

Objectives:

1. Introduce road signs and their meanings.
2. Present giving directions.
3. Present prepositions of place.
4. Practise asking for and giving directions.

New Vocabulary:

left – right – straight – turn – after – before – over – directions – locations – road signs

Aids:

Tape recordings.

Homework and Revision**Presentation****Unit Introduction**

- Before you start teaching lesson 1, introduce the unit to your students.
- Write the topic of the unit on the board.
- Have students skim the unit to build up their expectations and to familiarize them with it.
- Tell your students what they will learn by the end of the unit by reading the objectives on the first page of the unit.

Discussion

This activity introduces road signs and their meanings.

Books open

- Have students look at the pictures of the road signs in the book. Ask the first discussion question "Where do you see these signs?" (on the road).
- Ask "What are they?" Elicit (road signs). Write it on the board. Ask the second discussion question. "What are they for?" (Giving directions / guiding drivers / helping drivers drive safely).
- Read the third point of discussion.

- Explain task: Students match the signs with the instructions.
- Students may work in pairs to do task.
- Check answers as a class.

Answers:

1. d	2. a
3. b	4. f
5. e	6. c

- Read each sign. Students repeat chorally.

Conversation

This conversation introduces asking for locations and giving directions.

Books open

- A. - Set the scene. Say, "A man is lost and is asking for directions".
- Have students look at the picture of the man.
- Ask, "Where is the man?" "Why is he using the cell phone?" (to ask for directions).

Books closed

- On the board write these guiding questions:
 - *Where is the man going? (To Al Faisaliah School)*
 - *"Is the place before or after the bridge? "* (after the bridge)
- Review before and after.
- Play tape recording no. 1. Students listen in order to answer the questions . Elicit answers.

Books open

- Play the tape again. Students listen and read.
- Present the **function** of the conversation:
 - **Asking for and giving directions.**
- On the board write:
 - **Can you tell me the way to your school?**
 - **Go straight ahead on Malek Road.**
 - **Go under the bridge.**
 - **Go past the park.**

- **It's on your left.**
- Play the tape third time. Present the conversation line by line. Students repeat.
- Introduce:
 - “certainly” = sure
 - you can't miss it = you'll find it easily
 - Go past , On your left
- Students practise the conversation in pairs.
- Encourage students to practise reading the conversation naturally by looking quickly at each sentence then saying it while looking at their partner.
- Students should do the same for the whole conversation.

B. - Ask the question. Discuss answers.

Character Shaping: Give directions only if you know the way. Do not mislead people. It is not wrong to say “ I don't know”.

Grammar

This activity presents prepositions of place.

Books open

- Model the questions and answers in the in the grammar box. Students listen and read.
- Read the prepositions in the box. Students repeat.
- Explain their meanings by giving additional examples.
- Have students give their own examples.

Teaching Point

Prepositions of place need to be visualized and memorized.

- On the board, draw the map given on page 3 of student's book.
- Illustrate the meaning of the prepositions on the map to clarify their concept.

A. - Make students read instructions and complete the conversation. Have students read instructions. Explain task: students look at the map and complete the conversations with the right prepositions of place.

- Allot time for students to do the activity individually, then compare answers in pairs.
- Check answers as a class.

Answers:

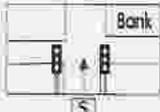
1. A. near
B. after
2. B. over, on

B. - Make students read instructions.

- Explain task: students work in pairs. They use the map to practise asking for locations and giving directions.
- Model the activity with a student for the class.
- Allot time for students to do the activity.
- Monitor task.
- Provide help if needed.
- Have a pair of students act out the activity.

Practice and Homework

- Have students turn to page 1 of their workbooks.
- Have students read the instructions.
- Explain the activities.
- Start the exercises in class then assign the rest for homework.

<u>Answers:</u>		
 Stop	 Don't park	 Don't pick flowers
 No smoking	 Go straight	 Turn left
 5	 3	 4
 2	 6	 1

Objectives:

1. Practise listening for specific information and following directions.
2. Practise using non linear information and key words (map reading).

New Vocabulary:

Middle East – area – key (of a map) – symbol – population .

Aids:

Tape recordings.

Suggestion : a large map of the Middle East.

Homework and Revision:**Presentation****Listening**

This activity practises listening to directions and following them.

Pre - Listening**Books open**

A. - Have students look at the map and familiarize them with the names of the streets and landmarks.

- Pre-teach 'gas station', drug store, parking lot. Demonstrate 'go down, go along, across, at the corner.
- Have students read instructions.
- Explain task: students listen to Ameen asking for directions to different places. Students follow the directions on the map, then they write the names of the places.
- On the board write:

• *What are the three places Ameen is going to?"*

A. _____ **B.** _____ **C.** _____

Active - Listening**Books closed**

- Play tape recording no. 2 twice. Students listen to the three conversations and find the names of the places.

- Elicit answers and write them on the board.

Answers:

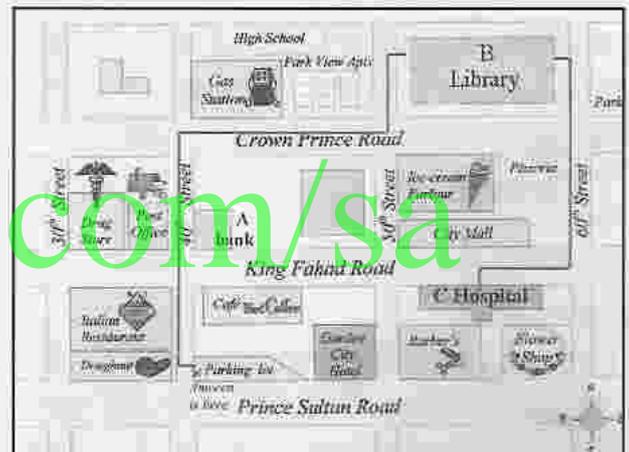
A. Bank **B.** Library **C.** Hospital

Books open

- Students listen to each conversation twice and follow directions. They write the names of each place on their maps.

Post - Listening

- Students check answers in pairs.
- Play tape recording again. Students check answers.
- Check answers as a class.

**In pairs:**

- Divide the class into small groups. Make sure you have an even number of groups (4,6...).
- Explain task: each student choose a place on the map. He/She writes the directions to that place, then gives the directions to his/her partner who follows directions and names the place.
- Demonstrate the task to the class. You are at the pizzeria. Go down on 60th Street. Turn right on King Fahad Road. Go past the hospital and turn left on 50th street. The place will be on your right at the corner of Prince Sultan Road and 50th Street.

- Class name the place. (Garden City Hotel).

Reading

This activity practices using non- linear information and key words.

Pre - Reading

Books closed

A.- Show students the road map on page 4 of students' book and ask " What is this? " (**a road map**).

- Then Show the map on page 76. Ask again, " What is this? " (**a geographical map**).

- Ask the questions in the book:

- " In which subject do you use maps?"

(**geography**)

- " Are maps important?"
- " What do you use maps for? Why?"

- Discuss answers with the class.

- On the board , write this question:

- " Can you draw a map of your hand?"

Active Reading

Books open

- Play tape recording no. 3 twice. Students read as they listen.

- Have students read the instructions in Exercise **B**.

- Explain task: students look at the map on page 76 to answer the questions.

- Allow students enough time to do the task.

Post Reading

- Students compare answers in pairs.

- Check answers as a class.

- Make sure the students understand the key words : symbols , key , compasses , directions , area , capital

- Tell students that there are no rivers shown on the map.

- Have them draw the rivers in Egypt and Iraq and add them to the key.

In pairs:

- Students discuss the question " Why is map reading important in every day life?"

Answers:

1. b
2. c
3. answers will vary.
4. Kabul.
5. Saudi Arabia : 2,240,000 km².

Practice and Homework

- Have students turn to page 2 of their workbooks.

- Read the instructions.

- Explain the tasks.

- Start the exercises in class then assign the rest for homework.

Answers:

1. **a.** It is not very far. Go along Annaseem Street. Take the first turning on the right into Fourth Street, and it's about half way down on your right.
b. Go along Annaseem Street, turn left at the barbershop into Second Street and it's about halfway down on your left.
2. **a.** Excuse me, can you tell me the way to Safe Hotel?
b. Excuse me, how can I get to the grocery?

Objectives:

1. Present shapes.
2. Present talking about road signs.
3. Present imperatives in affirmative and negative forms.
4. Write a paragraph giving directions.

New Vocabulary:

shapes – circle – triangle – square – diamond
 – drive – arrow – cross – buckle up – traffic lights
 – danger

Aids:

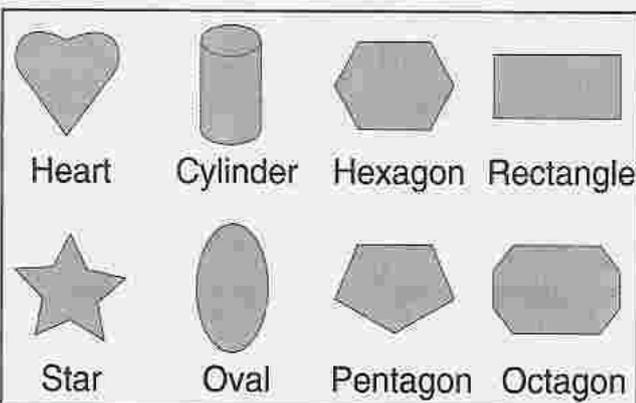
Tape recordings.

Homework and Revision:**Presentation****Vocabulary**

This activity introduces names of shapes.

Books open

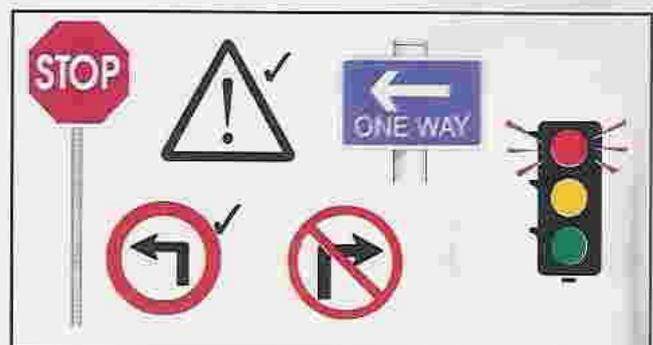
- Students read instructions.
- Explain task: students match shapes to their names then add two more shapes and name them.
- Allot one minute for students to do task.
- Monitor task, provide help if needed.
- Students compare answers in pairs then as a class.
- Have students draw the shapes they added on the board. Help them write the names of their shapes.

Possible shapes**Conversation**

This activity presents talking about road signs.

Books open

- Have students look at the road signs on the right of the page.
- Ask, "What are these?" Elicit: (road signs).
- Point at the first sign and ask, "What shape is this sign?" (a circle).
- Ask, "What do you see in it?" (An arrow pointing to the left).
- Introduce "arrow" and write it on the board.
- Ask, "What does the sign mean?" (Turn left).
- Have students describe one or two more signs.
- Set the scene: Khaled is taking driving lessons ; the instructor is asking him questions. On the board write " What two road signs is the instructor asking about?" Tick them.
- Students cover the text and look at the picture.
- Play tape recording no. 4. Students listen and tick the signs.



- Check answers as a class.
- Draw students' attention to the **function** of the conversation: **Talking about road signs.**
- On the board write :
 - *There's a road sign. It's a white circle with a black arrow.*
 - **It shows you can turn left.**

- **What about that triangle** at the end of the road.
- **That's a danger sign.**
- Play the tape again twice. Students listen and read.
- Present the conversation line by line, students repeat.
- Introduce **buckle up – traffic light – danger** .
- Students practise the conversation in pairs.
- Encourage them to practise reading the conversation naturally by looking quickly at the sentence then saying it while looking at their partner.
- Students should do the same for the whole conversation.

B. - Students read instructions.

- Explain task.
- On the board write:
 - “ What other sign does the instructor ask Khaled about? ”
 - “ Can you find it? ”
- Play tape recording task B. Students listen and tick the correct sign.
- Check answers as a class.

Answer:



C. - Read the question.

Character shaping : It is important to follow rules on the road and everywhere else. Following rules is a sign of good citizenship.

Grammar

This grammar activity introduces imperative (affirmative and negative).

- Model the sentences in the grammar box.
- Explain affirmative and negative.
- Give additional examples of classroom instructions (Stand up – Don't open the book).

Students read instructions.

- A. -** Explain task: students look at pictures of road signs and give their meanings.
- Check answers as a class, then write them on the board.

Answers:

1. Stop
2. Don't go any further.
3. Be careful.
4. Don't park.
5. Don't turn left.

B.- Read the question. Explain task: students draw a sign in the blank square.

C. In pairs:

- Student A describes his/her sign to his/her partner, student B guesses what the sign means. They exchange roles.
- Model the task. Teacher draws a sign on the board, describes it to her students. “It is a square , it has a cell phone in the middle with a red line crossing it. What does it mean”?
- Students guess what the sign means. (Don't use cell phone).

Writing

This activity practises writing road directions.

Pre - Writing

Books open

A. - Ask class these warm up questions:

- “ Where do you live ? ”
- “ What is the name of your street ? ”
- “ Is there a mosque near your house ? ”
- Look at the map. It shows where Fatima lives. “ *What's the name of the street?* ”
(**40th street**).
- “ *What's the name of the road?* ”
(**As -Salama**).
- “ *How many locations does the map show?* ”
(**7**).

“ Is there a mosque?”
(Yes).

“ What’s on the left side of the map?”
(Compass rose).

“ What does it show?”
(the four directions north , east , south , west).

- Have students read instructions. Explain task: students read the paragraph in their books. They work in pairs to identify the buildings.
- Allot about 3 minutes for students to do the task.
- Check answers as a class.

Answers:

1. Fast food restaurant.
2. Toyshop
3. Supermarket.
4. Pharmacy.
5. Mosque.
6. Boys’ school.
7. House.

- B.- Explain task: students draw their street maps on page 3 of their workbooks. They choose a place on the map and write a paragraph giving directions to it.
- Allot 5 minutes for students to do the task.
 - Tell students that they are going to write a paragraph giving directions to the place they have chosen on their maps.
 - Have students identify the topic sentence, the tense, verbs and prepositions in the text.

Topic Sentence:	People usually come to my home through Assalamah road.
Tense: Present Simple	There is , come
Imperative:	Go Turn left / right
Prepositions:	On your left , between , at the corner , opposite.

- Tell students that they have to start their writing with a topic sentence.

- Remind students of the rules of paragraph writing.

Active Writing

- Students write the paragraph in their workbook page 4 .
- Allow students enough time do the task.
- Go around the class to monitor task. Provide help and language support as needed.

Post Writing

- Read the points in the checklist with class and familiarize students with it.
- Have peers exchange paragraphs and tick the editing checklist.
- Have students correct their mistakes.
- Have some students read their paragraphs to the class.
- Students write a fair copy in their notebook as homework.

Practice and Homework

- Have students turn to page 3 Ex.A of their workbooks.
- Read the instructions.
- Explain the task.
- Start the exercises in class then assign the rest for homework.

A. Answers:

B. Any suitable map and directions that go with it.

Objectives:

1. Compare short 'a' and short 'u' sounds.
2. Introduce the different spellings of the short u sound.
3. Review unit grammar (prepositions of place + imperative).
4. Practise listening for details.
5. Practise giving and following directions.

Aids:

Tape recordings.

Homework and Revision:

Presentation

Phonics

This activity introduces different spellings of the short 'u' sound.

Books open

- Tell students they are going to review the short 'a' and 'u' sounds as in 'tab' and 'tub'.

- A.** - Explain task : students listen and repeat.
 - Play tape recording no. 5 A. Students listen to the minimal pairs and repeat .
 - Make sure they can differentiate between the two sounds.

- B.** - Play tape recording no. 5 B. Students listen to the words and repeat them.
 - Write the words **come , glove , cover , country , double , trouble , cousin.**
 - Write the letters that stand for the short 'u' sound in a different colour.
 - Draw student's attention to the different spellings of the short 'u' sound.
 - Students read instructions.

C. - Students read instructions Explain task: students listen to sentences and tick the word they recognize in each sentence they hear from minimal pairs above.

- Play tape recording no. 5 C twice or thrice. Students do the task individually.
- Check answers as a class.

<u>Answers:</u>		
C. 1. cup	2. hat	3. bug
4. run	5. pan	6. cat

- Students read instructions.
- D.** - Students read instructions. Explain the task: students read the paragraph and find the words with the short 'a' and short 'u', they put them under the right column.

D.	Short 'a'	Short 'u'	
	have	fun	younger
	and	brother	cousin
	class	countries	club
	as	some	gloves
		hundred	jump
		punished	instructor

Grammar Summary

This activity reviews the grammar in this unit.

Books open

- Read through the substitution table with the students and do the exercise that follows.
- Have students read the instructions.
- Explain task.
- Students will complete the sentences with affirmative and negative imperatives.
- Allot time for students to do the activity in pairs.
- Check answers as a class .

<u>Answers:</u>
1. Work in pairs.
2. Don't eat sweets in class.
3. Listen to the tape.
4. Complete / write / read the sentences on the board.
5. Don't look out of the window.
6. Don't make so much noise.

Listening

This activity practises listening for details.

Books open

- Read instructions. Explain task: students listen to two conversations to complete the directions and to find out what each person wants to buy.
- Play tape recording no. 6 conversions 1 and 2 only.
- Play tape again twice or thrice. Students complete the conversations.
- Students compare answers in pairs.
- Play tape again. Students check their answers.
- Write the answers on the board.

<u>Answers:</u>		
Conversation 1: speaker wants to buy a city map.		
1. along	2. right	3. opposite
Conversation 2: speaker wants to buy pandol.		
1. along	2. left.	3. next to , opposite

Speaking

This activity practises giving and following directions.

- Have students look at the city map on page 77 in their student's book. Ask them to locate Hira International Market and the Ship and Plane Round About.
- Explain task: each student draws route in pencil, going from Hira International Market to Ship and Plane Round about. They take turns describing their route to their partners who follow directions and try to get to the round about. If they get lost, they try again.
- Explain that students must use prepositions of place and imperatives when giving directions. You may write examples on the board.

- Allot time for students to individually mark their routes on the maps.
- Students work in pairs to describe their routes to each other.
- Allot enough time for students to do task.
- Encourage students to try again if they fail to follow the directions correctly.

Practice and Homework

- Have students turn to page 5 of their workbooks.
- Read instructions and explain tasks.
- Start the exercises in class then assign the rest for homework.

Answers

A.



B. Any suitable map, and directions that go with it.

Self Check:

- Ask students to turn to page 35 of their workbooks and fill in the self check box to check their progress .

Objectives:

1. Introduce talking about memories.
2. Present talking about a past event or memory.
3. Present describing people's character.
4. Present past tense of some regular and irregular verbs.

New Vocabulary:

memory – memories – remember – character
shy – well – behaved – happy – friendly

Aids:

Tape recordings.

Homework and Revision:**Presentation****Unit Introduction**

- Before you start teaching lesson 1, introduce the unit to your students.
- Write the topic of the unit on the board.
- Have students skim the unit to build up their expectations and to familiarize them with it.
- Tell your students what they will learn by the end of the unit by reading the objectives on the first page of the unit.

Discussion

This activity introduces talking about memories.

Books open

- Give the meaning of remember.
- Ask, which of these items do you remember?
- Use the first item as an example **e.g.** I remember my first friend. Her name was _____. I met her at _____.
- Check students' understanding of all other items.
- Allow students time to think it over, then discuss. You may help by asking questions (who, what, when, what did it look like etc.

Conversation

This conversation introduces talking about a past event as well as describing people's character.

Books open

- A.** - Set the scene. Tell the class that Dina is introducing her oldest friend to Fauzia.
- Write the following questions on the board:
 - *What is the name of Dina's first friend?* (**Fatin**).
 - Where did they meet? (**at nursery school**).
 - How old was Dina when she first met Fatin? (**4 years old**).
 - Play tape recording no. 7. Students listen to answer the questions.
 - Check answers as a class.

Books open

- Discuss the picture.
- Play the tape again. Students listen and read.
- Draw students' attention to the **function of the conversation**:
 - **Talking about memories and describing people.**
- Write this on the board:
 - **When did you meet** Fatin?
 - **I met her** at nursery school.
 - **Do you remember** our first day at school?
 - **Dina was** a shy, well-behaved **four year old**.
- Present the conversation line by line.
- Explain: memory, shy, well-behaved, happy, friendly and write them on the board.
- Students practise the conversation in pairs.
- Encourage them to practise reading the conversation naturally by looking quickly at the sentences then saying it while looking at

their partners. Students should do the same for the whole conversation.

- Have students practise this with their own information.

B. - Have students read the questions.
Discuss the answers.

Character Shaping: A good friend is a blessing from Allah. Friendship teaches you that people are different and teaches you tolerance.

c. - Have students read instructions. Explain task: students extract the character adjectives that describe Dina and Fatin.

Answers:

shy	well-behaved
happy	friendly

- Have students choose an adjective that best describes her / him.

- Discuss answers.

Grammar

This activity presents and practices the past tense of some regular and irregular verbs.

Books open

- Model the sentences in the grammar box.

- Ask Yes/ No and Wh- questions in the past and elicit real answers **e.g** :

- Where did you go yesterday?
- Did you?

Books closed

- Make two lists on the board, for regular and irregular verbs.

- Fill in the lists with class. Write the verb in the base form and elicit the past tense. and elicit real answers **e.g** :

- Draw attention to the spelling rules.

SPELLING OF – ED VERBS	
END OF VERB	--- ED FORM
Rule 1 : A CONSONANT + E	ADD – D
Smile	Smiled
Erase	Erased

SPELLING OF – ED VERBS

END OF VERB	--- ED FORM
Rule 2 : ONE VOWEL + ONE CONSONANT stop rub	DOUBLE THE CONSONANT , ADD _ ED stopped rubbed
Rule 3 : TWO VOWELS + ONE CONSONANT rain need	ADD – ED NOT DOUBLE THE CONSONANT rained needed
Rule 4 : TWO CONSONANTS count help	ADD – ED DO NOT DOUBLE THE CONSONANT counted helped
Rule 5 : CONSONANT + _ y study carry	CHANGE _ Y TO _ I , ADD _ ED studied carried
Rule 6 : VOWEL + _ y play enjoy	ADD – ED NOT CHANGE _ Y TO _ I played enjoyed

- Do not double x (fix + _ ed = fixed).
- Do not double w (snow + _ ed = snowed).
- The consonant is not doubled in some two-syllable verbs ; opened , invited , visited , answered .
- For two-syllable verbs that end in a vowel and a consonant, the consonant is not doubled if the stress is on the first syllable (visited , opened), but the consonant is doubled if the stress is on the second syllable (occurred , preferred).

* Taken from *Basic English Grammar* , Betty Azar , page 126.

Books open

- A.** - Have students read instructions. Explain task: students complete the conversations with the correct form of the verbs. Then they practice them with a partner.
- Allot time for students to do the task.
 - Have them compare answers in pairs. Then check answers as a class.

Answers:

1. **A :** did ___ meet?
B : met .
2. **A :** Did ___ do ?
B : went .
3. **A :** did ___ pass ?
B : helped .

B. In groups :

- Have students read instructions. Students ask each other about their first day at school.
- Model the task with a student.
- Allot time for students to do the task.
- Monitor task.
- Provide help if needed.
- Have each group tell the funniest experience to tell the rest of the class.

Practice and Homework

- Have students turn to page 6 of their workbooks.
- Have students read the instructions.
- Explain the tasks.
- Have students start the exercises in class then assign the rest for homework.

Answers:

- A.** 1. When did you go Makkah?
2. How did you go to the Haaram?
3. What did you do there?
4. Where did you pray?
5. Did you go with your father?

Or

Did your father go with you?

B. learned , had , did , watched , copied , was , told .

C. Answers will vary.

Objectives:

1. Practise more character adjectives.
2. Practise listening for specific information (Description of peoples' characters).
3. Practise reading for main idea and details).

New Vocabulary:

talkative – naughty

Aids:

Tape recordings.

Homework and Revision:**Presentation****Vocabulary***This activity introduces more character adjectives.***Books open**

- A.** - Have students look at the pictures, then ask : " What is he / she like ? Read each character adjectives. Students repeat.
- Give sentences or examples to illustrate the meaning of naughty and talkative. (N. B. Don't use your students as examples, specially for negative adjectives) *e.g.* , My little sister is so talkative. She never stops talking.
 - Make two columns on the board.

Positive Adjectives	Negative Adjectives

- Have students classify the adjectives. Write them in the correct column.
- B.** - Ask students to think of three more character adjectives and write sentences describing someone they know.
- Elicit answers. Write them on the board.
 - You may need to help your students.

Answers:

Answers will vary.

Listening*This activity practices listening for specific information.***Pre - Listening****Books open**

- Ask : " How would you like your teacher to describe you as a student?" Elicit different answers.
- Tell students to read the instructions.
- Explain the task: students will listen to the teacher describing four of her students. Students tick the adjective used to describe each person.
- Have students read the table to familiarize themselves with it.

Active - Listening**Books open**

- Play tape recording no. 8.
- Ask students to listen only (No ticking yet) .
- Play the tape recording again. This time students do the task as they listen.

Post - Listening

- Have students compare answers in pairs.
- Play the tape a third time.
- Students check their answers .
- Check answers as a class.

Answers:

Maryam	naughty
Ameera	happy
Fatima	talkative
Salma	shy

Reading

This activity practices reading for main idea and scanning for key words and facts.

Pre - Reading

Books closed

A . - Ask the warm up question:

- Do you remember a special moment in your life?
- Discuss answers.
- Write the following words on the board: schooldays , flag , trip , salute , classmates tour guide , patriotism , memorable.
- Explain that these words are from the reading.
- Elicit their meanings. Explain the new ones.

In groups:

- Have students predict the topic of the passage. Write their suggestions (predictions) on the board.

Books open

- B .** - Refer the students to the title , pictures and the first two sentences. Do students still feel their predictions are correct?
- Discuss answers. (The word ' happiest' shows it is not a sad memory).

Active Reading

- C .** - Read instructions. Explain task. Students circle the correct meaning of the underlined words.
- Play tape recording no. 9 twice.
- Students listen and read .
- Allow time for students to do the task individually , then compare answers in pairs.
- D .** - Have students read instructions. Explain task: students read the passage then circle the correct answer.
- E .** - Read the questions.
- Allow students two - three minutes to do task individually.

- Students compare answers in pairs.

Post Reading

- Check answers as a class.
- Ask students to underline the key words in the passage.

Answers:

- B.** A story in the past.
 - C.** 1. **c.** to be pleased by something.
2. **a** things for everyone to see.
 - D.** 1. **b.** Saudi Arabia.
2. **c.** a child's love for his country.
 - E.** Accept any reasonable answers.
- Key words:** schooldays , proud , trip , exhibits , flag , salute , classmates , patriotism , memorable .

Practice and Homework

- Have students turn to page 7 of their workbooks.
- Have them read the instructions.
- Explain tasks A and have students do it as home work.
- Explain task B and do it in class.

Answers:

- A.** The word is (lazy)
- B.** 1. pieces of life.
2. Taking us where we have been and will go.
3. Answers may vary.

Objectives:

1. Practise asking about past events.
2. Introduce direct and indirect objects.
3. Practise writing a narrative paragraph.

New Vocabulary:

spring break – enjoy – jog – summer camp – funfair – event

Aids:

Tape recording.

Homework and Revision:**Presentation****Conversation**

This activity practices asking about past events.

Books closed

A. - Set the scene and explain the situation.

Hatim , Rashed and their father are looking at some old photos.

- Discuss the picture.
- Write these questions on the board:
 - "Where was the picture taken?"
(in a camp in Riyadh).
 - "What did their mother cook for them?"
(henini , a traditional dish made of dates and bread).

- Play tape recording no. 10. Students listen in order to answer the questions.
- Elicit answers from students.

Books open

- Play tape recording again. Students listen and read.
- Discuss the picture.
- Draw students' attention to the **function** of the conversation: **asking about past events.**
- On the board write:
 - *Did you enjoy yourselves? It was great.*
 - *How did you spend your time?*

• We used to

- Have students practise the questions with different answers.
- Play tape recording again. Students repeat.
- Present conversation line by line. Students repeat.
- Play the tape recording again. Students read and listen.
- Present the conversation line by line, students read and listen.
- Explain " enjoy yourself " = have a good time.
" jog " = run slowly
- Students practise the conversation in pairs. Encourage students to practise reading naturally by looking quickly at the sentence then saying it while looking at their partner. Students should do the same for the whole conversation.
- Circulate around the class giving help with pronunciation and intonation.

B. - Have students read the question. Discuss.

Character shaping: Things may not be of materialistic value , but they remind you of good times you had and the people you were with.

Grammar

This grammar activity introduces direct and indirect objects .

- Read the sentences in the box. Read the explanation on the right.
- Illustrate (subject , verb , Direct object) by writing sentences on the board and analyzing them.

S	V	DO
<u>Mom</u>	<u>cooked</u>	<u>henini</u>
S	V	DO
<u>Grandfather</u>	<u>sent</u>	<u>this album</u>

- A.** - Students read instructions. Explain task: students underline the verbs and circle the direct objects in the sentences.
- Allow students time to do the task.
 - Monitor task; provide help if needed.
 - Have students compare answers in pairs.
 - Check answers as a class.

Answers:	
A. 1.	Naser <u>collected</u> <u>stamps</u> .
2.	He <u>bought</u> <u>a new album</u> .
3.	He <u>put</u> <u>the stamps</u> on it.
4.	He <u>took</u> <u>the album</u> to school.
5.	He <u>showed</u> <u>it</u> to his friends.

Books closed

- Explain that some verbs can take two objects, direct and indirect.

Grammar Point (Indirect Objects)
 The indirect object comes after a preposition (to / for)

(I.O)

1. I gave a book to Suha.

(I.O)

2. mom made "henini" for us.

Write few sentences on the board. **e.g.**

(D.O) (I.O)

Hatim gave the album to his father.

- Have students identify the objects in sentences.
- Elicit some examples from students.
- List the verbs that take two objects on the board as you do so. **e.g.**
- *My father bought a new car for me. (buy)*
- *I wrote a note to my friend. (write)*

Books open

- Read the sentences in the box. Students repeat

- B.** - Have students read the instructions. Explain task: students circle the direct object and underline the indirect object.
- Do the first one as an example.

Answers:

1. Nadia painted a picture for her aunt.
2. She showed it to her dad.
3. He sent it to his sister.
4. Her aunt wrote a thank you note to them.
5. She also gave some money to Nadia.
6. Nadia bought an interesting book for herself.

- C.** - Read the instructions. Explain task.

In pairs:

- Students choose three verbs and tell their partner about things they remember. They exchange roles.
- Allow students time to do the task.
- Go around the class to monitor.
- Have pairs of students do the task in front of the class.

Writing

This activity practises writing a narrative paragraph.

Books open

Pre - Writing

- A.** - Students read instructions.
- Explain task: students categorize the words in the list.
 - Read the words in the list with students and elicit their meanings quickly.
 - Discuss the chart and explain the categories: places , hobbies , things.
 - Allot time for students to do the task.
 - Monitor .
 - Go over answers as a class.

Answers:		
Places	Hobbies	Things
summer camp	paint	bicycle
desert	swim	sleeping bag
zoo	collect stamp	tent
funfair		
circus		

- Have students read items they have added to the list.

B.- Have students read instructions. Explain the task: students think of a childhood memory.

- Encourage them to think about a funny , sad , exciting or embarrassing event. They can use the words in exercise A as a reminder.
- Allot time for students to do the task.
- Monitor and provide help if needed.

C.- Read instructions. Explain task: students use their graphic organizer to talk about their childhood memories.

- Familiarize students with the chart . You can draw it on the board and fill it in with information elicited from students.
- Allot five minutes for students to fill in their charts individually.
- Allow each student three minutes to tell his / her story to his / her partner.

D.- Read instructions. Explain task: students turn to page 9 in their workbooks. They use the information in the chart in their student's book to write a paragraph about a special memory.

- Have students identify the topic sentences and verbs in the text.
- Have students underline them in the reading passage on page 14 in their students' books.
- Review the rules of paragraph writing quickly.

Topic Sentence: One of my happiest memories is of my elementary school days in USA.

Tense: Past Simple was / were

Regular verbs moved , searched

Irregular verbs told , spent

- Tell students that they have to start their writing with a topic sentence.

Active Writing

- Students write the paragraph in their workbook page 9 .
- Allow students enough time do the task.
- Go around the class to monitor task. Provide help and language support as needed.

Post Writing

- Read the points in the checklist with class and familiarize students with it .
- Have peers exchange paragraphs and tick the editing checklist.
- Monitor task. Provide help as needed.
- Have students read their paragraphs for class.

Practice and Homework

- Have students turn to page 8 of their workbooks.
- Explain exercises A and B .
- Start the exercises in class then assign the rest for homework.

Answers:

- A.**
1. Salim spent his holiday in Syria.
 2. He sent a lovely postcard to his family.
 3. He lost his money and plane ticket.
 4. His friend gave some money to him.
 5. He also bought a ticket for Salim.
 6. Salim went back home. He told the story to his family.
- B.** Sentences will vary.
- C.** Students write a final draft of the paragraphs in their note books. Paragraphs will vary.

Objectives:

1. compares the short 'u' and short 'o' sounds.
2. Introduce the different spellings of the short 'o' sound
3. Review unit grammar (past tense , direct and indirect objects).
4. Practise listening for sequencing (someone talking about a childhood memory).
5. Practise talking about past events and childhood memories.

Aids:

Tape recording.

Homework and Revision:

Presentation

Phonics

This activity introduces the different spellings of the short 'o' sound.

Books closed

- Review the short 'u' sound as in 'cut '. Write it on the board.
- Elicit four words with short 'u' sound.
- Write the vowel sound in a different colour.
- Read the words and have students repeat after you.
- Point to the words in random order. Students pronounce the words.
- Review the short 'o' sound as in 'cot '. Write it on the board. Elicit four words from students.
- Write the vowel sound in different colour.
- Point to the words in random order.
- Students repeat.

Books open

- Play tape recording no.11 task A. Students listen to the minimal pairs and repeat .
- Draw students' attention to the different spellings of the short 'o':

- Students listen to sentences and tick the words:
wa – wash , watch , wallet , wasp , waffle , wand
- Write the words on the board:
- Play tape recording no. 11 B. Have students listen and repeat.
- C.** - Explain the task: students listen to sentences from the tape and tick the word.
- Point to the words in random order.
- Students repeat.
- They hear from the minimal pairs above.
- Play tape no. 11 C. Students listen only.
- Play the tape again. Students do the task individually.
- Check answers as a class.

Answers:

- | | | |
|--------|----------|----------|
| a. hut | b. bucks | c. clock |
| d. cop | e. jug | f. lock |

- D.** - Explain the task: students read the paragraph and find the words with short 'u' and short 'o'. They put them under the right columns.
- Students compare answers in pairs.
- Check answers as a class.

Answers:

Short u: struck, up, hug, jug, cup, pup.
Short o : clock, cot, hot, washed, from

Grammar Summary

This activity reviews unit grammar .

Books open

- Read through the substitution table with the students and do the exercise that follows.
- Have students read the instructions.
- Allow students time to do the task.
- Monitor task.

- Check answers as a class .

Answers:

1. Nuha showed her wedding pictures to us.
What did nuha show you /us ?
2. I got some ice-cream for the children last night.
When did you get some ice-cream for the children?
3. Badr broke the news to his father in the car.
Where did Badr break the news to his father?
4. I gave the money back to him.
Did you give the money back to him?
5. He did not send the box to Ali.
Did he send the box to Ali?

Listening

This activity practises listening for sequencing events in a story.

Books open

- Have students read instructions. Explain the task: students listen to Majid's story and put the events in order.
- Have students read the sentences to familiarize themselves with them.
- Play tape recording no. 12 once. Students listen only..
- Play tape again twice. Students do task.
- Have students compare answers in pairs.
- Play tape a final time for students to check answers.
- Check answers as a class.

Answers:

5. Majid climbed up the tree...
8. Majid's mother got him ...
1. Majid was in class ...
6. Majid fell off tree ...
3. Majid decided to get ...
7. Majid broke hie leg ...
2. Majid saw mangoes on ...
4. Majid waited until ...

Speaking

This activity practises talking about past events and childhood memories.

- On separate pieces of paper write the numbers 1-6. Fold them neatly. (one set per group).
- Provide counters a set of counter for each group.
- Write the following verbs on the board: **cook, play, work, stay, hate, give, like, watch, listen, visit, want, give and enjoy.**
- Tell the students that they are going to talk about things that happened to them in the past and explain that these are some of the verbs they will need to use.
- Elicit the simple past form of the verbs and make sure the students know how to pronounce them correctly.
- Have students look at the game board in their students' book page 78.
- Explain task: each student picks a numbered paper. The student who gets number six starts the game.
- Students start the game. In turns players move their counters according to the number they pick.
- Players follow instructions written on the square they land upon.
- If players can not follow the instruction, they are allowed a pass, but miss the next

turn. Players can only make one pass then leave the game.

- The first student to reach the end wins.
- Demonstrate the task. Write the first two topics from the game board on the blackboard.
 - *The last time you cooked a meal.*
 - *Your first toy.*
- Tell the students about your own experiences.

For example:

- I cooked Kabsa for my family yesterday. I don't like cooking very much, but they liked the Kabsa I made.
- My first toy was a red car. My uncle gave it to me when I was five.
- I still have it.
- Now ask the students to play the game in groups of five and tell them they are going to talk to their group about similar topics. While they are playing, be on hand to help with any vocabulary and pronunciation problems the students may have. In particular, make sure they are pronouncing the --- ed verb endings correctly.

Practice and Homework

- Have students turn to page 10 of their workbooks.
- Have students read the instructions.
- Explain the tasks.
- Start the exercises in class then assign the rest for homework.

Answers:

- A. A:** did – go.
B: took
A: Did – like?
B: did – had – walked – saw.
A: Did – buy?
B: did not.

B. Answers will vary.

Self Check:

- Ask students to turn to page 35 of their workbooks and fill in the self check box to check their progress.

Objectives:

1. Introduce topic via discussion questions.
2. Present making appointments and giving advice.
3. Introduce using should / shouldn't.
4. Practise giving advice and making appointments.

New Vocabulary:

dispensary – clinic – appointment –
receptionist – temperature

Aids:

Tape recordings.

Homework and Revision:**Presentation****Unit Introduction**

- Before you start teaching lesson 1, introduce the unit to your students.
- Write the topic of the unit on the board.
- Have students skim the unit to build up their expectations and familiarize them with it.
- Tell your students what they will learn by the end of the unit by reading the objectives on the first page of the unit.

Discussion

This activity introduces the topic via discussion questions.

Books open

- Have students look at the pictures.
- Ask the first discussion question, "Do you know these places?"
- Elicit answers.
- Model the words and write them on the board.
- Encourage students to talk about the places by asking the other questions.

Answers:

dispensary hospital clinic

Conversation

This conversation presents making appointments and giving advice.

Books open

- A.** - Set the scene. Say, "Talal is making an appointment to see the doctor." "He is telling the doctor about his complaint and the doctor is giving him advice."

Books closed

- On the board write these questions:
 - What's the name of the clinic?
 - When is Tala's appointment?
 - What's the matter with Talal?
- Play tape recording no. 13. Students listen in order to answer the questions.
- Elicit answers.

Books open

- Play the tape again. Students listen and read.
- Draw students' attention to the **function** of the conversation **making appointments and giving advice.**
- On the board write:
 - **Can I make an appointment?**
 - **You should / shouldn't ...**
- Present the conversation line by line. Students repeat.
- Explain the word **infected** if needed.
- Students practise the conversation in pairs.
- Encourage students to practise reading the conversation naturally by looking quickly at each sentence then saying it while looking at their partners.
- Students should do the same for both conversations.

B.- Discuss the question with the class.

- Elicit different answers.

Character Shaping: Giving charity cures illnesses. Say the Hadith. " داوود مرضاكم بالصدقة "

- Have students act out similar conversations making different appointments and complaints.

Grammar

This activity presents using should / shouldn't as advice.

Grammar Point

Should is a verb used to express strong advice or moral obligations. It has the same form for all persons and it is always followed by the infinitive.

Books open

- Model the sentences in the box. Students listen , read and repeat.
- Ask students to identify the imperative structure in each sentence.
- On the board, draw a chart. (Do not fill in the columns yet) .

Imperative	Strong Advice
Stay in bed.	You should stay in bed.

- Elicit few more examples in the imperative form (affirmative and negative). Write them in the correct column.
- Elicit the difference between the imperative and strong advice.
- Have students change the imperatives on the board to strange advice.
- Attract students' attention to the fact that the verb that follows ' should' is always in the base form.

A. - Have students read instructions. Explain tasks: students use should/shouldn't to complete the conversation between Lama and her little brother

- Allot time for students to do the task.
- Have students act out the conversation in pairs.
- Check answers as a class.

Answers:

Lama : shouldn't
 Sari : shouldn't
 Lama : should
 Lama : should
 Lama : shouldn't
 Sari : shouldn't

B. - In pairs:

- Have students read instructions.
- Explain the task: students take turns to say the complaints in the pictures and give suitable advice.
- Model the example.
- Allow students sometime to do the exercise.
- Monitor task. Provide help if needed.
- Have a pair of students act out the activity.

C. - In pairs:

- Have students read instructions.
- Explain task: one student makes an appointment, the other student, the receptionist, fills the appointment card.
- Pair yourself with a student to demonstrate task.
- Allot students time to do the activity.
- Circulate in class. Monitor task and provide help as needed.
- Have students exchange roles. Monitor task.
- Have some pairs do the task before the class.

Practice and Homework

- Have students turn to page 11 of their workbooks.
- Read the instructions and explain tasks.
- Start exercises in class then assign the rest as homework.

Answers:

A. Answers will vary.
B. Accept any suitable answers.

Objectives:

1. Present vocabulary items about illnesses and health problems.
2. Practise listening for details.
3. Practise scanning for details.

New Vocabulary:

sunstroke – dizzy – chicken pox –
food poisoning – swollen ankle – cough

Aids:

Tape recordings.

Homework and Revision:**Presentation****Vocabulary**

This activity presents vocabulary items about illnesses and health problems.

- A.** - Model the words in the box. Students repeat. Have students read instruction.
- Explain task: students match the illnesses to the pictures by completing the sentences.
 - Students do the task individually.
 - Walk around the class, provide help if needed.
 - Have students compare answers.
 - Check answers as a class.

Answers:

- | | |
|------------------|-------------------|
| 1. sunstroke | 2. dizzy |
| 3. chicken pox | 4. food poisoning |
| 5. swollen ankle | 6. cough |

B. In pairs:

- Have students read instruction. Explain task: each student guesses the illness her / his partner describes and gives suitable advice.
- Allow students time to do the task. Circulate in class to provide help.
- Have a pair or two do the task before the class.

Listening

This activity practices listening for details.

Pre - Listening

- Students read instructions.
- Explain task: students listen to four conversations where people describe how they felt. Student match the names in the chart to the health problem and the time it happened.
- Go over the chart with the students.

Active - Listening

- Play tape recording no. 14. Students listen only. You may need to pre teach the words ' spots' and ' fainted '.
- Play the tape again two times as students tick the answers.
- Go around the class to monitor task.

Post - Listening

- Play tape recording again. Students check their answers.

Answers:

Basil	chicken pox
Asim	sunstroke – yesterday
Ibraheem	food poisoning – last week
Dalal	dizzy – this morning

- B.** - Students compare their answers.
- Check answers as a class.

Reading

This activity practices scanning for details.

Pre - Reading**Books open**

- Have students look at the diary in the book.
- Ask "What is this?" Elicit the word diary.
- Write it on the board . You may revise days of the week and months.

- Ask the following questions:
 - "What is a diary used for?"
(to record what happens in your life day by day).
 - "What do people write in it?"
(important events and how they feel about them).
- Elicit answers. Fill in the web.
- Ask the question in the book
 - "Do you write a diary?"
- Elicit answers.
- Explain that students are going to read Mariam's diary for last week.

Active Reading

- Have students read the instructions. Explain task: students read Mariam's diary entries (notes) to choose correct answers.
- Explain that students don't have to understand every word. They also have to read quickly just to understand what the reading is about.
- Allow a minute or two for students to skim the notes.
- Elicit the answer (Mariam's week at home).
- Have students read questions C and D. Make sure they know the meaning of 'key words'. Explain that students will read Mariam's diary entries to answer these questions.
- Play tape recording no. 15. Students listen and read.
- Students read again to answer the questions.
- Monitor and offer language support where necessary.

Post Reading

- Have students compare their answers with a partner.
- Elicit answers from students and check the correct answers on the board.

- Ask students to read the part that helped them find the answer.

Answers:	
C. Sat Tues Mon Thurs Mon Wed	D.1. a place where you buy medicine. 2. a written instruction by the doctor for medicine. 3. something for keeping flowers.

Practice and Homework

- Have students turn to page 12 of their workbook
- Read the instructions.
- Explain tasks.
- Start the exercises in class then assign the rest for homework.

Answers:	
2. He has a swollen ankle. He needs aspirin.	Friend : What's the matter ? You : I've got a swollen ankle. Friend : You should take aspirin.
3. He / She has chicken pox. He / She needs calamine lotion.	Friend : What's the matter ? You : I've got chicken pox . Friend : You should use some lotion.
4. She feels dizzy. She needs some honey.	What's the matter ? You : I'm feeling dizzy. Friend : You should take some honey.
5. He has food poisoning He needs to go to the hospital.	What's the matter ? You : I've got food poisoning. Friend : You should go to the hospital .

Objetives:

1. Introduce asking and answering questions about health problems.
2. Present questions with the past tense of be.
3. Practise writing diary entries.
4. Practise writing a paragraph using diary entries (notes).

Aids:

Tape recordings.

Homework and Revision:**Presentation****Conversation**

This conversation practices asking and answering questions about health problems.

Books open

- A. - Have students look at the letter on the right.
- Ask "What is this?" Elicit answers.
 - Students read the letter quickly to say what it is about. Elicit answers.
 - On the board write: "problem" "when".
 - Ask, "What happened to Waleed?" "When?"
 - Play tape recording no. 16. Students listen to the conversation to answer the question.
 - Elicit answers and write them under the words on the board:

<u>Problem</u>	<u>When</u>
Swollen ankle	Last week

- Play tape recording again. Students listen and read.
- Draw students' attention to the **function** of the conversation. **Asking and answering questions about health problems.**
- On the board write:
 - "What was wrong?"
 - "My ankle was swollen?"

- Have students practise the function with different questions and illnesses.
 - Present the conversation line by line. Students repeat.
 - Present the word 'bandaged' if needed.
 - Students practise the conversation in pairs.
 - Encourage students to say the conversation naturally by looking quickly at the sentence in the conversation then saying it while looking at their partners. Students should do the same for the whole conversation.
- B. - Read the question. Elicit answers.

Character shaping : Doing homework and studying is students' responsibility. Students should feel responsible for doing their homework and saying even when they miss school.

Grammar

This grammar activity presents questions with the past tense of "be".

- Model the sentences in the grammar box. Students listen and read.
- Write the first question on the board. Write the verb 'be' in a different colour.
- Elicit answers.
- Write the answer. Ask a question with verb be plural form e.g. "Where were your parents yesterday?"
- Elicit answers.
- On the board write verb be

<u>Singular</u>	<u>Plural</u>
was	were

- Model the second question and the answer.
 - Give personalizes questions to help students understand the rule.
- A. - Ask students to read instructions. Explain task: students complete the conversations with the correct form of verb 'be'.
- Students work individually to do task.