish basket.
5. Youwalk on the grass in the park.
6. In football, you——hit the ball with your head,
but youtouch the ball with your hands.
7. In volleyball, youkick the ball.
B. Write suitable instructions using "must", "mustn't" and "can't"
stay outside at night, help your mother in the kitchen,
make your bed in the morning.
1.
4

ou mustn't thr	ow rubbish on the floor.	
ou must put it	in the rubbish basket.	



C. Dictation: copy the following sentences, then prepare for dictation.

 Ask the students to memorize the following sentence for dictation.

You mustn't throw rubbish on the floor. You must put it in the rubbish basket.

LESSON 2

Objectives

At the end of this lesson students will be able to:

· Recognize some additional instructions.

New language

Can, can't. A lot of.

Bring to the class

- The tape.
- Picture cards for the new words you will teach in the lesson.

Presentation **BOOKS CLOSED**

(A) Introduce the dialogue.

 Use a puppet or students to introduce the dialogue.

BOOKS OPEN

A. Listen and follow.

- Play the tape. Have the students listen and point to the speech bubble while listening.
- Play the tape again and have students repeat after each character.

B. Read the dialogue, then answer the questions.

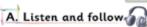
1. Can Amal watch TV? No she can't.

2. Can Amal play outside? No she can't.

3. What can she do? She can read, tidy up her room or draw.

LESSON 2





Amal: Can I watch television now?

Mother: No, you can't. You mustn't watch a lot of TV

This is not good for your eyes.

Amal: Can I play outside?

Mother: No you can't. You mustn't stay outside at

Amal: Oh, Mum! You must, you mustn't, you can't.

What can I do!

Mother: You can read, you can tidy up your room, and you can draw.

We like you, Amal. We want you to be

healthy and good at school.

can, can't (can't)

a lot of



- 1. Can Amal watch TV?
- 2. Can Amal play outside?
- 3. What can she do?

D. Look at the list of words and phrases and form sentences as in the example.

eat meat, drink a lot of cola, drink milk, play sports, watch a lot of TV, eat fast food, drink juice, eat a lot of sweets.

- You must eat meat. It is good for your health.
- You mustn't eat a lot of chocolate. It is bad for your teeth.

E. Act out the dialogue in A.

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C. Look at the list od words and phrases and form sentences as in the example.

- You must (eat meat/drink milk/play sport/drink juice). it is good for your health
- You mustn't (eat a lot of sweets/eat fast food/drink a lot of cola). It is bad for your teeth.

D. Act out the dialogue in A.

• Ask the two students to come to the front and act the dialogue.

READING AND WRITING

A. Complete the sentences using the phrases in the list.

It is good for you health/ teeth/ eyes. It is bad for your health/ teeth

- 1. You must eat carrots, _____
- 2. You mustn't eat a lot of chocolate.
- 3. You mustn't eat fast food.
- 4. You must sleep early.

B. Learn these words and phrases, then use them to complete the sentences.







listen

n untidy

tidi









arrive early arrive late

1. We must____at school.

We mustn't______.

- 2. You must look ______, then _____ when you cross the street.
- 3. You must be _____. You mustn't put your books on the floor.
- 4. You must_____ to your teacher. Don't look outside.

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Reading and writing

A. Complete the sentences using the phrases in the list.

- 1. You must eat carrots, it is good for your eyes
- 2. You mustn't eat a lot of chocolate. it is bad for your teeth
- 3. You mustn't eat fast food. it is bad for your health
- 4. You must sleep early, it is good for your health

B. Learn these words and phrases, then use them to complete the sentences.

- We must arrive early at school.
 We mustn't arrive late
- You must look <u>left</u>, then <u>right</u> when you cross the street.
- 3. You must be tidy You mustn't put your books on the floor
- 4. You must listen to your teacher. Don't look outside.

C. Dictation: copy the following sentences, then prepare for dictation.

 Ask the students to memorize the following sentence for dictation.
 You can play computer games. But you must do your homework first.

D. Lets sing.

- Play the audio and have the students listen to the song.
- Repeat the audio and have the students sing along.

C. Dictation: Copy the following sentences, then prepare for

You can play computer games, but you

must do your homework first.

D. Let's sing

Can we do all what we like?

No we can't, no we can't.

We like to play all the day,
But we must do what mums say:
You must do your homework now,
You must wash your father's car,
It's your turn to clean the floor,
You must do your kitchen chore.
Sometimes we want to sleep late,
But we must get up in haste.

We must not eat lots of chocolate,
We must not watch lots of TV!

Can we do all what we like?
No, we can't, no we can't,
We must, we must, we must not,
We must, we must, we cannot

Oh! Can't we be like butterflies, Playing, running days and nights!

