



**KSA Edition**

**Level**

**2**

# **Gateway**

**Teacher's Book**

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*Garnet*  
**EDUCATION**

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UNIT	AIMS	VOCABULARY	LANGUAGE	CHANTS
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<b>10. The Village</b> p. 213	<ul style="list-style-type: none"> <li>To identify and learn jobs.</li> <li>To asks about jobs people do.</li> <li>To practice asking and answering questions with the present simple, progressive, and <i>can</i>.</li> <li>To practice asking and answering questions about what you want to be.</li> <li>To listen to and act out a short play.</li> <li>To talk about what you want to do when you grow up.</li> <li>Review language game.</li> <li>Unit chant.</li> </ul>	<p><b>Occupations</b> bus driver / carpenter / chef / dentist / fisherman / gardener / greengrocer / hairstylist / mechanic / pilot / teacher</p> <p><b>Verbs</b> catch fish / cook food / cut my hair / drive a bus / fix cars / look after plants / look after my teeth / make wooden furniture / sells fruit and vegetables / work with children</p>	<p><i>What does... do?</i> <i>He/She's a dentist.</i> <i>He/She looks after my teeth.</i> <i>A chef cooks food.</i> <i>Dean's a pilot. He flies planes.</i> <i>He isn't flying a plane now. He's buying a book.</i> <i>What do you want to be when you grow up?</i> <i>I want to be an astronaut.</i></p>	<b>It's Time to Celebrate!</b>
<b>Review 2 p. 235</b>		<b>Scripts p. 250</b>		
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# Gateway 2

## Introduction

*Gateway* is a four-skill, seven-level primary series that takes students on a fascinating journey through exciting and colorful settings. The course is designed for schools with 5–8 hours of English classes a week. It covers all basic vocabulary, grammar, and functional language so that students acquire English naturally in the context of their everyday lives.

The characters and unit topics of *Gateway 2* have been carefully chosen to reflect the interests and preoccupations of 7–8 year-olds. The book uses a combination of animal and human characters who move through a series of interesting settings, such as a beach, a mall, and an amusement park. Each unit finishes with the characters standing at a gateway to the next adventure, which is revealed at the beginning of the next unit. In this way, students feel that they are accompanying the characters on their journey through the course.

### Components of the course

**Student's Book:** This book is used to present all the new language and includes a range of practice activities to develop language skills (picture stories, chants, puzzles, listening and reading activities, etc.). Texts and chants tap into students' interests and knowledge in their first language (L1) and are accompanied by tasks that are challenging, but achievable. The Student's Book also provides plenty of opportunities for speaking practice, usually in the form of pairwork/dialogs based on a model. There are ten main units and two Review spreads (one after every five units). The Review spreads not only revise and consolidate the language that has been covered, but also help to highlight language points that students need to practice more.

### A note on using the students' first language

There are several occasions when you may need to use the students' first language.

For example:

- in the warm-ups at the beginning of the class
- if you have to explain difficult vocabulary
- to check understanding of new structures

**Activity Book:** This is an essential supplement to the Student's Book, providing additional practice to review and consolidate the language covered. The Activity Book has one page for each lesson in the Student's Book. Each unit ends with an *I can...!* section, which encourages students to review what they have learned in the unit, and a *Do and Share!* project/craft activity to consolidate learning. All these projects have been designed to stimulate students' imagination and creativity, so that they revise and use new language in meaningful and authentic contexts.

**Online audio:** The audio has recorded models of all the new language in the course. The recordings also provide an essential aid to reading development. As they listen and follow the cartoon stories and chants, students acquire an understanding of the relationship between sound and the written word.

(Note: the audio is available on the Gateway website: [www.garneteducation.com/gatewayksa](http://www.garneteducation.com/gatewayksa).)

**Teacher's Book:** As well as the introduction, this Teacher's Book has detailed teaching notes for every lesson. Each lesson is presented as follows:

- Display panel showing the lesson objectives, materials required, and new vocabulary, functions, and language
- Interleaved copies of the relevant pages of the Student's Book
- Easy-to-follow lesson notes for each activity, with full answers where necessary
- Notes for extension activities, to be used when there is time available at the end of the lesson
- Suggested homework assignments and a task card containing a communicative activity related to the unit
- Guidance on classroom procedures and approaches, tailored to teachers of children aged 7–8, which build up into a Teacher's Knowledge Bank (see page 8 for more details)

At the end of the Teacher's Book there are ten photocopiable tests, which can be given after every unit to assess students' understanding in a more controlled way.

**Flashcards:** There are picture cards for the new main vocabulary set in each unit.

**Motivational stickers:** This is a sheet of stickers in the Student's Book, to be used at the end of every unit to help give students a sense of achievement and progress.

**Grammar Book:** Each level of *Gateway* includes a supplementary Grammar Book designed to encourage students to find and reflect on patterns that they have already encountered in the course, and then practice using these patterns. Each book has ten units which correspond to the Student's Book units. Each unit contains sections for the parent/teacher as well as the student material, which includes clear, targeted presentation of grammar features along with several practice activities.

Reference to the relevant section of the Grammar Book is given on each unit opener page in this Teacher's Book. The answers for the activities are at the back of the Grammar Book. The Grammar Book activities can be set at any point within the unit according to where you think they fit best in the timeframe of the lessons. The references to Grammar Book sections are guidance only; it is possible to set the Grammar Book activities at other points in the course, depending on your class and your available class time.

**Phonics:** Phonics Book 1 is designed to accompany *Gateway* Levels 1, 2, and 3. This book covers English consonants and short vowel sounds in a structured and fun way. The book is accompanied by online audio to model the sounds covered. The online materials also include photocopiables and teacher's notes for engaging class games and activities to support the content of the book.

Reference to the relevant section of the Phonics Book is given on each unit opener page in this Teacher's Book. The answers for the activities are at the back of the Phonics Book. The Phonics Book activities can be set at any point within the unit according to where you think they fit best. The references to Phonics Book sections are guidance only; it is possible to set the Phonics Book activities at other points in the course, depending on your class and your available class time.

## Unit structure

Each of the ten main units follows a similar pattern. The first three lessons introduce vocabulary and language to talk about the unit topic and provide practice activities. Lesson 4 is focused on reading and listening skills development, in the form of cartoon comic-book type stories. Lesson 5 introduces a game and a chant to recycle language and skills from the unit. A summary of the unit structure is shown below. The Student's Book content for each lesson is reinforced and extended in the Activity Book.

<b>Lesson 1:</b>	Vocabulary presentation
<b>Lesson 2:</b>	Grammar/language presentation
<b>Lesson 3:</b>	Grammar/language presentation
<b>Lesson 4:</b>	Language extension Reading/listening/writing practice
<b>Lesson 5:</b>	Game/Chant

## 21st Century Skills

A key element of the *Gateway* course is the inclusion of links to 21st Century Skills. These are clearly highlighted in the Student's Book and Activity Book with the 21st Century Skills logo. The skills practiced in the *Gateway* course include:

- Ways of thinking: creativity, critical thinking, problem-solving, decision-making, and learning
  - Ways of working: communication and collaboration
  - Tools for working: information and communications technology and information literacy
  - Skills for living in the world: citizenship, life and career, and personal and social responsibility
- Many of these skills are further explored in the other *Gateway* components.

## Links to other areas of the curriculum

In most units there is a "Gateway" link to another area of the curriculum, for example, Math, Art or Social Studies. Many units also contain a "Gateway to Values" link, which helps students understand moral and societal duties – for example, the importance of valuing friends.

## Teaching approach

### Integrated learning

*Gateway* provides an integrated approach: all the activities are related to a unit topic and "take place" in the special setting for that unit. The course makes full use of chants, stories, puzzles, craft activities, role play, and other activities to provide varied and engaging lessons.

### Structured learning

The five lessons in each unit follow the same pattern, so that students become familiar with the approach and feel the security of routine which is so important for this age group. Within this familiar context students feel confident to explore English and extend their abilities and skills. Within the pattern of each unit there is plenty of variety in terms of activities, games, and chants to ensure that the sense of routine never becomes too noticeable or dull.

### Targeted learning

Each lesson has specific objectives which are achieved by tasks carefully chosen for that purpose. For example, in the first lesson of each unit, new vocabulary is presented with the help of the audio, via "Look, listen, and say," then practiced in a pairwork activity. Further practice of word recognition and spelling follows on the second page of the lesson, followed by additional activities in the Activity Book.

### Reflective learning

In Lessons 2 and 3 students are taught chunks of language, but are encouraged to notice grammatical and lexical patterns. There are *Look!* boxes in these lessons that help students to notice features such as word order, the difference between singular and plural items, and the use of contractions. At the end of each unit, students are encouraged to reflect on what they can do with language functions and structures – rather than being formally tested to find out what they can't do.

### Fun!

Every unit of the Student's Book has a game that encourages oral practice and develops fluency. There are also suggestions for many more games in the Teacher's Book. Students get the opportunity to play in pairs, groups, or teams and to become confident with playing board and picture games in English. Many of the additional games are based on total physical response (TPR) methodology: they encourage students to listen and respond to prompts with actions and movement, or to point, draw, color, or do. Games such as these are useful for changing the pace of lessons, either by energizing students or calming them down. There is a chant in the last lesson of each unit of *Gateway 2*. Each chant focuses on the language covered in the unit. Students also have a chance to enjoy themselves and join in.

### Learning styles

The activities in *Gateway 2* are designed to appeal to learners using the four main learning styles (visual, auditory, read–write, and kinesthetic).

- Visual learners will be drawn to the colorful illustrations in *Gateway 2*, and will benefit from playing the many flashcard games as well as board games such as the “Monkey Race” game in Unit 2. Activities such as matching and “Look and complete” are designed to appeal to visual learners. These learners will also appreciate the visual clues which always appear in the *Look!* boxes in the Student's Book.
- Auditory learners will especially enjoy the stories and chants in *Gateway 2*. They will benefit from the “Look, listen, and say” method of introducing vocabulary in the first lesson of every unit. Activities such as “Listen and match,” “Listen and number,” and “Listen, read, and play” are likely to appeal to auditory learners.
- Read–write learners prefer text-based input and output. Students who tend to have this learning style will enjoy practicing new vocabulary using the “Read, say, and point” activities in each unit, as well as doing reading and matching activities and practicing spelling with “Look and complete the words.” The speech bubbles in all the dialogs and stories provide support for read–write learners.
- Kinesthetic learners use all their senses to engage in learning. These students will appreciate the many “doing” games and activities in *Gateway 2*, for example, TPR games, the *Do and share!* projects, and the “Gateway to Art” feature. Activities such as “Listen and experiment” are designed to appeal to kinesthetic learners.

## Teaching procedures

### Presenting new vocabulary

For example, to present words for *toys* (*train, plane, doll, teddy bear, etc.*):

- The students look at the new words in the picture and listen to them on the audio.
- The students say the words.
- The students read the new words as they point to the corresponding pictures.
- The students practice the new words through listening.
- The students write the new words.

### **Presenting new language**

For example, to present *have* in sentences such as *I have a burger*:

- The teacher demonstrates the new structure.
- The students listen to the new structure on the audio.
- The students say the new structure as they read and follow in their Student's Books.
- The students practice the new structure through listening.
- The students write the new structure.
- The students fill in a *Look!* box to consolidate learning.

### **Presenting new functions**

For example, to present *Can I borrow your pencil, please? (Yes, of course. Here you are.):*

- The teacher models the exchange for the class.
- The students listen to the function on the audio.
- The students say the new function as they read and follow along in their Student's Books.
- The students practice the new function in pairs.

### **Motivating students**

There are notes in the Teacher's Knowledge Bank sections of several lessons in the Teacher's Book about motivating students. As well as applying particular teaching techniques to inspire and motivate students, teachers are also given formal ways to give their class a sense of achievement. Students receive a sticker at the end of each unit to place in their Student's Books. This should be a very special moment where students' effort and achievement are acknowledged.

## Unit

# 1

# The Beach

### Functions

Talking about what you see/don't see  
Asking about what someone sees  
Asking for and giving personal information  
Describing a picture and how it makes you feel

### Language

*I see five shells. I don't see an umbrella.*  
*Do you see a box? Yes, I do./No, I don't.*  
*What do you see? I see a box.*  
*How many boxes do you see? I see one.*  
*Where do you live? I live at 53, North Road.*  
*What's your telephone number? It's 52-80-89-37.*  
*Do you have an e-mail address? Yes, I do. It's.../No, I don't.*  
*This picture makes me feel happy/neutral/sad.*

### Vocabulary

*horse, pail, seagull, shell, shovel, surfboard, T-shirt, towel, turtle  
sandcastle  
crab, seaweed, shark, whale*

### Gateway Grammar Level 2

*For parents/teachers: page 5  
For students: pages 6–10*

### Gateway Phonics Book 1

*"j": pages 28–29*

# Lesson 1

## Objectives

- To identify and learn vocabulary for things and animals on a beach
- To practice reading and writing beach vocabulary

## Materials

- beach flashcards
- Student's Book pages 6–7
- Audio tracks 2–3
- Activity Book pages 5 (introductory page) and 6
- (Extension: card, glue stick, confetti)

## Vocabulary

*horse, pail, seagull, shell, shovel, surfboard, T-shirt, towel, turtle*

## Warm-up

Wave to the students and say *Hello! My name's* (your name). *Welcome to my class.* Go round the class greeting the students individually. Encourage them to say *Hello! My name's* (their name).

Get the students to greet and introduce themselves to other members of the class.

Direct the students' attention to Student's Book page 3 (the introductory page with the picture of the four main characters in *Gateway Gold 2* in a doorway). Point to Majid, Jamil, Ducky and Froggy and say their names. Explain to the students that with these characters they will be learning English by visiting fun and exciting places.

Refer the students to page 6 in their Student's Book. Show them that some of the main characters are stepping through the door of a sandcastle and walking onto a beach. Majid has been joined by his friend Jamil. Ask the students the following questions in English, using gesture and the pictures to help convey meaning. Ask the questions in the students' first language after you ask in English.

*Do you like going to the beach?*

*What do you do on the beach?*

Encourage the students to share their feelings and experiences with the class and share your own with them. Praise any attempts to answer in English and help the students by scaffolding their answers (e.g. if a student replies *Volleyball* to *What do you do on the beach?* Say *You play volleyball on the beach? That's great.*).

## 1. Look, listen, and say. 🎧 Track 2

Have the students look very carefully at the beach scene.

Play the track for Activity 1. Have the students follow in their Student's Book.

Play the track twice more and tell the students to repeat each word.

## 2. Read, say, and point.

Stick the beach flashcards on the board.

Direct the students' attention to Activity 2. Point to the first word (*shell*) and read it aloud. Point to the flashcard of the shell on the board.

Ask a student to read the second word (*surfboard*) aloud to the class. Get him/her to point to the flashcard of the surfboard.

Continue like this with the rest of the new words.

Remove the flashcards from the board. Ask the students to read, say and point to the beach things and animals in the picture in pairs.

Walk around the classroom monitoring the activity carefully. Correct pronunciation if necessary.

Unit

1

# The Beach

Lesson 1

1. Look, listen and say. 



2. Read, say and point.

shell

surfboard

T-shirt

towel

seagull

pail

umbrella

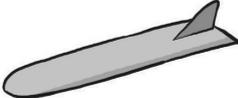
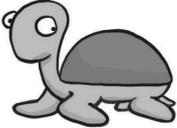
turtle

horse

shovel

6

3. Listen and write Yes or No. 

- |  |            |  |       |
|--|------------|--|-------|
| 1.    | <u>Yes</u> | 6.     | _____ |
| 2.    | _____      | 7.     | _____ |
| 3.    | _____      | 8.     | _____ |
| 4.   | _____      | 9.    | _____ |
| 5.  | _____      | 10.  | _____ |

4. Complete the words with the missing letters. Match them to the pictures in Activity 3.

- |                    |                      |
|--------------------|----------------------|
| 1. t <u>u</u> rtle | 6. _____l            |
| 2. _____rf_____rd  | 7. _____g_____l      |
| 3. _____ll         | 8. _____r_____l_____ |
| 4. _____r_____e    | 9. _____v_____       |
| 5. T-_____t        | 10. _____w_____      |

**3. Listen and write Yes or No.** 🎧 **Track 3**

Write *Yes* and *No* on the board.

Direct the students' attention to Activity 3.

Point to the picture of the seagull and say *It's a seagull*. Have a student point to *Yes* or *No* on the board.

Tell the students that they will listen to a track and write *Yes* or *No* next to the rest of the pictures.

Play the track a first time and have students listen to all the sentences.

Play the track again and have the students complete the activity.

Play the track a third time for the students to check their answers. Check answers together as a class.

**Answers**

2. No; 3. No; 4. Yes; 5. Yes; 6. No; 7. No; 8. No; 9. Yes; 10. Yes

**4. Complete the words with the missing letters. Match them to the pictures in the activity above.**

Refer the students to Activity 4. Draw their attention to the example. Get them to complete the words individually.

Once students have completed the first part of the activity, get them to write numbers next to the words to match them to the pictures in Activity 3.

Get different students to write the words on the board and to point to the corresponding picture in their Student's Book. Check together as a class.

**Answers**

1. turtle (picture 4); 2. surfboard (picture 8); 3. shell (picture 5); 4. horse (picture 10); 5. T-shirt (picture 9); 6. pail (picture 6); 7. seagull (picture 1); 8. umbrella (picture 2); 9. shovel (picture 7); 10. towel (picture 3)

**AB** The students do page 6 in the Activity Book.

**Answers****Activity 1**

The order from left to right, top to bottom is 1, 8, 2, 3, 7, 4, 10, 9, 6, 5.

**Activity 2**

umbrella; towel, shell, horse; turtle, seagull, horse

**Activity 4**

1. horse; 2. surfboard; 3. umbrella; 4. towel; 5. pail

**Wrapping Up**

Choose a flashcard and hide it somewhere in the classroom.

Get the students to guess the missing flashcard by asking *Is it the towel?*

The student who guesses correctly gets to hide another flashcard and the game continues.

**Extension**

Make "Confetti Pictures". Ask the students to choose a word from Lesson 1. Get them to draw the outline of it on a piece of card with a glue stick. Tell students to sprinkle confetti on the glue to create a picture. Ask the students to label their work.

**Homework Assignment**

Tell the students to write four words from Lesson 1 that begin with letter *S* and three words that begin with letter *T*.

**Teacher's Knowledge Bank**

Make confetti from the small circles of paper that are produced when you use a hole punch. Use old magazines and other waste paper to add to your store of circles. Keep the confetti in plastic containers. Use the confetti for other projects.

**Task Card**

Write these words in alphabetical order: *towel, horse, umbrella, shell, pail*.

# Lesson 2

## Objectives

- To practice saying what you see/don't see
- To write sentences using the verb *see*

## Materials

- beach flashcards
- crayons
- Student's Book pages 8–9
- Audio tracks 4–5
- Activity Book page 7
- (Extension: a balloon, sticky tape)

## Vocabulary

As Lesson 1  
Revision: Numbers 1–20

## Functions

Talking about what you see/don't see

## Language

*I see five shells.*  
*I don't see an umbrella.*

## Warm-up

Write the letter *j* on the board. Stick the flashcards of the beach things and animals on the board around the letter *j*.

Get the students to stand up. Tell them to jump every time you point to the letter *j*.

Point to three flashcards on the board and get the class to say the words. Point to the letter *j* (the students jump). Repeat with different flashcards, pointing to the letter *j* about every three or four flashcards.

You can play this game using other letters such as *c* for *clap*, *h* for *hop* or *g* for *gallop*.

## 1. Look, listen, and say. 🎧 Track 4

Books closed. Have ten pencils ready. Show them to the students and count them aloud one by one. Encourage the students to count after you.

Place the pencils on a desk and step away from them. Point to the pencils and say *I see ten pencils*. Remove nine pencils and say *I see a pencil*. Remove the last pencil and say *I don't see any pencils*.

Ask the students to open their Student's Books at Activity 1 on page 8. Have the students look very carefully at the pictures.

Play the track for Activity 1 to familiarize the students with content and pronunciation.

Play the track twice more and get the students to repeat the exchanges.

Get the students to say the exchanges in pairs as they point to the speech bubbles.

Have two volunteers perform the exchanges for the class.

## 2. Language practice.

Direct the students to Activity 2. Write *I see* and *I don't see* on the board.

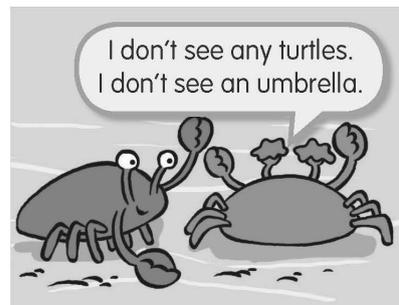
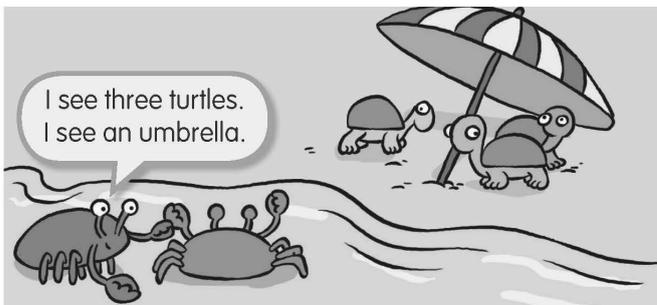
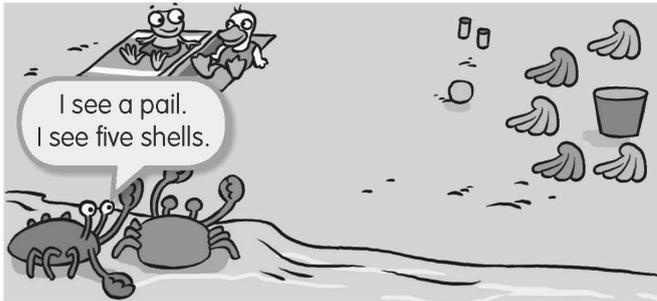
Draw the students' attention to the picture. Point to the shells and count them aloud. Point to *I see* on the board and then to the five shells and elicit *I see five shells*.

Say *umbrella*, mime looking for an umbrella in the picture and elicit *I don't see an umbrella*.

Get the students to talk about the things they see and don't see in the picture in pairs.

# Lesson 2

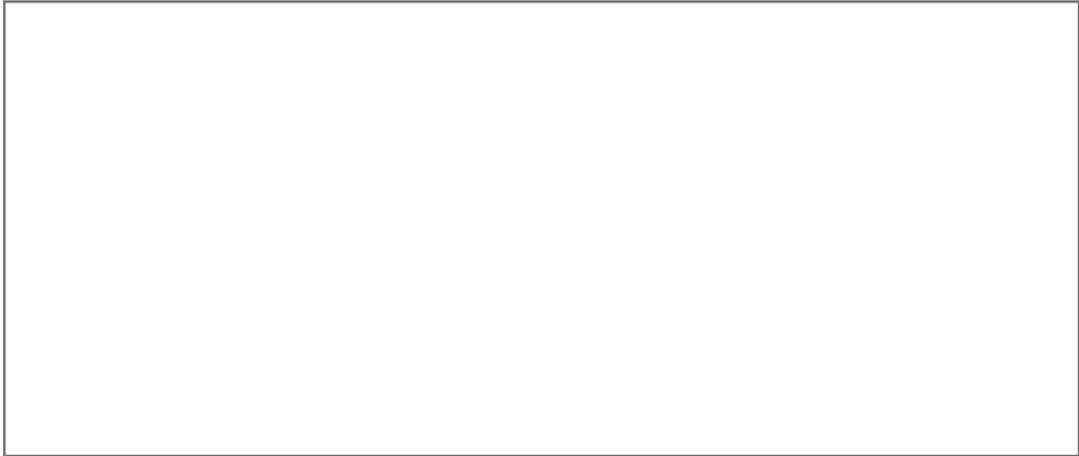
1. Look, listen and say. 4



2. Language practice.



3. Listen, draw and color. 5 



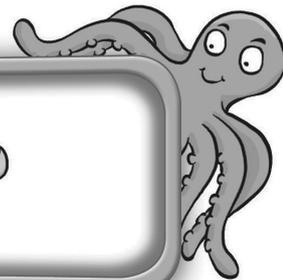
4. Look at your picture. **Circle** the correct sentences. Correct the wrong ones.

1. I don't see any shells.    I see nine shells.
2. I see two turtles.    \_\_\_\_\_
3. I see three seagulls.    \_\_\_\_\_
4. I don't see a pail.    \_\_\_\_\_
5. I see a horse.    \_\_\_\_\_
6. I see two umbrellas.    \_\_\_\_\_
7. I don't see a shovel.    \_\_\_\_\_
8. I see a towel.    \_\_\_\_\_

**Look!**

I see a turtle.

I don't see any seagulls.



**3. Listen, draw, and color.** 🎧 **Track 5**

Refer the students to Activity 3. Tell them that they are going to listen, then draw and color things and animals on a beach.

Play the track for Activity 3 a first time and have students listen to the description of the beach.

Play the track again and ask the students to listen carefully to the number of things and animals and their colors.

Play the track again and pause after each sentence for the students to draw and color the things and animals.

Play the track a final time for the students to check their work.

Get the students to compare their pictures with a partner. Ask volunteer students to show their pictures to the class and use them to check answers.

**Answers**

The students should draw a beach with nine gray shells, a black horse, two big brown turtles, a pail, and a shovel.

**4. Look at your picture. Circle the correct sentences. Correct the wrong ones.**

Direct the students' attention to Activity 4. Tell the students that in order to do the activity, they must refer to their drawings in Activity 3. Show them the example. Point out that the first sentence is wrong and therefore should not be circled. The correct answer is *I see nine shells*.

Get the students to complete the activity individually.

While the students are working, write the seven remaining sentences on the board.

Get different students to come up to the board and circle or correct the sentences.

Check together as a class.

**Answers**

2. Correct. 3. Wrong. I don't see any seagulls. 4. Wrong. I see a pail.  
5. Correct. 6. Wrong. I don't see any umbrellas. 7. Wrong. I see a shovel.  
8. Wrong. I don't see a towel.

**Look!**

Write *see* and *don't see* on the board.

Refer the students to the *Look!* box. Point to the turtle and read the sentences with the class.

**AB** The students do page 7 in the Activity Book.

**Answers****Activity 1**

2. I don't see any T-shirts. 3. I see twelve shovels. 4. I don't see any towels.  
5. I see eight pails. 6. I see a seagull. 7. I see twenty shells. 8. I don't see a horse. 9. I don't see any surfboards. 10. I see eighteen turtles.

**Wrapping Up**

Prepare five true and five false sentences about things in the classroom, e.g.:

*I see a mouse in the classroom.*

*I don't see a door in the classroom.*

*I see three windows in the classroom.*

Say one of the sentences aloud. Get the students to stand up if the sentence is true or to remain seated if the sentence is false. Repeat with the other sentences.

**Extension**

Divide the class into two teams. Have the two teams line up facing each other. Tape a balloon to a student. Have him or her say a sentence about something in the classroom using *I see.../I don't see...* Get the student to tape the balloon to a student from the opposite team. Continue until the balloon falls to the ground or a student repeats a sentence.

**Homework Assignment**

Write the following on the board for the students to copy:

*I don't see a pail. I see a shovel. It's red.*

Tell the students to draw a picture according to these sentences.

**Teacher's Knowledge Bank**

Collect real objects (realia) to use while teaching. These may include objects connected with lesson topics, such as shells, or more general items, such as balloons. You can also make use of realia in the environment around you, e.g. get the students to talk about the cars or trees they see outside the classroom window.

**Task Card**

Look outside the window. What do you see?  
Write three sentences.

# Lesson 3

## Objectives

- To practice asking and answering questions about what you see
- To practice writing questions with the verb *see*

## Materials

- four pieces of string
- sticky tape
- Student's Book pages 10–11
- Audio tracks 6–7
- Activity Book page 8
- (Extension: construction paper, crayons, old magazines, scissors, display paper)

## Vocabulary

Revision: furniture and household objects

## Functions

Asking about what someone sees

## Language

*Do you see a box? Yes, I do./No, I don't.*

*What do you see? I see a box.*

*How many boxes do you see? I see one.*

## Warm-up

Look around the classroom and say *I see something beginning with... T*. Get the students to stand up, guess and touch your item (e.g. *table*).

The first student who guesses correctly gets to lead the game.

### 1. Look, listen, and say. 🎧 Track 6

Books closed. Write the following sentences on the right-hand side of the board:

*Yes, I do.*

*I see one.*

*I see a pencil.*

*No, I don't.*

Put a pencil on a chair and point to it. Ask *What do you see?*

Elicit the answer from a student (*I see a pencil.*) and get him/her to point to the answer on the board.

Point to the chair and ask *Do you see a pen?* Elicit the answer (*No, I don't.*) from a different student, and ask the student to point to the answer on the board, as above.

Point to the chair again and ask *Do you see a pencil?* Elicit the answer from a different student (*Yes, I do.*), repeating the procedure above.

Point to the chair a last time and ask *How many pencils do you see?* Elicit the answer from a different student (*I see one.*) and repeat as above.

Write the following questions on the left-hand side of the board:

*How many pencils do you see?*

*Do you see a pencil?*

*Do you see a pen?*

*What do you see?*

Call a student to the board and get him/her to match the first question to its answer with a piece of string and sticky tape or by drawing a line. Continue like this with the rest of the questions.

Ask the students to open their books at Activity 1 on page 10. Have the students look very carefully at the pictures.

Play the track for Activity 1 to familiarize the students with content and pronunciation.

Play the track twice more and get the students to repeat the exchanges.

Get the students to say the exchanges in pairs, as they point to the speech bubbles.

Have two volunteers perform the scene for the class.

### 2. Language practice.

Direct the students to Activity 2. Get the students to ask and answer questions about the picture in pairs, e.g.:

Student 1: *Do you see a train?*

Student 2: *Yes, I do.*

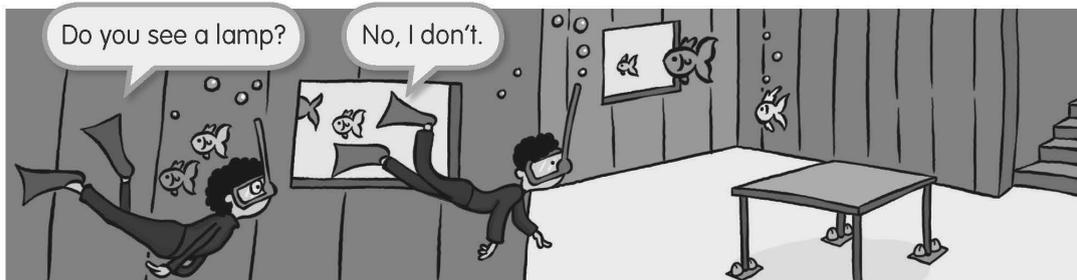
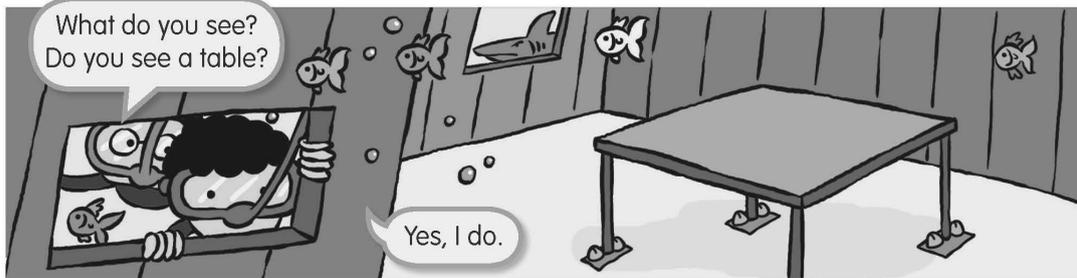
Student 2: *How many fish do you see?*

Student 1: *I see seven.*

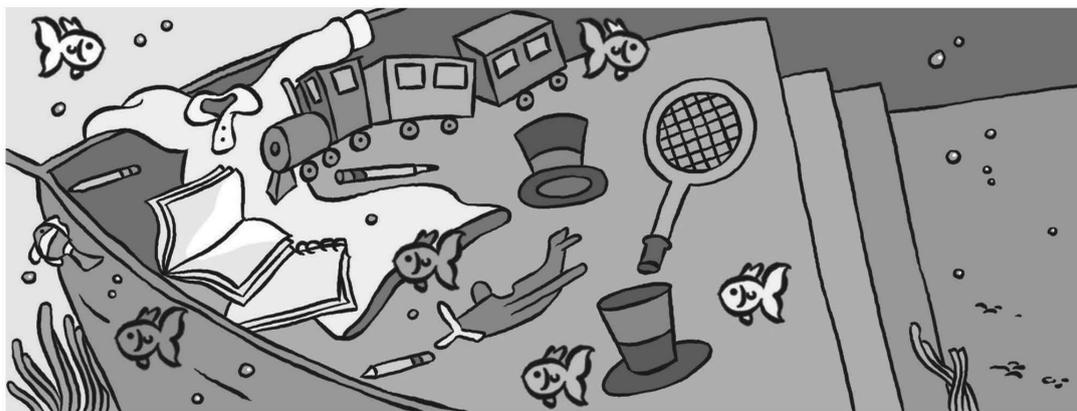
Ask volunteers to present some exchanges to the class.

# Lesson 3

## 1. Look, listen and say.

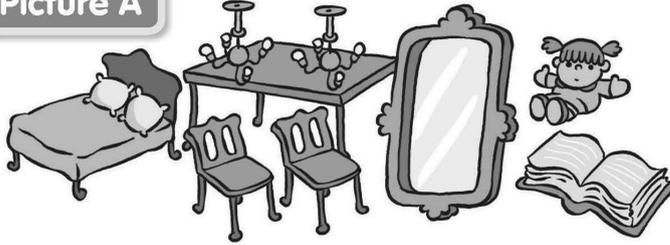


## 2. Language practice.

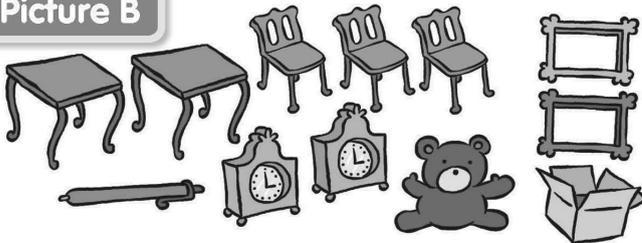


3. Listen and circle. 7

Picture A



Picture B



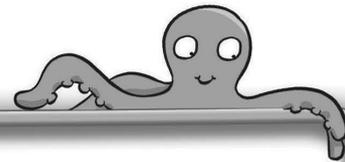
1. Picture A  Picture B
2. Picture A  Picture B
3. Picture A  Picture B
4. Picture A  Picture B
5. Picture A  Picture B
6. Picture A  Picture B

4. Complete the questions and match them to the answers.

1. Do you see two chairs in Picture A? \_\_\_\_\_
2. \_\_\_\_\_ books do you see in Picture A? \_\_\_\_\_
3. Do \_\_\_\_\_ a bed in Picture B? \_\_\_\_\_
4. \_\_\_\_\_ tables \_\_\_\_\_ you \_\_\_\_\_ in Picture B? \_\_\_\_\_

- a) I see two.      c) I see one book.  
 b) Yes, I do.      d) No, I don't.

**Look!**

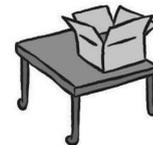


Do you see a box? Yes, I do.

Do you see any pens? \_\_\_\_\_.

How many boxes do you see? \_\_\_\_\_.

\_\_\_\_\_ do you see? I see a table and a box.



### 3. Listen and circle. 🎧 Track 7

Refer the students to Activity 3. Tell them that they are going to listen to a track, then look and circle either "Picture A" or "Picture B". Play the example and check instructions.

Play the whole track a first time and have the students listen.

Play the track again and get the students to complete the task individually.

Play the track a final time for the students to check their work. Then check together as a class.

#### Answers

2. Picture A; 3. Picture A; 4. Picture B; 5. Picture A; 6. Picture B

### 4. Complete the questions and match them to the answers.

Direct the students to Activity 4 and the example. Ask a student to answer by looking at the pictures in Activity 3 and choosing *a*, *b*, *c* or *d* (below). Get him/her to write letter *b* on the line next to the first question in Activity 4 and show the class.

Get the students to complete the activity individually. Ask different students to come to the board to complete the questions and provide the answers.

#### Answers

1. Do you see two chairs in Picture A?      b)
2. How many books do you see in Picture A? c)
3. Do you see a bed in Picture B?          d)
4. How many tables do you see in Picture B? a)

### Look!

Draw the students' attention to the *Look!* box. Point to the picture and read the example question and the answer aloud. Get the students to complete the rest of the box individually.

#### Answers

Do you see any pens? No, I don't.  
How many boxes do you see? I see one.  
What do you see? I see a table and a box.

**AB** The students do page 8 in the Activity Book.

#### Answers

##### Activity 1

rectangle, circle, square, triangle

##### Activity 2

2. Do you see any triangles? No, I don't. 3. Do you see any stars? Yes, I do.
4. Do you see any squares? Yes, I do.

##### Activity 3

1. 17; 2. 30

## Wrapping Up

Divide the class into two teams. Get each team to write ten questions with *see* about the classroom, e.g.: *Do you see a computer? How many chairs do you see?*

The teams take turns asking their questions. Give two points for a correct question and one point for a correct answer.

## Extension

Divide the class into two groups. Explain that they are going to create beach murals. The students in each group choose a name for their beach (e.g. *Golden Sands*).

Distribute material and get each student to draw and color pictures of things and animals on a beach or to make a collage with pictures from magazines.

Display the work as two separate murals, with the names of each group's beach as titles. Have the students ask and answer questions about the other group's mural.

## Homework Assignment

Write the following on the board for the students to copy:

1. *bedroom / desk / you / your / a / Do / in / see / ?*
2. *you / many / your / see / books / How / bedroom / do / in / ?*

Tell the students to unscramble the questions, look at their bedroom and answer.

## Teacher's Knowledge Bank

Make sure you allow enough time in your lessons for your students to look at each other's creative work. Discussing the students' work is a useful way to recycle language from the lesson. For ideas on displaying work, see <http://www.flickr.com/groups/classrmdisplays/>

## Task Card

Look at page 10, Activity 2 in your Student's Book. Write a question for each answer.

*I see two.*

*Yes, I do.*

*No, I don't.*

# Lesson 4

## Objectives

- To practice asking for and giving personal information
- To practice completing forms
- To read a description of a work of art and give an emotional response
- To write a description of a picture

## Materials

- beach flashcards
- crayons
- Student's Book pages 12–13
- Audio tracks 8–9
- Activity Book page 9

## Vocabulary

As Lesson 1  
*sandcastle*

## Functions

Asking for and giving personal information  
Describing a picture and how it makes you feel

## Language

Where do you live? *I live at 53, North Road.*  
What's your telephone number? *It's 52-80-89-37.*  
Do you have an e-mail address? *Yes, I do. It's.../No, I don't.*  
*This picture makes me feel happy/neutral/sad.*

## Warm-up

Do a "Running Dictation". Divide the class into two teams and have them stand in two rows. Call a student from each team and show the two students a flashcard from Lesson 1 (without showing the class). These two students then run back to their team and whisper the word to another student in their team, who runs to the board and writes the word. The first team to write the word correctly wins a point.

## 1. Listen and follow along. 🎧 Track 8

Write the following headings on the board:

Name Age Address Telephone number E-mail address

Point to *Name* and say *My name's* (your name).  
Point to *Age* and say *I'm* (your age).  
Point to *Address* and say *I live at* (your address).  
Point to *Telephone number* and say *My telephone number is* (your/ an imaginary telephone number).  
Point to *E-mail address* and say *My e-mail address is* (your/ an imaginary e-mail address).

Refer the students to Activity 1. Ask the students to look at the pictures carefully. Present *sandcastle* using the poster on the wall in the first picture or the large picture on Student's Book page 6.

Explain that the children in the first picture on page 12 want to enter a sandcastle competition.

Play the track for Activity 1. Have the students follow.

Divide the class into two groups. Give the roles of "man" and "Majid" to the groups. Play the track again. Get one group to repeat the man's lines and the other to repeat Majid's lines. Play the track again, switching the roles of the two groups.

## Act out.

Divide the class into pairs. Give each student the role of "man" or "Majid". Tell the students they are going to act the dialog out using their Student's Books to begin with. Give them time to rehearse.

If possible, encourage the students to act without their books when they are familiar with the dialog.

Ask volunteers to perform the dialog in front of the class.

## 2. Complete the forms.

Tell the students that they are also going to enter the sandcastle competition. Get them to complete the first form individually with their own personal information.

Get a student to show and read his/her form to the class. Elicit the appropriate questions from other students, for example:

Student 1: *Name. What's your name?*

Student 2: *My name's Tom.*

Student 1: *Age. How old are you?*

Student 2: *I'm seven.*

Refer the students to the second form. Explain that they have to help register a friend for the competition. Get the students to choose a partner. Have them complete the second form by asking the appropriate questions and then writing. Walk around, making sure the students are asking questions, not just comparing forms. Get a student to show and read his/her friend's form to the class.

## You are the judge of the SANDCASTLE COMPETITION. Give out the prizes.

Copy the trophies at the bottom of page 12 on the board and write 1, 2, 3 and 4 under them. Explain that trophy 1 is for first place, etc. Ask the students to name the characters (Majid, Jamil, Froggy and Ducky) and to look at the sandcastles carefully. Get different students to come to the board and write the characters' names under the four trophies to show who they think should win each one. Whichever character's name is written most often under the first trophy is the overall winner.

# Lesson 4

1. Listen and follow along. 



What's your name?  
Majid. Majid Jassim.

How old are you?  
I'm seven.

Where do you live?  
I live at 53, Washim Street.

What's your telephone number?  
It's 52-80-89-37.

Do you have an e-mail address?  
No, I don't.

Well, Majid, good luck!  
Thanks.

Act out.

2. Complete the forms.

**My Form**

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone number: \_\_\_\_\_

E-mail address: \_\_\_\_\_

**My Friend's Form**

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone number: \_\_\_\_\_

E-mail address: \_\_\_\_\_

You are the judge of the SANDCASTLE COMPETITION. Give out the prizes.



3. Listen, read and **circle** the correct picture. 9 

This is a painting. Its name is *Scenic morning surf on the rocky shore*. It's a picture of the beach. I see a boat with a white sail on the sea. I don't see the sun in the picture. The sky is blue, the rocks are gray and the waves are big.



This picture makes me feel:



**My new words**

\_\_\_\_\_

\_\_\_\_\_

**Gateway to Art 21<sup>st</sup> Century Skills**

4. Draw your own beach picture. Write about a friend's picture.



The name of this painting is

\_\_\_\_\_.

It's by \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3. Listen, read, and circle the correct picture.

#### Track 9

Write *Picture 1* and *Picture 2* on the board at the top of two columns.

Refer the students to Activity 3 and ask them to look carefully at the first painting on the right. Say *I see a beach. I see big rocks...*

Ask for volunteers to say what they see. Write all the descriptions given in the *Picture 1* column on the board.

Repeat the procedure with *Picture 2*.

Explain that the students are going to listen to a description of only one of the paintings.

Play the track for Activity 3 a first time. Have students follow in their Student's Books.

Play the track a second time. Underline any words on the audio that are also on the board.

Ask the students to guess and circle the painting described on the track.

#### Answers

Students should circle the first picture.

#### This picture makes me feel:

Draw the students' attention to the three faces. Write *happy*, *neutral* and *sad* on the board.

Refer the class back to the circled painting. Tell the group how it makes you feel, and talk about the weather, the colors, the people, etc. Ask the students how it makes them feel. Get them to circle a face. Point to the happy face on the board. Get the students who circled *happy* to stand up and make a tally chart of numbers. Repeat with the other two emotions. What is the main emotion the painting evokes?

#### My new words

Tell the students to write any new words they have come across in Activity 3 in this box.

Encourage the students to guess the meaning of new words from their context. If the students are unable to work out the meaning, get them to look the words up in a dictionary. Tell them to write a translation and/or a sentence with each new word in their notebooks.

Words they might write down include: *near*, *painting*, *people*, *sail*, *sand*, *sky*, *rocks*.

#### Gateway to Art

### 4. Draw your own beach picture. Write about a friend's picture.

Refer the students to Activity 4. Ask them to draw and color a picture of a beach. Draw the students' attention to the lines next to the picture frame and ask them to write their title on the first line. Ask the students to swap their Student's Books with a partner.

Get the students to write their friend's name after *It's by* and then to write two or three sentences with *I see...* and ending with *It makes me feel...* Get them to draw a face showing their feelings towards the picture.

Encourage volunteers to talk about their partner's picture, using *The name of the painting is... It's by... I see...* and *It makes me feel...*

 The students do page 9 in the Activity Book.

#### Answers

##### Activity 1

Hello. What's your name? My name's Majid. Majid Jassim./ How old are you? I'm nine./ Where do you live? I live at 10, Washim Street./ What's your telephone number? It's 55-20-74-13./ What's your e-mail address? It's Majid@gateway.com.

##### Activity 2

1. Where do you live? 2. Do you have an e-mail address?

### Wrapping Up

Divide the class into two groups. Have one group show their beach pictures from Activity 4 in an "exhibition" or "gallery". The other group act as art critics. Encourage the students to describe the pictures, using *I see...* and *It makes me feel...* Swap the roles of the groups and repeat.

### Extension

Tell the students to look back at the painting in Activity 3 that they did not circle. Ask them to write three sentences about it and say how it makes them feel.

### Homework Assignment

Tell the students to cut rectangles, squares, triangles and circles out of yellow or brown paper. They paste the shapes on a piece of card to create a sandcastle and then decorate it.

Have a sandcastle competition in a later class. Display all the sandcastles around the classroom. Get the students to vote for the best three.

### Teacher's Knowledge Bank

Collect interesting drawings, photographs and art prints for classroom use. These are a useful resource, as they stimulate the students to produce their own artwork and writing, and can also promote discussion.

### Task Card

Write and color your name on a piece of construction card. Cut the card into puzzle pieces.

Shuffle the pieces.

Assemble your jigsaw puzzle as fast as you can.

# Lesson 5

## Objectives

- To review language from the unit in a game
- To listen to and say a chant

## Materials

- motivational stickers
- Student's Book pages 14–15
- Audio track 10
- Activity Book pages 10–12

## Vocabulary

Revision from Unit 1: vocabulary for things and animals on a beach

*crab, seaweed, shark, whale*

## Functions

Asking and answering questions about what you see

## Language

Revision from Unit 1: *How many ... do you see? I see ...*

*Do you see a/any...? Yes, I do./No, I don't*

## Warm-up

Think of some true and false statements about your students. Point to a student and say *You're twelve years old*. The student should decide if the statement is true or false. If the student agrees with the statement encourage him/her to say *You're right*. If the statement is false, he or she should say *You're wrong*.

## 1. Play the "I See by the Sea..." game.

Divide the class into pairs. Tell the students which person in each pair is Player A and which is Player B.

Direct the students' attention to Activity 1 on page 14. Have all the students cover the picture.

Tell the students to read their set of questions under the picture individually.

Tell the students to cover the questions and to look at the picture of the beach for a minute. Time them yourself or give the responsibility to one student in the pair.

After the minute has elapsed, ask the students to cover the picture again and to write the answers to their set of questions.

Have the students look at the picture and the questions together to check their answers.

The student with the most correct answers wins the game.

While the students play, walk around monitoring the game. Make sure the students are covering the picture and are on task.

## Answers

Player A:

1. 10; 2. Yes, I do. 3. No, I don't. 4. 8; 5. Yes, I do. 6. 12; 7. No, I don't.

Player B:

1. 8; 2. Yes, I do. 3. Yes, I do. 4. 8; 5. No, I don't. 6. 5; 7. No, I don't.



2. Listen and read. Number the pictures in the correct order. 10

## Ducky's Day by the Sea!

(chorus)  
 Oh, what a day,  
 Down by the sea,  
 For Majid and Jamil  
 and Froggy and me!

We step through  
 The sandcastle door,  
 We see sea shells,  
 On the seashore!

We don't see rain clouds,  
 Up in the sky.  
 The air is hot.  
 The sun is high!

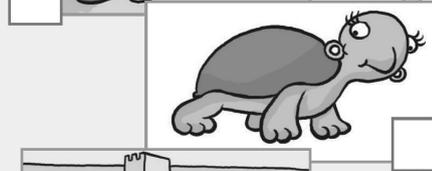
We see a shovel.  
 We see a pail.  
 We don't see a shark,  
 But we see a whale!

We see a friend.  
 Her name's Myrtle.  
 And, guess what?  
 She's a turtle!

We see a crab.  
 His name's Fred.  
 He has seaweed,  
 On his head!

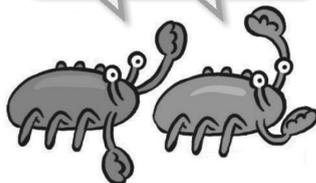
We play all day,  
 Until – rain!  
 But, there's a new door!  
 Let's move on again!

(chorus)  
 Oh, what a day,  
 Down by the sea,  
 For Majid and Jamil  
 and Froggy and me!



3. Chant "Ducky's Day by the Sea!". 10

We see a prize for you!



## 2. Listen and read. Number the pictures in the correct order. Track 10

Refer the students to Activity 2. Tell them they are going to listen to a chant.

Play the chant a first time to familiarize students with the lyrics. Encourage them to read the chant as they listen to the track.

Explain to the students that they are going to number the pictures on the right in the order they hear them in the chant.

Play the chant a second time for the students to do the task.

Play the chant again for students to check their answers.

Ask a volunteer to order the pictures for the class.

### Answers

Top to bottom the pictures should be numbered 3, 4, 1, 5, 6, 2.

## 3. Chant “Ducky’s Day by the Sea!”

 Track 10

Play the chant again. Encourage the students to chant along.

 The students do pages 10–12 in the Activity Book. See page 30 of this Teacher’s Book for guidance and answers.

## Wrapping Up

At the end of this lesson, discuss the unit with your students. Find out which activities they enjoyed the most and which they found difficult. Review the language if necessary.

Tell the students that they have finished the first unit in *Gateway 2* very successfully. Tell the students to put the corresponding sticker for this unit in the box on Student’s Book page 15.

Draw the students’ attention to the door on the bottom right-hand side of the page. Ask them where they think the door will lead.

## Extension

Tell the students to pretend to be buzzing bees cleaning up the classroom. Before long, the classroom will be neat and tidy.

## Homework Assignment

Write these anagrams on the board for the students to copy:

*bacr ltture asrhk*

Tell the students to unscramble the letters and draw a picture for each.

## Teacher’s Knowledge Bank

It is very important that children learn to be responsible for cleaning up after themselves. Always allow some time at the end of your class for tidying up. Have specific corners, shelves, boxes, and jars for different things.

## Task Card

Read “Ducky’s Day by the Sea!” again.

How many words can you find that begin with letter S?

# Activity Book self-evaluation and craft

You may wish to devote an additional full lesson to the *I can...!* self-evaluation and the *Do and Share!* craft activity on pages 10–12 of the Activity Book.

## I can ...!

The tasks in the *I can...!* section of the Activity Book on pages 10–11 should not be set as a formal test. The students should be encouraged to complete as much of the material as possible, but the emphasis should be on ensuring that it provides a sense of achievement. The tasks are designed to help the students reflect on what they have learned and recognize areas that they still need to work on. The students are thus encouraged to recognize and take responsibility for their own learning.

Spend time going through new task-types, using the students' mother tongue to explain where necessary. Have the students compare answers with a partner, if you wish.

### Answers

*Change the sentences as in the example.*

2. I don't see any/three chairs. Do you see any/three chairs?  
How many chairs do you see?
3. I don't see any/two dolls. Do you see any/two dolls?  
How many dolls do you see?
4. I don't see a spider. Do you see a spider? How many spiders do you see?

## Do and Share!

This section at the end of each unit links English with other areas of the students' lives. It provides an opportunity for your students to involve themselves in craft and project work while using English as the medium of communication.

### Materials

- a large sheet of white card (or paper mounted on card)
- a pencil
- crayons
- scissors

Students draw a puzzle design onto a blank sheet of card. Students then color their puzzle individually. Demonstrate what you want the students to do while giving the instructions in English. Clarify key verbs using gesture, mime, and demonstration.

## TB Assessment page

There is a more formal assessment test on page 240 of the Teacher's Book.

### Answers

1.
  1. shell
  2. T-shirt
  3. pail
  4. towel
  5. horse
2.
  1. see
  2. don't see
  3. see
  4. don't see
  5. see
3.
  1. Do/Yes, I do.
  2. How many/Two
  3. What/A surfboard

Unit

2

# The Animal Park

## Functions

Asking about and identifying animals  
Talking about what you like/don't like  
Asking about what someone likes  
Talking about fears

## Language

*I like monkeys. I don't like hippos.*  
*One mouse – two mice.*  
*One fish – two fish.*  
*Do you like lions? Yes, I do./No, I don't.*  
*What animals do you like?*  
*What is your favorite animal?*  
*I am scared of bats.*  
*I'm not scared of frogs.*  
*Are you scared of bats? Yes, I am./No, I'm not.*  
*What are you scared of?*

## Vocabulary

*camel, crocodile, elephant, giraffe, hippo, lion, monkey, parrot,  
tiger, zebra  
bat, frog, rat, shark, snail*

## Gateway Grammar Level 2

*For parents/teachers: page 11  
For students: pages 12–16*

## Gateway Phonics Book 1

*"k": pages 30–31*

# Lesson 1

## Objectives

- To identify and learn vocabulary for animals
- To practice reading and writing animal words

## Materials

- animal flashcards
- crayons
- Student's Book pages 16–17
- Audio tracks 11–12
- Activity Book page 13

## Vocabulary

*camel, crocodile, elephant, giraffe, hippo, lion, monkey, parrot, tiger, zebra*

## Warm-up

Direct the students' attention to Student's Book page 16. Show them that the main characters (Majid, Jamil, Ducky and Froggy) are stepping out of a jeep with a yellow door and are entering an animal park. Talk about the picture, and about the things and animals the students can see. Ask the following questions:

*Do you like animal parks?*

*What animals can you see in an animal park?*

*What are your favorite animals?*

Encourage the students to share their feelings, experiences, and opinions with the class and share your own with them.

## 1. Look, listen, and say. 🎧 Track 11

Have the students look very carefully at the animals in the park. Play the track for Activity 1. Have the students follow in their Student's Book.

Play the track twice more and tell the students to repeat each word.

## 2. Read, say, and point.

Stick the animal flashcards on the board.

Direct the students' attention to Activity 2. Point to the first word (*tiger*) and read it aloud. Point to the flashcard of the tiger on the board.

Ask a student to read the second word (*crocodile*) aloud. Get him/her to point to the flashcard of the crocodile. Continue like this with the rest of the new words.

Remove the flashcards from the board. Get the students to read, say, and point to the animals in the picture in pairs.

Walk around the classroom monitoring the activity carefully. Correct pronunciation if necessary.

Unit

2

# The Animal Park

Lesson 1

1. Look, listen and say. 11



2. Read, say and point.

tiger

crocodile

hippo

zebra

monkey

lion

elephant

camel

parrot

giraffe

16



### 3. Listen and match. 🎧 Track 12

Ask the students to look at the photographs of the animals in Activity 3.

Draw their attention to the colored circles at the left-hand side of the photos. Tell the students that they will listen to a track and match a color to each of the animals.

Play the track a first time and have students listen to all the colors and their corresponding animals.

Play the track again, pausing after the first color and animal (*green – camel*) and, to ensure the task is clear, have the students color the square below the camel green in their Student's Books.

Play the track again and get the students to complete the activity.

Play the track a final time for the students to check their answers. Check together as a class.

#### Answers

1. crocodile – red; 2. giraffe – black; 3. tiger – blue; 4. hippo – pink;  
5. parrot – brown; 6. monkey – white; 7. lion – yellow; 8. elephant – orange; 9. zebra – purple; 10. camel – green

### 4. Look and solve the puzzle.

Refer the students to Activity 4. Get them to complete the crossword individually, using the animals from Activity 3 (make sure they realize that the numbers in the puzzle correspond to the numbers in Activity 3).

Explain that animals 1–5 are to be written *across* the squares, animals 6–10 will be written *down* the squares. Draw their attention to number 1 across – *crocodile* – as an example. The students can make sure their spellings are correct by referring back to Activity 2.

As the students complete the task, write numbers 1–10 on the board. Get different students to come up to the board and fill in the words. Check together as a class.

#### Answers

1. crocodile; 2. giraffe; 3. tiger; 4. hippo; 5. parrot; 6. monkey; 7. lion;  
8. elephant; 9. zebra; 10. camel

**AB** The students do page 13 in the Activity Book.

#### Answers

##### Activity 1

The order from left to right, top to bottom is 3, 10, 9, 5, 6, 2, 1, 8, 4, 7.

##### Activity 2

crocodile, camel, tiger, lion, zebra, hippo, parrot, giraffe, monkey, elephant

##### Activity 4

1. tiger; 2. crocodile; 3. lion; 4. elephant; 5. monkey

### Wrapping Up

Get the students to form a circle. Choose an animal flashcard and give it to any student. Tell the students to pass the flashcard around the circle. When you say *Stop!* the student holding the flashcard has to say and spell the word. Repeat.

### Extension

Ask the students to form two lines facing each other. Write this poem on the board:

*Elephants walk with great big feet,  
Thump, thump, thump, thump, thump, thump!  
They swing their trunks from side to side,  
Swing, swing, swing, swing, swing, swing!  
When they greet their friends, they shake their trunks up and down.*

Get students to recite the poem doing the actions.

### Homework Assignment

Tell the students to unscramble these anagrams and draw a picture for each:

*eidccrool rrptaom mkoeny firgfae retgi*

### Teacher's Knowledge Bank

In most classes, there are some students who fall behind with their spelling. Students who forget words or mix up letters need reassurance and extra help. Encourage these students to say words aloud and focus on how the letters fit the syllables of a word. Draw attention to memorable patterns such as double letters and blends.

### Task Card

Use modeling clay to create your favorite animal in Lesson 1.

# Lesson 2

## Objectives

- To practice saying what you like/don't like
- To write sentences using the verb *like*

## Materials

- animal flashcards
- Student's Book pages 18–19
- Audio tracks 13–14
- Activity Book page 14
- (Extension: pieces of paper cut into circles, crayons)

## Vocabulary

As Lesson 1

## Functions

Talking about what you like/don't like

## Language

*I like monkeys.*

*I don't like hippos.*

## Warm-up

Spell a word from Lesson 1 aloud (e.g. *t-i-g-e-r*).

Ask the class *What's the word?* and elicit the answer.

Repeat with other animal words from Lesson 1.

## 1. Look, listen, and say. 🎧 Track 13

Books closed. Sketch two zebras and two giraffes on the left-hand side of the board, and two crocodiles and two camels on the right-hand side of the board (or use printed pictures).

Stand on the left and point to the zebras. Show your liking for the animal by smiling and nodding at the pictures. Say *I like zebras*.

Repeat with the two giraffes.

Move to the right-hand side of the board and point to the crocodiles. Show your dislike by grimacing, frowning and shaking your head at the pictures. Say *I don't like crocodiles*.

Repeat with the camels, indicating that you find them smelly!

Write *I like...* and *I don't like...* under the pictures.

Ask a volunteer to come to the front of the class. Draw a sketch of two elephants (or use printed pictures). Point to the pictures and, by raising your eyebrows questioningly, elicit a response from the student. Get him or her to say *I like elephants* or *I don't like elephants*.

Do a quick sketch of two parrots on the board (or use printed pictures) and repeat the procedure with another student.

Ask the students to open their Student's Books at Activity 1 on page 18. Have the students look very carefully at the pictures.

Play the track for Activity 1 once to familiarize students with content and pronunciation.

Play the track again and get the students to repeat Jamil's sentences.

Get the students to take turns reading Jamil's lines in pairs as they point to the speech bubbles.

## 2. Language practice.

Write *I like...* and *I don't like...* on the board.

Direct the students' attention to Activity 2. Explain that Majid has taken photographs of the animals in the park.

Point to one of Majid's photos and ask a volunteer student to give his/her opinion of the animal using *I like...* or *I don't like...*

Repeat with another photo and another student.

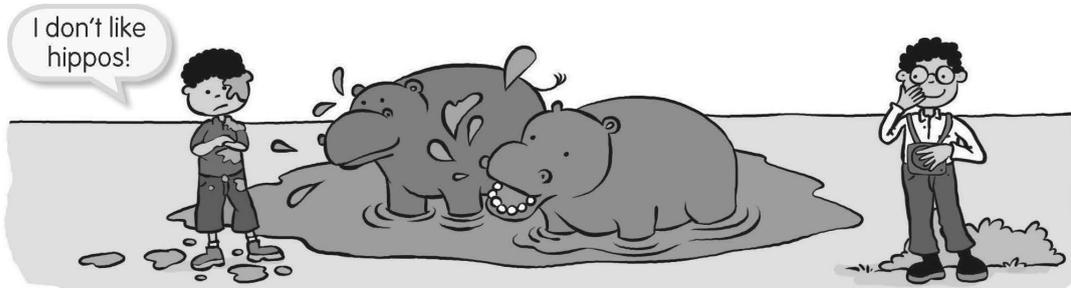
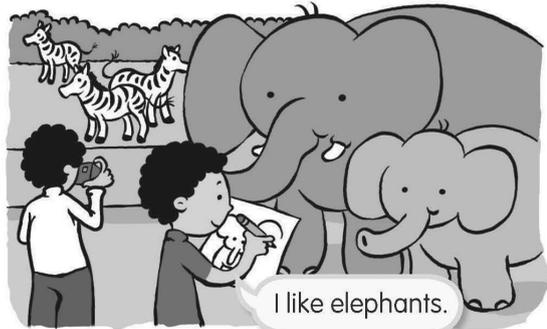
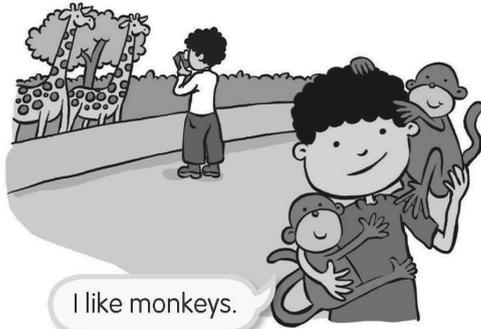
Get students to work in pairs, pointing to each photograph and giving their opinion for each set of animals.

Ask volunteer pairs to repeat some of their sentences about Majid's photographs for the rest of the class.

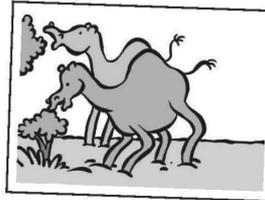
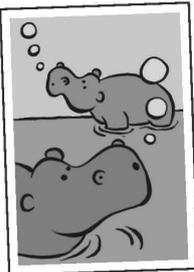
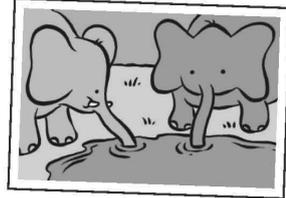
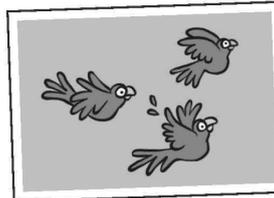
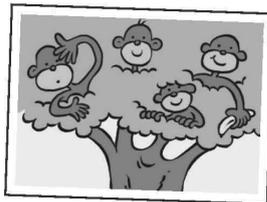
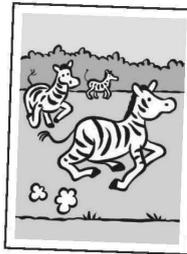
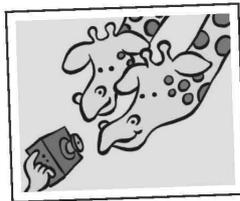
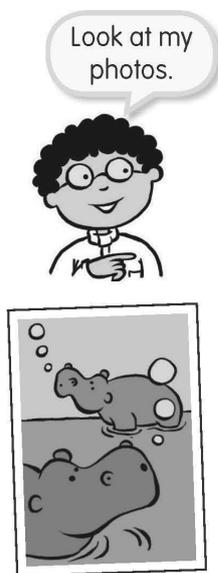
Draw the students' attention to Froggy and Ducky at the bottom of the page. Ask one or two students the question.

# Lesson 2

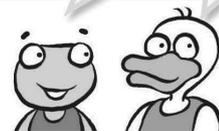
1. Look, listen and say. 13 



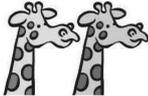
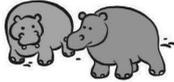
2. Language practice.



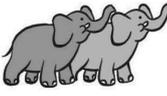
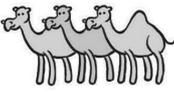
What animals do you like?

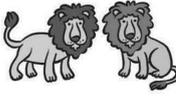


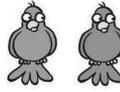
3. Listen. Check (✓) or cross. 14 

1.   

2.   

3.   

4.   

5.   

4. Complete using *like* or *don't like*.

- |                        |                       |
|------------------------|-----------------------|
| 1. I _____ lions.      | 4. I _____ camels.    |
| 2. I _____ monkeys.    | 5. I _____ tigers.    |
| 3. I _____ crocodiles. | 6. I _____ elephants. |

5. Write sentences. Use the cues.

1. (parrots) \_\_\_\_\_
2. (giraffes) \_\_\_\_\_
3. (hippos) \_\_\_\_\_
4. (zebras) \_\_\_\_\_

**Look!**

I like \_\_\_\_\_ . I don't like \_\_\_\_\_ .



### 3. Listen. Check or cross. 🎧 Track 14

Refer the students to Activity 3. Draw their attention to the pictures of the children next to the animals. Explain that the children like some animals but they don't like others. Tell the students that they are going to listen to each child. They must put a check in the box if the child likes the animals, or a cross in the box if he/she doesn't. Play the track for Activity 3 a first time and have the students listen without writing.

Play the track again and pause after each child's likes and dislikes for the students to tick or cross.

Play the track a final time for the students to check their work. Get the students to compare their answers with a partner.

#### Answers

1. giraffes **X**, hippos ✓; 2. monkeys ✓, zebras ✓; 3. elephants **X**, camels **X**;  
4. lions **X**, tigers ✓; 5. crocodiles ✓, parrots ✓

### 4. Complete using *like* or *don't like*.

Ask the students to look at Activity 4 carefully. Tell them they are going to complete the sentences with their own personal opinions using *like* or *don't like*.

Get the students to complete the task individually.

Write the sentences on the board. Ask six volunteers to complete the sentences. Ask another six volunteers to rub out the sentences and alter them if they personally disagree.

### 5. Write sentences. Use the cues.

Refer the students to Activity 5. Explain that they are going to write sentences using *like* or *don't like* to show their opinion of the animals in parentheses.

As an example, write (*parrots*) on the board. Get a volunteer to come to the front of the class and write his/her sentence next to the cue.

Get the students to complete the task individually in their Student's Books. Write (*giraffes*) (*hippos*) (*zebras*) on the board, one below the other. Get three volunteers to write their sentences about these animals on the board.

#### Look!

Draw the students' attention to the *Look!* box.

Get the students to complete the two sentences individually, using animals of their choice from the lesson.

**AB** The students do page 14 in the Activity Book.

### Wrapping Up

Choose a student to be the leader. The leader walks around the classroom with everyone following him/her. Suddenly, the leader turns around and names an animal from the lesson, for example, *Tigers!* All the students must freeze in position to look like tigers. Choose another leader and continue the game.

### Extension

Stick the animal flashcards on the board in a row.

Give each student a piece of paper cut into a circle shape. Have them draw their face on the paper. Tell the students to stick their face picture on the board below their favorite animal, to create a graph of the favorite animal of the class.

Ask the students questions to help them analyze the graph, e.g. *How many students like hippos? What is our favorite animal?*

### Homework Assignment

Ask the students to write sentences with *like* or *don't like* using the cues.

1. (dogs) \_\_\_\_\_
2. (cats) \_\_\_\_\_
3. (snakes) \_\_\_\_\_
4. (birds) \_\_\_\_\_

### Teacher's Knowledge Bank

Do not put pressure on your students to read independently before they are ready. Shared reading is important for beginner English speakers and emergent readers. Shared reading involves the students reading along with the teacher or audio track and joining in when they can. It builds confidence and allows the teacher to model useful reading strategies.

### Task Card

Unscramble the question and answer it.

*like / you / animals / What / do / ?*

# Lesson 3

## Objectives

- To practice asking and answering questions about what you like
- To practice writing questions with the verb *like*

## Materials

- crayons
- old magazines
- scissors
- large sheet of paper
- Student's Book pages 20–21
- Audio tracks 15–16
- Activity Book page 15
- (Extension: paper, tempera paint)

## Vocabulary

Revision: animals

## Functions

Asking about what someone likes

## Language

*One mouse – two mice.*

*One fish – two fish.*

*Do you like lions? Yes, I do./No, I don't.*

*What animals do you like?*

*What is your favorite animal?*

## Warm-up

Play "Secret Sentence". Draw a short line on the board for each of the letters in the following sentence *I like monkeys*.

The students take turns calling out letters. If the letter is part of the sentence, write it in. If not, write the letter on the other side of the board.

To make the game competitive you can give the class a number of "lives" to guess the sentence (e.g. ten). If there are more than ten letters on the other side of the board before the students guess the sentence, you win. Repeat with other sentences using *like*.

## 1. Look, listen, and say. 🎧 Track 15

Tell the students to open their Student's Books at page 20. Get them to look at Activity 1. Explain that Majid and Jamil are now in the souvenir shop at the animal park and they are looking at things to buy.

Draw the students' attention to the first picture. Ask them to look carefully at the animal souvenirs in the shop window. Ask *What do you see?* Elicit sentences such as *I see caps, I see T-shirts*.

Ask follow-up questions, for example *How many T-shirts do you see? What color are they?*

Write *Do you like lions?* on the left-hand side of the board and the two responses *Yes, I do* and *No, I don't* on the right-hand side. Choose a volunteer student. Ask him/her *Do you like lions?* Point to the question on the board and then to the two answers. Smile at the positive response, scowl at the negative response. Get the student to give his/her answer.

Repeat the procedure with another student, this time asking *Do you like hippos?*

Refer the students back to Activity 1 and to the cartoon featuring Majid and Jamil. Explain that they have now bought souvenirs from the animal park shop. Have the students look carefully at the pictures with speech bubbles.

Play the track for Activity 1 once to familiarize the students with content and pronunciation.

Play the track again and get the students to repeat Jamil's questions and Majid's answers.

Get the students to work in pairs, taking turns to read the characters' lines as they point to the speech bubbles.

Ask a volunteer pair of students to read Jamil's and Majid's dialog to the rest of the class.

## 2. Language practice.

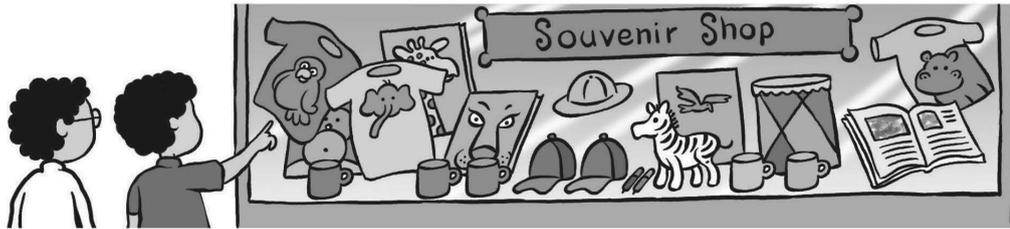
Direct the students to Activity 2. Quickly revise the animals in the picture by asking *What do you see?* Write the plural forms of the animals on the board. Explain that the plural forms of *mouse* and *fish* are *mice* and *fish*. Write and underline these two words in the list on the board.

Write *Do you like...? Yes, I do* and *No, I don't* on the board for the students' reference. Direct their attention back to Activity 2. Point to the first set of animals (the lizards) and ask a confident student *Do you like lizards?* Elicit his/her response. Repeat with *mice* and *fish* using other students.

Get the students to take turns asking and answering questions about the different animals. Walk around the classroom monitoring pronunciation. Encourage a volunteer pair of students to ask and answer questions in front of the class.

# Lesson 3

1. Look, listen and say. 15



Look at my hat. It's an elephant. Do you like elephants?

No, I don't.

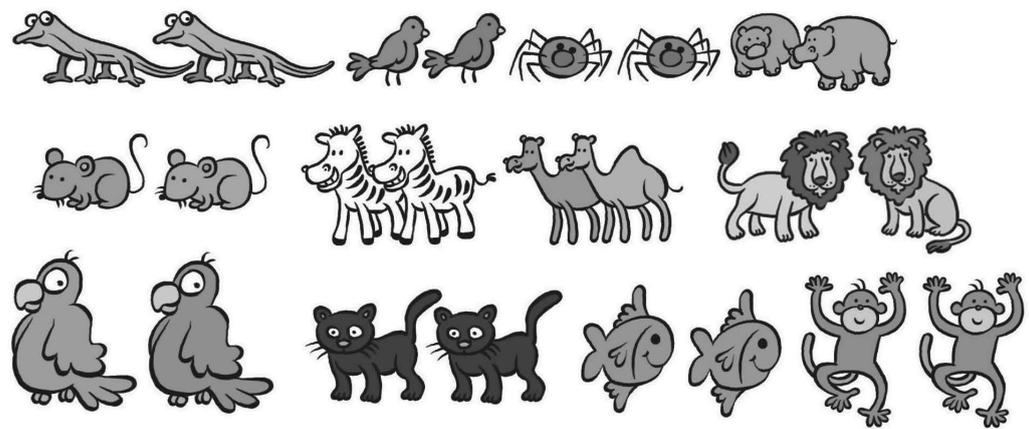
I have a pencil, too. Do you like snakes?

No, I don't.

Do you like lions, Majid?

Yes, I do!

2. Language practice.



**Look!**



One fish



Two fish



One mouse



Three mice



3. Listen and color the correct answer. 16

1.  Yes, I do.  No, I don't.

4.  Yes, I do.  No, I don't.

2.  Yes, I do.  No, I don't.

5.  Yes, I do.  No, I don't.

3.  Yes, I do.  No, I don't.

6.  Yes, I do.  No, I don't.

4. Unscramble the questions and answer them.

1. you / camels / Do / like / ?

\_\_\_\_\_

2. like / ? / What / do / animals / you

\_\_\_\_\_

3. is / favorite / What / ? / animal / your

\_\_\_\_\_

4. zebras / like / you / ? / Do

\_\_\_\_\_

**Look!**



\_\_\_\_\_ you like bats?

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.



**Look!**

Draw the students' attention to the *Look!* box. Hold up one finger and say *One fish*. Hold up two fingers and say *Two fish*. Get the students to repeat. Do the same with *One mouse* and *Three mice*.

**3. Listen and color the correct answer.**



Refer the students to Activity 3. Explain that they are going to listen to some questions and they must color their personal answer (*Yes, I do* or *No, I don't*).

Play the track for Activity 3 and tell the students to listen to all the questions. Pause after each question for the students to choose and color. Choose two volunteers. Play the track a third time. Pause after each question and elicit answers from both students.

**4. Unscramble the questions and answer them.**

Get the students to look at Activity 4. Explain that they are to re-write the scrambled questions on the line provided and then write their answers using *Yes, I do* or *No, I don't*.

Do question 1 as an example on the board. Then have students complete the task individually. Check answers as a class.

**Answers**

- 1. Do you like camels? 2. What animals do you like?
- 3. What is your favorite animal? 4. Do you like zebras?

**Look!**

Draw the students' attention to the *Look!* box. Get them to complete the question and the two answers, check together as a class.

**Answers**

Do you like cats? Yes, I do. No, I don't.

**AB** The students do page 15 in the Activity Book.

**Answers**

**Activity 1**

S	(M	O	N	K	E	Y	S)	D	L	M
(E	P	A	R	R	O	T	S)	L	(Y	F
L	(G	I	R	A	F	F	E	S)	H	S
E	M	(L	O	N	(D	K	E	Y	I	(S
P	(B	C	I	A	T	O	D	O	P	(T
H	A	I	R	O	R	I	G	E	P	(I
A	(C	T	R	O	N	V	I	S)	(O	G
N	A	I	M	D	T	S)	F	C	S	(E
T	T	A	M	O	S)	O	L	W	S	(R
(S	(S	S	P	I	D	E	R	S)	O	S

**Activity 2**

- 1. Do you like elephants? 2. Do you like spiders? 3. Do you like birds?

**Wrapping Up**

Get students to make two lists. One list showing the animals they like and the other showing animals they don't like. They share their lists with a partner using the target language.

**Extension**

Give each student a folded piece of paper. Get the students to paint their favorite animal on one side of the fold. While the paint is still wet, have the students fold the paper to cover their picture. They rub their hands on the outside, then open the paper to reveal a duplicated picture. Use the pictures to review vocabulary and language from Lessons 1, 2 and 3.

**Homework Assignment**

Tell the students to complete the questions and answer them using the following words: *spiders, Do, What, like*.

- 1. \_\_\_\_\_ you like elephants? 3. Do you like \_\_\_\_\_?
- 2. Do you \_\_\_\_\_ mice? 4. \_\_\_\_\_ animals do you like?

**Teacher's Knowledge Bank**

When the students read dialogs, encourage them to notice language chunks and patterns. These may include repeated phrases, different word forms and punctuation patterns.

**Task Card**

Write three questions beginning with *Do* and ask them to a friend.

# Lesson 4

## Objectives

- To identify and learn more vocabulary for animals
- To practice asking and answering questions about fears
- To read and write simple riddles

## Materials

- flashcards: bat, frog, rat, shark, snail
- Student's Book pages 22–23
- Audio tracks 17–19
- Activity Book page 16

## Vocabulary

*bat, frog, rat, shark, snail*

## Functions

Talking about fears

## Language

*I am scared of bats.*

*I'm not scared of frogs.*

*Are you scared of bats? Yes, I am./No, I'm not.*

*What are you scared of?*

## Warm-up

Write the following sentences on the board:

1. *Yes, I do. I like fish.*
2. *I like cats and birds.*
3. *No, I don't. I don't like hippos.*

Get the students to work in pairs to write a question for each sentence. When the students have finished, check answers around the class.

## Answers

1. Do you like fish? 2. What animals do you like? 3. Do you like hippos?

## 1. Look, listen, and say. 🎧 Track 17

Explain that the students are going to learn the names of some scary animals! Direct the students' attention to Activity 1. Tell them to look closely at the new animals.

Play the track for Activity 1 and get students to point to the animals as they listen. Play the track a second time and have the students repeat. Get the class to say the animals without the track as they point to the animals in their Student's Books.

Put the flashcard of the bat on the board. Say *I don't like bats*. Pretend you are shivering and grimace to show what you mean. Ask a student *Do you like bats?* Encourage him/her to answer *Yes, I do* or *No, I don't*.

## 2. Listen and follow along. 🎧 Track 18

Books closed. Stick the flashcards of the frog, snail, bat, rat, and shark on the board.

Point to the flashcard of the frog. Pretend you are stroking the frog fondly. Smile as you say *I'm not scared of frogs*. Repeat with the snail. Tentatively approach the flashcard of the bat. In a trembling voice, and with shaking hands say *I am scared of bats*. Repeat with the flashcard of the rat adding even more fear in your voice and actions.

Write *I'm not scared of frogs* and *I'm not scared of snails* on the board. Say the sentences again and ask students to repeat after you. Write *I am scared of bats* and *I am scared of rats* on the board. Say the sentences again and ask the students to repeat after you.

Write the question *Are you scared of sharks?* on the board. Ask a volunteer to come to the front of the class. Point to the flashcard of the shark, then ask him/her the question. Elicit his/her response by referring back to the options *I'm not scared of...* or *I am scared of...* Repeat the procedure with another student and any of the animal flashcards. Tell the students to open their books to page 22. Draw the students' attention to the cartoon story. Explain that Ducky and Froggy are talking about scary animals. Have the students look carefully at the pictures.

Play the track for Activity 2 once to familiarize the students with content and pronunciation.

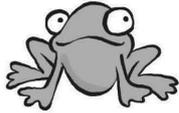
Play the track again and get the students to repeat each question and answer. Get the students to work in pairs, taking turns to read Ducky's and Froggy's lines as they point to the speech bubbles.

Ask a volunteer pair of students to read Ducky's and Froggy's dialog to the rest of the class. Encourage the student playing Froggy to exaggerate his/her fear at the end of the story.

Direct the students to the picture of Ducky at the bottom of the page. Tell the students that, with a partner, they are going to ask and answer questions about the animals in the picture using *Are you scared of...?* *Yes, I am* and *No, I'm not*. Get two confident students to demonstrate the task. Have the students complete the task in pairs. Choose volunteer pairs to ask and answer questions in front of the class.

# Lesson 4

1. Look, listen and say. 17 



frog



snail



bat



rat



shark

2. Listen and follow along. 18 

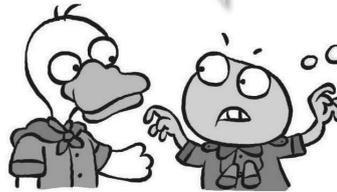
Are you scared of snails?



No, I'm not.



I'm not scared of bats. I'm not scared of rats. I'm not scared of sharks.



Are you scared of crocodiles?

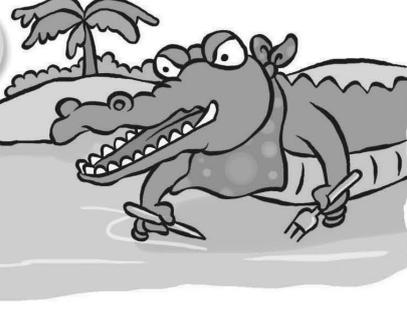


Look!

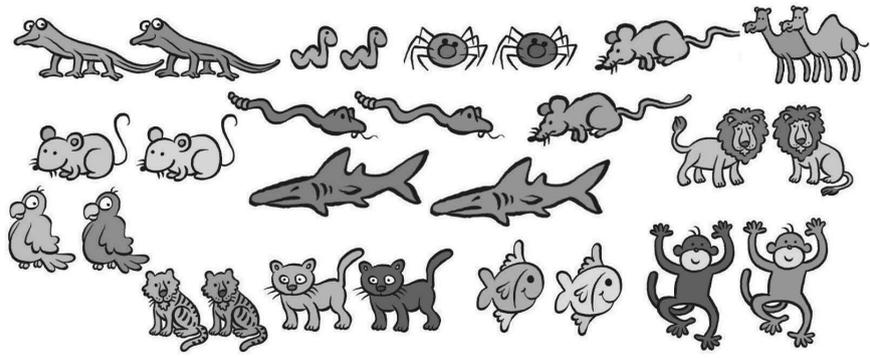
Yes, I am. I am scared of crocodiles. Why?



Run!



What are you scared of?



3. Listen, read and match. 19 

I start with an S and end with an R. I'm not very big. I'm small. I'm black. I have eight legs. I live in your garden. Many people are scared of me. Are you scared of me, too?

I'm a fish. I live in the sea. I'm very big. I'm gray and white. Look at my teeth! Do you like them? Be careful because I'm very hungry now! Oh! I start with an S and end with a K.

Hi! There are eight letters in my name. I'm not small. I'm very big and fat. I'm gray. I have very big ears and a long, long nose. I'm scared of mice. I don't like them. Do you like mice?

I start with a G and end with an E. I'm very tall. I have long legs and a very long neck. I like leaves from trees. That's my favorite food. What's your favorite food?

I'm a big cat. I'm very strong and very fast. I'm the king of all animals. I start with an L and end with an N. What am I?

I start with an L and end with a D. I'm a reptile. I'm ugly. My tail is very long. I have four legs. I live in your garden too. Look! An insect! I like insects for my lunch. Bye!



4. Write an animal riddle.

I start \_\_\_\_\_ . I have \_\_\_\_\_ .

I am not \_\_\_\_\_ . \_\_\_\_\_ .

I am \_\_\_\_\_ . What am I?

5. Listen to your friends' riddles.

**My new words**

\_\_\_\_\_

\_\_\_\_\_

### 3. Listen, read, and match. 🎧 Track 19

Get the students to look at Activity 3. Draw their attention to the photographs. Explain that they are going to listen to and read riddles. Tell them that a riddle is a short piece of writing that gives clues for us to solve.

Play the track for Activity 3 and tell the students to listen only. Play the track again and pause after the first riddle. Read through the clues to identify the animal. Elicit the animal. Get the students to draw a line from the first riddle to the photograph of the spider. Repeat with the second riddle.

Play the remaining four riddles, pausing after each paragraph for the students to draw a line to the corresponding photograph. Play the whole track a final time for the students to check their answers. Have volunteer students show their answers.

#### Answers

The answers to the riddles are: spider, shark, elephant, giraffe, lion, lizard.

### 4. Write an animal riddle.

Draw the students' attention to Activity 4. Tell them that they must complete the sentences to make a riddle about an animal, using Activity 3 to help them.

Go through the sentences and talk about what the students need to write: for *I start...* ask the students to think of the first letter of their animal; for *I am not...* give the example *I am not small*; for *I am...* tell the students to write about color; for *I have...*, give the example *I have four legs*. Monitor the task, offering help if necessary.

### 5. Listen to your friends' riddles.

Divide the class into pairs. Tell each student to read their riddle for their partner to guess, ending by asking *What am I?* Have individual students read their riddles to the class. Get the class to guess.

#### My new words

Remind the students that they can write any new words from Activity 3 in this box.

Encourage the students to guess the meaning of new words. If they are unable to work out the meaning, get them to look them up in a dictionary. Tell the students to write a translation and/or a sentence with the new words. Words they might write down include: *end, garden, many, too, careful, hungry, neck, leaves, strong, fast, reptile, ugly, tail, insect*.

**AB** The students do page 16 in the Activity Book.

#### Answers

##### Activity 1

1. Are you scared of crocodiles? 2. Are you scared of rats? 3. Are you scared of sharks? 4. Are you scared of snakes? 5. Are you scared of lizards? 6. Are you scared of bats?

### Wrapping Up

Demonstrate how some animals move, and get the students to copy. For example, swim like a shark, scurry like a rat, slither like a snake, creep like a cat. Name an animal and get the students to do the movements.

### Extension

Copy the following incomplete riddle on the board:

*I start \_\_\_\_ an S and end with an E.*

*I am \_\_\_\_ and very ugly. I \_\_\_\_ scales on my body.*

*Many people are scared \_\_\_\_ me. Are you \_\_\_\_ of me too?*

Get the students to complete the riddle using *of, long, with, scared, have* and guess the animal. After they have guessed (*snake*), tell them to draw a picture to go with the riddle.

### Homework Assignment

Tell the students to unscramble these questions and answer:

1. *scared / Are / you / sharks / of / ?*
2. *of / scared / bats / Are / you / ?*

### Teacher's Knowledge Bank

It is important to prepare your students before they read and listen to more complex texts, so they get into the habit of looking at the text to find clues and connections that make understanding easier. Talk about topic and text type and ask questions such as *Do you like reading/listening to (riddles)? What can you see in the pictures?*

### Task Card

Draw three animals you are scared of.

Note: You may wish to prepare an animal cube (see *Do and Share!* Activity Book page 19) to show your students in the next lesson. The template for the cube is on page 259 of the Teacher's Book.

# Lesson 5

## Objectives

- To review language from the unit in a game
- To listen to and say a chant

## Materials

- dice
- crayons
- motivational stickers
- Student's Book pages 24–25
- Audio track 20
- Activity Book pages 17–19

## Vocabulary

Revision from Unit 2

## Functions

Revision from Unit 2

## Warm-up

Say *Stand up if you like fish*. All the students who like fish stand up. The students sit down again. Continue in the same way with other animals.

## 1. Play “The Monkey Race” game.

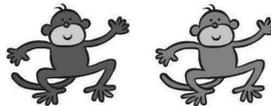
Direct the students to Activity 1. Read the instructions for the game and make sure all students understand them. Do some examples of the tasks on the squares. Divide the class into pairs to play the game. The students should trace and color the monkey counters at the top of the page before starting to play.

While the students play, walk around the classroom monitoring the game. Make sure they are using English and are on task.

# Lesson 5

## 1. Play "The Monkey Race" game.

Choose a counter. Throw a dice. Do the task.  
The monkey to finish first wins the race!



The game board consists of a winding path with various tasks and obstacles. The tasks are as follows:

- START!**
- Make a question with: Do.**
- Make a sentence with: like.**
- Answer the question: Do you like cats?**
- Make the sentence negative: I like frogs.**
- Answer the question: Are you scared of dogs?**
- Make a sentence with: don't like.**
- Look, say and spell:** (with a tiger illustration)
- Look, say and spell:** (with a shark illustration)
- Tangled vines! Miss a turn!**
- Make a question with: Do.**
- Tangled vines! Miss a turn!**
- Look, say and spell:** (with a zebra illustration)
- Make a sentence with: scared.**
- Make a question with: Do.**
- Look, say and spell:** (with a monkey illustration)
- Tangled vines! Miss a turn!**
- Make this sentence negative: I am scared of spiders.**
- Answer the question: Do you like lions?**
- Make a sentence with: bats**
- Answer the question: Do you like parrots?**
- Look, say and spell:** (with a crocodile illustration)
- Tangled vines! Miss a turn!**
- FINISH!**

2. Look, listen and complete. 20 

## Tiptoe, Tiptoe!



Tiptoe, tiptoe,  
Into the night.  
Through the park,  
Under stars so bright.  
\_\_\_\_\_? \_\_\_\_\_?  
What animals do you like?  
As we tiptoe,  
And see the sights ...

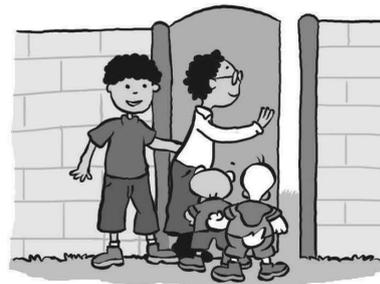
I like \_\_\_\_\_,  
And \_\_\_\_\_, too.  
I like all the \_\_\_\_\_,  
In the zoo.  
I like \_\_\_\_\_,  
They're such fun!

But now – oh, dear!  
Let's start to run!  
For, in the shadows,  
Can you hear the sound?  
It's a creature that scares,  
Everyone around!

Run! Run!  
Into the night!  
Through the park,  
Under stars so bright.  
With its yellow eyes,  
And nasty smile  
Here it comes a ...  
\_\_\_\_\_!

3. Chant "Tiptoe, Tiptoe!" and play! 20 

Do you like elephants?  
We have one for you!



## 2. Look, listen, and complete. 🎧 Track 20

Refer the students to Activity 2. Tell them they are going to listen to a chant. Show the meaning of *tiptoe* by walking on tiptoes around the class.

Play the chant a first time to familiarize the students with the lyrics. Encourage them to read as they listen. Explain to the students that there are words missing from the chant. Tell them to listen carefully and complete it.

Play the chant a second time. Pause after each missing section of the chant for the students to write the missing words. The chant can be repeated a third time if necessary.

Play the chant again for students to check their answers. Ask seven students to provide the missing words for the class.

### Answers

The missing words (in order) are: lions, tigers, elephants, giraffes, hippos, monkeys, crocodile.

## 3. Chant “Tiptoe, Tiptoe!” and play!

### 🎧 Track 20

Divide the class into six groups and give each group one of the following animal roles: lions, tigers, elephants, giraffes, hippos, monkeys.

Each group must create a simple mime to represent their animal and practice it. Tell them that they must do the mime and say the name of their animal when they hear the animal's name in the chant. For example, the giraffes can stand on tiptoe, stretch their necks and say *giraffes* in a haughty voice; hippos can puff out their cheeks, make themselves look larger by stretching their arms and say *hippos* in a low, thunderous voice.

Tell the class that during the chant, everyone must tiptoe in a conga around the room, with the teacher leading. When individual animals are named, that group must spring into action and say for example, *lions*, and then do the mime, and so on.

Play the track for the students to join in with words and actions. At the end of the chant, shout *crocodile*, and make a scary face. Play the chant again with a student taking the lead in the conga.

**AB** The students do pages 17–19 in the Activity Book. See page 52 of this Teacher's Book for guidance and answers.

## Wrapping Up

At the end of this lesson, discuss the unit with your students. Find out which activities they enjoyed the most and which they found difficult. Review the language if necessary.

Tell the students that they have finished the second unit in *Gateway 2* – and they have been excellent. Tell the students to put the corresponding sticker for this unit in the box on Student's Book page 25.

Draw the students' attention to the orange door on the bottom right-hand side of the page. Ask them where they think the door will lead.

## Extension

Ask the students to form a circle. Say an animal (e.g. *shark*), and choose a volunteer student to be the animal. He/She stands in the middle of the circle and pretends to be the animal while the rest of the students recite the following poem:

1, 2, 3, 4, 5!

Once we caught a (shark) alive.

6, 7, 8, 9, 10!

Then we let it go again.

While students say *Then we let it go again* they open up the circle and allow the animal to escape (e.g. the shark to swim out). The student who was being the animal then thinks of another animal and chooses a student to go into the middle of the circle.

## Homework Assignment

Tell the students to make a list of all the animals in the chant “*Tiptoe, Tiptoe!*”

## Teacher's Knowledge Bank

Students of this age group will not always give fully correct answers when they complete tasks about reading or listening texts. It is important to accept and value their attempts. This will motivate the students to work towards a fuller understanding of language and texts.

## Task Card

Draw a picture of a nasty crocodile.

Note: You may wish to make play dough for your students to use in the Extension Activity in Unit 3, Lesson 1 (for instructions see page 57.)

# Activity Book self-evaluation and craft

You may wish to devote an additional full lesson to the *I can...!* self-evaluation and the *Do and Share!* craft activity on pages 17–19 of the Activity Book.

## I can ...!

The tasks in the *I can...!* section of the Activity Book on pages 17–18 should not be set as a formal test. Students should be encouraged to complete as much of the material as possible, but the emphasis should be on ensuring that it provides a sense of achievement. The tasks are designed to help students reflect on what they have learned and recognize areas that they still need to work on. Students are thus encouraged to recognize and take responsibility for their own learning.

Spend time going through new task-types, using students' mother tongue to explain where necessary. Have students compare answers with a partner, if you wish.

### Answers

*Look and write Yes or No.*

Yes, No, Yes, No, No, Yes

*Unscramble the question and answer it.*

What are you scared of?

## Do and Share!

This section at the end of each unit links English with other areas of students' lives. It provides an opportunity for your students to involve themselves in craft and project work while using English as the medium of communication.

### Materials

cube templates TB page 259

a pencil

crayons

scissors

a glue stick

Hand out templates of cubes (photocopy the template on page 259 onto stiff paper or card). The students cut out the template (making sure they cut out the tabs, otherwise they won't be able to stick the cube together). Demonstrate what you want the students to do using the pictures in the book and giving the instructions in English. Clarify key verbs using gesture, mime, and demonstration.

## TB Assessment page

There is a more formal assessment test on page 241 of the Teacher's Book.

### Answers

#### 1.

1. monkey                      4. camel

2. zebra                         5. shark

3. snail

#### 2.

Student's own answers.

#### 3.

1. What animals do you like?

Student's own answers.

3. Do you like parrots?

Student's own answers.

2. Are you scared of snakes?

Student's own answers.

Note: You may wish to make play dough for your students to use in the Extension activity in Unit 3 Lesson 1 (for instructions see page 57).

Unit

3

# The Barbecue

## Functions

Talking about what others like/don't like  
Asking about what someone likes

## Language

*Majid likes chicken.*

*Jamil doesn't like chicken.*

*Does Ducky like cookies? Yes, he does./No, he doesn't.*

*What does Froggy like? He likes apples.*

## Vocabulary

*cheese, chicken, eggs, French fries, ice-cream, meat, pizza, potato  
chips, sausages, spaghetti*

Numbers 20–100

## Gateway Grammar Level 2

*For parents/teachers: page 17*

*For students: pages 18–22*

## Gateway Phonics Book 1

*"l": pages 32–33*

# Lesson 1

## Objectives

- To identify and learn vocabulary for food
- To practice reading and writing food words

## Materials

- food flashcards
- crayons
- Student's Book pages 26–27
- Audio tracks 21–22
- Activity Book page 20
- (Extension: flour, cream of tartar, salt, water, food coloring)

## Vocabulary

*cheese, chicken, eggs, French fries, ice-cream, meat, pizza, potato chips, sausages, spaghetti*

## Warm-up

Direct the students' attention to page 26. Show them that the main characters (Majid, Yasmeen, Ducky and Froggy) are stepping into a garden where a barbecue is taking place. Talk about the picture and the food they can see. Ask the following questions, using gesture and mime to help show meaning:

*Do your family or friends have barbecues?*

*Do you like barbecues?*

*Do you like eating outdoors?*

*What's your favorite food?*

Encourage the students to share their feelings, experiences and opinions with the class and share your own with them. Praise their attempts to answer in English and help expand their answers with scaffolding (see Unit 1, Lesson 1 Warm-up).

## 1. Look, listen, and say. 🎧 Track 21

Ask the students to look very carefully at the food at the barbecue.

Play the track for Activity 1. Have the students follow in their Student's Book.

Play the track twice more and tell the students to repeat each word.

## 2. Read, say, and point.

Stick the food flashcards on the board.

Direct the students' attention to Activity 2. Point to the first word (*meat*) and read it aloud. Point to the flashcard of the meat on the board.

Ask a student to read the second word (*potato chips*) aloud. Get him/her to point to the flashcard of the potato chips.

Continue like this with the rest of the new words.

Remove the flashcards from the board. Get the students to read, say and point to the food in the picture in pairs.

Walk around the classroom monitoring the activity carefully. Correct pronunciation if necessary.

# Unit 3

# The Barbecue

## Lesson 1 1. Look, listen and say. 21

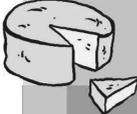
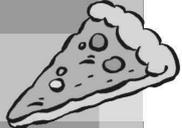


2. Read, say and point.

- meat
- potato chips
- cheese
- chicken
- French fries
- ice-cream
- pizza
- eggs
- sausages
- spaghetti

3. Use the letters to make words.

4. Listen and join. 

			
 seehee	 hneFrC srefi	 gesg	 sgauasse
<input type="text" value="cheese"/>	<input type="text" value="French fries"/>	<input type="text"/>	<input type="text"/>
	 aptoot iscph	 ieshpatgt	 eccihkn
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	 zpaiz	 tmae	 cie merae
	<input type="text"/>	<input type="text"/>	<input type="text"/>
			
			
<p>5. Draw your favorite food from Activity 4.</p> 			

### 3. Use the letters to make words.

Ask the students to look at the plates in Activity 3. Explain that the new words are scrambled on the plates. Show the students that *cheese* and *French fries* have been unscrambled and written under the first two plates as examples. Get the students to unscramble the remaining eight words in pairs and write the words on the lines provided. Check answers as a class.

#### Answers

eggs, sausages, potato chips, spaghetti, chicken, pizza, meat, ice-cream

### 4. Listen and join. 🎧 Track 22

Tell the students that they are going to listen to a list of food. Ask them to draw lines connecting the pictures of food in Activity 4 to the plates as they listen.

Play the track for Activity 4 a first time and have students listen only. Ask them to trace a line with their fingers in their Student's Books connecting each food to a plate.

Play the track again and get the students to complete the activity. Then play the track a final time for the students to check their answers.

Write the food words on the board. Say each word and get the students to point to the correct pictures in their Student's Book.

### 5. Draw your favorite food from Activity 4.

Direct the students to Activity 4. Ask them to think of and then draw and color the food they find the most delicious on the barbecue plates.

**AB** The students do page 20 in the Activity Book.

#### Answers

##### Activity 1

The order from left to right, top to bottom is 7, 6, 4, 1, 9, 3, 10, 5, 8, 2.

##### Activity 2

meat, pizza, chicken, sausages, cheese

##### Activity 3

1. chicken; 2. eggs; 3. ice-cream; 4. pizza; 5. sausages; 6. spaghetti

##### Activity 5

1. potato chips; 2. spaghetti; 3. French fries; 4. eggs; 5. ice-cream

### Wrapping Up

Draw a Tic-tac-toe grid (a grid with nine squares) on the board. Divide the class into two teams and give each team a symbol (X or O). Place the food flashcards on your desk. Have members of each team come to the front one at a time and select a flashcard. Each student writes the word on his/her flashcard on the board. If the word is correct, he/she draws the team's symbol (an X or an O) in one of the squares. The team that makes a row of three of their symbol first (horizontally, vertically or diagonally) is the winner.

### Extension

Get the students to make food from the lesson with play dough.

Ingredients for play dough: 1 cup of flour, 2 tsp cream of tartar, ½ cup of salt, 1 cup of water, food coloring.

Mix all the dry ingredients in a large pan. Add the water and the food coloring. Cook the mixture on medium heat, stirring constantly until firm. Let the mixture cool. Store the play dough in plastic bags (in the fridge if you want it to last longer). Discard it when it becomes overworked.

### Homework Assignment

Tell the students to look through old magazines or catalogs and cut out pictures of the food items in Lesson 1. They should stick them in their notebooks and write labels.

### Teacher's Knowledge Bank

The Teacher's Knowledge Bank tips in Unit 2 focused on helping students with reading and listening texts. The tips in this unit look at how to assess students' understanding of texts. We need to use informal assessments whenever students read or listen, as well as more formal tests and evaluations.

### Task Card

Complete the words below. Which vowel is missing in each word?

sausag\_s ic\_-cr\_am m\_at ch\_\_s chick\_n

# Lesson 2

## Objectives

- To practice saying what someone else likes/doesn't like
- To write sentences using the verb *like*

## Materials

- crayons
- food flashcards
- Student's Book pages 28–29
- Audio tracks 23–24
- Activity Book page 21

## Vocabulary

As Lesson 1

## Functions

Talking about what others like/don't like

## Language

*Majid likes chicken.*

*Jamil doesn't like chicken.*

## Warm-up

Dictate the following words: *pizza, spaghetti, chicken, meat, eggs*. Get the students to write the words in their notebooks and draw pictures to show the meanings. Write the words on the board for the students to check their spelling.

## 1. Look, listen, and say. 🎧 Track 23

Books closed. Stick the food flashcards on the board. Point to the pizza and say *I like pizza*. Rub your tummy and lick your lips. Point to the flashcard of the sausages and say *I don't like sausages*. Grimace and use gesture to show that you don't like sausages. Ask for a confident volunteer. Tell him/her to choose two foods on the board, one that he/she likes and one that he/she dislikes. Get the student to copy your previous gestures to show *like* and *don't like* as he/she says *I like \_\_\_\_\_, I don't like \_\_\_\_\_*.

Say to the class (student's name) *likes* (the food item the student chose). (student's name) *doesn't like* (the food item the student chose).

Use suitable mimes and facial expressions to show what you mean.

Say the sentences again and get the class to repeat.

Write the sentences with *likes* and *doesn't like* on the board.

Ask the students to open their books to page 28. Have the students look very carefully at the pictures. Explain that Ducky and Froggy are watching Majid and Jamil choosing food at the barbecue.

Play the track for Activity 1 once to familiarize the students with content and pronunciation.

Play the track again and get the students to repeat Ducky's and Froggy's sentences.

Get the students to work in pairs, taking turns to read Ducky's and Froggy's lines as they point to the speech bubbles.

## 2. Language practice.

Write the following on the board:

*Basma likes \_\_\_\_\_.*

*Basma doesn't like \_\_\_\_\_.*

*Bilal likes \_\_\_\_\_.*

*Bilal doesn't like \_\_\_\_\_.*

Direct the students' attention to Activity 2. Explain that the bees, Basma and Bilal, have chosen food from the barbecue and put it on their trays. They like some food but they don't like other food.

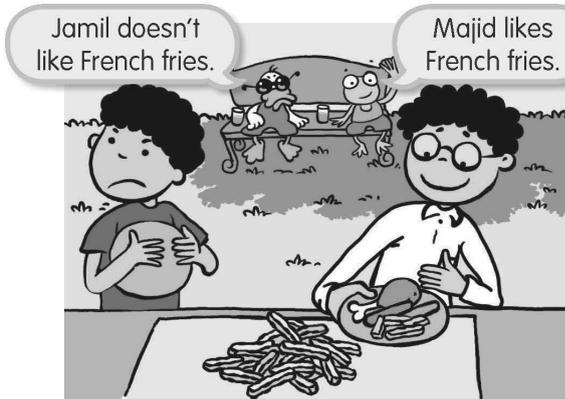
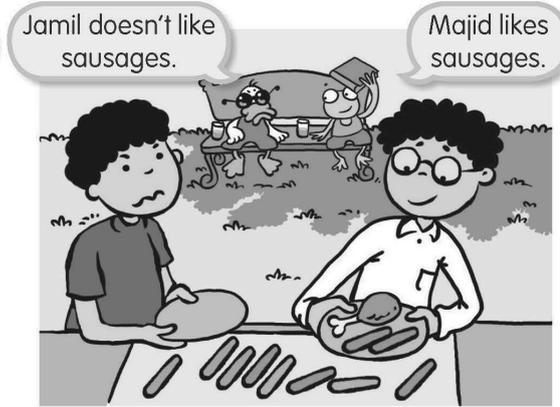
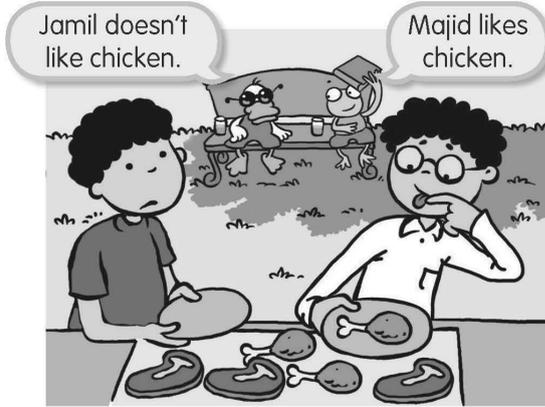
Point to the cheese on Basma's tray. Say *Basma likes cheese*. Point to Bilal's tray and say *Bilal doesn't like cheese*. Repeat with other food items, e.g. *Basma doesn't like meat, Bilal likes spaghetti*.

Get the students to point to each tray saying what each bee likes and what he/she doesn't like in pairs.

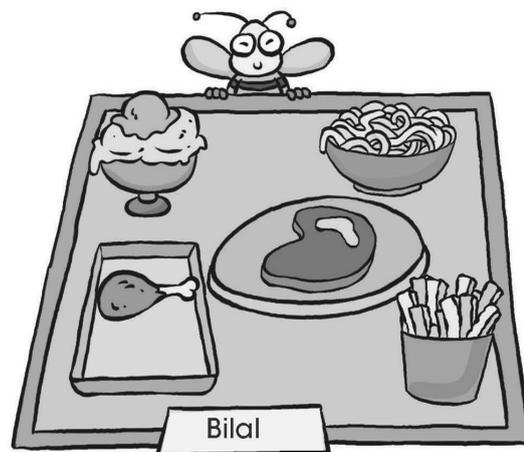
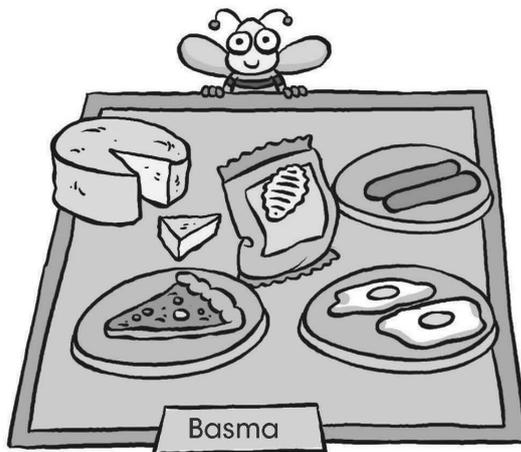
Ask volunteer pairs to talk about the two trays using *likes* and *doesn't like* for the class.

## Lesson 2

1. Look, listen and say. 23



2. Language practice.



3. Listen and complete the faces. 😊 ☹️ 24 🎧



**Vicky**

- 😊 eggs
- 😊 ice-cream



**Bilal**

- 😊 spaghetti
- 😊 potato chips



**Simon**

- 😊 sausages
- 😊 cheese



**Maisoon**

- 😊 pizza
- 😊 chicken



**Alia**

- 😊 French fries
- 😊 meat

4. Complete the sentences about the children.

1. Vicky likes ice-cream. She doesn't like eggs.
2. Bilal \_\_\_\_\_ potato chips. He \_\_\_\_\_ spaghetti.
3. Simon \_\_\_\_\_ sausages and cheese.
4. Maisoon \_\_\_\_\_ pizza.  
Maisoon \_\_\_\_\_.
5. Alia \_\_\_\_\_.  
She \_\_\_\_\_.

**Look!**

She \_\_\_\_\_.



She \_\_\_\_\_.



### 3. Listen and complete the faces. 🎧 Track 24

Refer the students to Activity 3. Tell them that the smiley face at the top of the page means *likes* and the sad face means *doesn't like*.

Explain that the students are going to listen to the children talking about the foods they like and dislike. They must listen carefully and draw a smile or an unhappy mouth on the blank faces.

Play the track a first time and have the students listen only. Play the track again and pause after each child's responses for the students to draw the mouths on the faces.

Play the track a final time for students to check their work. Get the students to check their answers with a partner.

#### Answers

Vicky – eggs 😞, ice-cream 😊; Bilal – spaghetti 😞, potato chips 😊;  
Simon – sausages 😊, cheese 😊; Maisoon – pizza 😞, chicken 😞;  
Alia – French fries 😊, meat 😞

### 4. Complete the sentences about the children.

Ask the students to look at Activity 4. Explain that the sentences refer to the children in Activity 3. Draw the students' attention to the example. Get the students to complete the task individually.

Write the sentences on the board with gaps. Elicit answers.

#### Answers

2. Bilal likes potato chips. He doesn't like spaghetti. 3. Simon likes sausages and cheese. 4. Maisoon doesn't like pizza. Maisoon doesn't like chicken. 5. Alia likes French fries. She doesn't like meat.

### Look!

Draw the students' attention to the *Look!* box and the pictures. Get the students to complete the two sentences individually.

#### Answers

She likes pizza. She doesn't like spaghetti.

**AB** The students do page 21 in the Activity Book.

#### Answers

##### Activity 1

3. She likes eggs. 4. Leila doesn't like sausages. 5. Farid likes chicken.  
6. He doesn't like spaghetti. 7. He likes ice-cream. 8. Farid doesn't like meat.  
9.–12. Sophie likes potato chips. Sophie likes meat.  
Sophie doesn't like cheese. Sophie doesn't like pizza.

### Wrapping Up

Have the students sit in a circle. Point to a student and show him/her a food flashcard. Encourage the student to talk about the food using *like* or *don't like*. Point to another student and show him/her a second flashcard. Get the student to talk about the first student's likes or dislikes and to add his/her own, for example:

Student 1: *I like cheese.*

Student 2: *Manal likes cheese. I don't like eggs.*

Student 3: *Manal likes cheese. Sam doesn't like eggs. I like pizza.*

Continue until the students can't remember all the sentences.

### Extension

Draw a table with two columns on the board. Draw a smiling face at the top of one column and a sad face at the top of the other. Have the students copy the table and write in two items of food in each column (two things they like and two they dislike). Divide the class into groups and tell them to find out what members of their group like/dislike. Ask a volunteer from each group to speak about the students in his/her group (e.g. *Mario likes ice-cream. He doesn't like sausages.*)

### Homework Assignment

Write the following sentences on the board and ask the students to correct the wrong sentences, looking at Student's Book page 28.

1. *Jamil likes sausages.*
2. *Majid likes chicken.*
3. *Jamil likes French fries.*
4. *Majid likes cheese.*

### Teacher's Knowledge Bank

Teachers need to be good "Kidwatchers" (Goodwin, 1985). It is sometimes hard to tell whether quieter students cannot understand or whether they are simply shy. While students are reading or listening, watch them to see how much they understand. Notice their attitude (bored or confused?) and watch their eyes (are they reading the words or looking at the correct pictures?).

### Task Card

Complete the sentences using *likes* or *doesn't like*.

1. My teacher \_\_\_\_\_ French fries.
2. My teacher \_\_\_\_\_ chicken.
3. My teacher \_\_\_\_\_ sausages.
4. My teacher \_\_\_\_\_ ice-cream.

# Lesson 3

## Objectives

- To practice asking and answering questions about what someone likes
- To practice writing questions with the verb *like*

## Materials

- food flashcards
- Student's Book pages 30–31
- Audio tracks 25–26
- Activity Book page 22
- (Extension: apples, shallow pan, red and green tempera paint, manila paper)

## Vocabulary

Revision: food

## Functions

Asking about what someone likes

## Language

*Does Ducky like cookies?      Yes, he does./No, he doesn't*  
*What does Froggy like?      He likes apples.*

## Warm-up

Draw a picture of a boy on the board. Write his name: *Tom*. Stick the food flashcards on the board around the boy. Draw a cross or a tick next to each flashcard. Point to Tom and to a food flashcard. Elicit the sentence, e.g. *Tom likes spaghetti. Tom doesn't like spaghetti.* Continue with the other flashcards.

## 1. Find ten food and drink words in the caterpillar.

Tell the students to open their books at page 30. Get them to look at Activity 1. Explain that there are ten words hidden in the body of the caterpillar. Get the students to work in pairs to find and circle the food and drink words.

Write the words on the board in sequence (from the head to the tail) to ensure all ten words have been found.

## Answers

soda, apple, egg, pizza, burger, hot dog, banana, cookie, donut, sausages

## 2. Look, listen, and say. Track 25

Stick the food flashcards on the board. Ask a volunteer student to choose food he/she likes and doesn't like. Get him/her to say sentences with *I like ...* and *I don't like ...*. Separate the two flashcards the student has chosen on the board from the other flashcards.

Write *Does (student's name) like ...?* on the left-hand side of the board and *Yes, he/she does* and *No, he/she doesn't* on the right-hand side of the board. Ask the class *Does (student's name) like (the food he/she likes)?* Elicit *Yes, he/she does* from the class.

Ask the class *Does (student's name) like (the food he/she doesn't like)?* Elicit *No, he/she doesn't* from the class.

Repeat the process with another volunteer. After this second presentation, write *What does (student's name) like?* on the board and *He/She likes...* Get the class to say what the volunteer student likes, pointing to the question and the structure for the response.

Draw the students' attention to Activity 2. Explain that the two bees are looking at, and asking and answering questions about, Ducky's and Froggy's baskets and the food they have chosen at the barbecue. Have the students look carefully at the pictures.

Play the track for Activity 2 once to familiarize the students with content and pronunciation.

Play the track again and get the students to repeat the bees' questions and answers.

Get the students to take turns reading the bees' lines in pairs.

Ask a volunteer pair of students to read the bees' lines to the rest of the class.



3. Language practice.



4. Listen and draw the lines. 26

Mom  Dad 

5. Write answers about a friend.

Name \_\_\_\_\_.

1. Does your friend like cheese? \_\_\_\_\_.
2. Does your friend like bananas. \_\_\_\_\_.
3. Does your friend like potato chips? \_\_\_\_\_.
4. Does your friend like burgers? \_\_\_\_\_.
5. Does your friend like apples? \_\_\_\_\_.
6. Does your friend like eggs? \_\_\_\_\_.

**Look!**

\_\_\_\_\_ Mom \_\_\_\_\_ chicken? \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_ Mom \_\_\_\_\_ donuts? \_\_\_\_\_, \_\_\_\_\_.

What \_\_\_\_\_ Dad \_\_\_\_\_? He \_\_\_\_\_.

### 3. Language practice.

Draw the students' attention to the photograph of the boy. Explain that the food the boy likes is shown by the ticks in the boxes and the food he doesn't like is shown by the crosses.

Ask *Does he like cookies?* Elicit the answer *Yes, he does.* Ask *Does he like cheese?* Elicit *No, he doesn't.*

Get the students to ask and answer questions in pairs. Walk around the classroom monitoring the activity.

### 4. Listen and draw the lines. Track 26

Point to Mom and Dad and the small pictures of the food. Explain that the ticks and crosses show likes and dislikes.

Tell the students that they must listen and draw lines from Mom and Dad to the food they like and dislike. Play the track for the students to listen to the statements. Play the track again and pause after each sentence for the students to draw the lines. Play the track a third time for the students to check their answers. Get a volunteer to show his/her lines to the rest of the class.

#### Answers

Mom – chicken, donuts, sausages; Dad – soda, bananas, burgers

### 5. Write answers about a friend.

Write the following on the board: *cheese, bananas, potato chips, burgers, apples, eggs.* Ask a volunteer *Do you like cheese?* etc. Write ticks or crosses next to the food words according to the student's answers.

Ask the class *Does (student's name) like cheese?* Elicit the answer. Continue with the rest of the words. Divide the class into pairs. Ask the students to repeat the process above, writing their partner's answers. Tell the students to write their partner's name on the line after *Name.* Get them to answer the questions about their partner's likes and dislikes using *Yes, he/she does* or *No, he/she doesn't.* Choose a volunteer to tell the class about his/her partner.

#### Look!

Draw the students' attention to the *Look!* box. Using the information from Activity 4, get the students to complete the box individually. Check together as a class.

#### Answers

Does Mom like chicken? Yes, she does.  
Does Mom like donuts? No, she doesn't.  
What does Dad like? He likes burgers.

 The students do page 22 in the Activity Book.

#### Answers

##### Activity 2

2. No, she doesn't. 3. No, she doesn't. 4. Yes, he does.

##### Activity 3

2. Does she like eggs? 3. Does she like donuts? 4. Does he like apples?

### Wrapping Up

Tell the students they are going to interview you. Write the following starter question on the board *Do you like...?*

In small groups, the students write three questions. Groups take turns asking you their questions. A member of each group writes the answers for his/her group's questions and reports back to the class, e.g. (Your name) *likes...*

### Extension

Do some food art with your students. Cut a few apples in half. Dip the flat surface of the apple into a shallow pan of red tempera paint. Have each student press an apple repeatedly onto a large sheet of manila paper and print a green thumbprint leaf on the top of each apple. Display in the classroom.

### Homework Assignment

Write questions on the board and ask the students to find out the answers, e.g. *Does your mom like burgers? Does your dad like apples?*

### Teacher's Knowledge Bank

When your students are working on pairwork tasks that involve reading and listening, assess their reading and listening skills and strategies. As you monitor a task, notice whether the students are reading all the questions themselves, guessing or copying other students. Make a note of words and phrases that the students struggle with, so that you can review them later.

### Task Card

Read and write questions using the cues in parentheses. Then answer the questions.

*Danny likes spaghetti and chicken. He doesn't like meat.*

1. (Does/chicken?); 2. (Does/meat?); 3. (What/like?)

# Lesson 4

## Objectives

- To learn and practice numbers 20–100 (numbers and words)
- To read and write a recipe

## Materials

- Student's Book pages 32–33
- Audio tracks 27–28
- Activity Book page 23
- (Extension: paper, crayons, construction paper)

## Vocabulary

*twenty, twenty-one, twenty-two... ,  
thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred*

## Warm-up

Write the following sentences and questions on the board:

*Farid likes sausages.*

*Does Alia like chicken?*

*My sister likes cheese.*

*What does your brother like?*

*Maya doesn't like pizza.*

Get the students to correct the mistake in each one. Check together as a class.

## Answers

*Fred likes sausages. / Does Linda like chicken? / My sister likes cheese. /  
What does your brother like? / Maya doesn't like pizza.*

## 1. Look, listen, and say. 🎧 Track 27

As a class, count from one to nineteen. Write the numbers as figures and words on the board. Write 20 on the board. Write *twenty* next to the number. Say *Twenty*. Get the students to repeat.

Explain that the students are going to learn more new numbers in this lesson and draw their attention to page 32, Activity 1.

Tell the students to look closely at the numerical and written forms of the new numbers. Play the track for Activity 1 and get the students to point to the numbers as they hear them.

Play the track a second time and get the students to repeat.

Get the class to point and say the numbers without the track.

## 2. Say the numbers.

Write the following words on the board: *twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred*. Write the following figures below the words: 23, 35, 49, 52, 61, 76, 88, 94.

Point to *twenty*, the number 23, and say *twenty-three*. Have the students repeat *twenty-three*. Write *twenty-three* on the board. Repeat the procedure with the other numbers.

Draw the students' attention to Activity 2. Get them to look at the first number (28). Ask a volunteer to say the number aloud. Then get the students to say these new numbers in pairs.

Ask volunteers to say all the numbers, correcting them if necessary.

## Gateway to Math

## 3. Read and circle.

Get the students to look at Activity 3. Draw their attention to the words *eighty-eight* and the number options next to it. Point out that 88 is circled because it is the number version of *eighty-eight*.

Get the students to complete the activity individually. Copy Activity 3 on the board. Ask nine volunteers to come to the front of the class to circle the correct numbers.

## Answers

2. 11; 3. 64; 4. 52; 5. 100; 6. 77; 7. 21; 8. 33; 9. 45; 10. 96

## Write these numbers in words

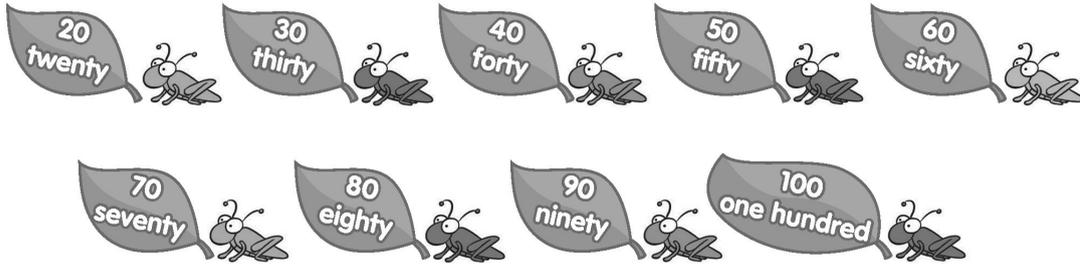
Point to Ducky and Froggy at the bottom of the page and to Ducky's speech bubble. Get the students to write the numbers in the circles as words in their Student's Books or in their notebooks. Ask volunteer students to write the words on the board.

## Answers

fourteen, ninety-three, seventy-four, thirty-eight

# Lesson 4

1. Look, listen and say. 27 



2. Say the numbers.



## Gateway to Math 21<sup>st</sup> Century Skills

3. Read and **circle**.

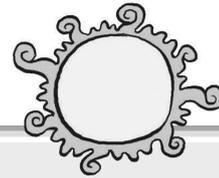
- |                 |     |           |                  |    |    |
|-----------------|-----|-----------|------------------|----|----|
| 1. eighty-eight | 80  | <b>88</b> | 6. seventy-seven | 77 | 17 |
| 2. eleven       | 11  | 12        | 7. twenty-one    | 21 | 71 |
| 3. sixty-four   | 46  | 64        | 8. thirty- three | 13 | 33 |
| 4. fifty-two    | 52  | 53        | 9. forty- five   | 54 | 45 |
| 5. one hundred  | 100 | 10        | 10. ninety-six   | 96 | 92 |

Write these numbers in words.



4. Look and read. Number the sentences in the correct order.

## A Sunny Day Sandwich!

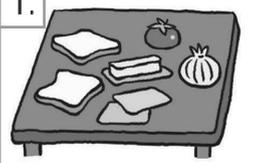


### Ingredients

bread  
butter  
cheese  
tomato  
onion



- Put the tomato and the onion on the cheese.
- Slice the tomato.
- Put some butter on the bread.
- Eat and enjoy!
- Put the cheese on the bread.
- Get your ingredients together.
- Put the other piece of bread on the sandwich.
- Slice the onion.

1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 

5. Listen to check your answers. 28 

### My new words

_____	_____	_____
_____	_____	_____

6. Write your own recipe and share.

#### 4. Look and read. Number the pictures in the correct order.

Get the students to look at Activity 4 and draw their attention to the list of ingredients. Write on the board: *bread, butter, cheese, tomato, onion*. Draw a simple sketch of each food. Get the students to repeat the new words.

Clean the board. Get the students to draw lines matching the words to the pictures of the food in the “Ingredients” section of the recipe in the Student’s Books.

Explain that the series of pictures 1–8 correctly shows how to make a sandwich, but that the list of instructions is not in the correct order and the students must number the small boxes correctly using the pictures. Read the instructions together. Draw the students’ attention to the first picture. Get the students to put number 1 in the appropriate box (the sentence *Get your ingredients together*).

Ask the students to number the rest of the boxes in pairs. Do not check answers yet.

#### 5. Listen to check your answers. 🎧 Track 28

Play the track for Activity 5 for the students to listen to only. Play the track again and pause after each instruction for the students to check their answers.

Have a volunteer student read out his/her sequence of sentences.

#### Answers

The sentences should be numbered 6, 3, 2, 8, 5, 1, 7, 4.

#### My new words

Remind the students that they can write any new words from Activity 4 in this box. Encourage the students to guess the meaning of new words and use a dictionary if necessary. Tell the students to write a translation and/or a sentence with the new words. Words they might write down include: *slice, enjoy, together, piece*.

#### 6. Write your own recipe and share.

Draw the students’ attention to Activity 6. Divide the class into small groups. Get each group to think of an easy food they all like, for example, a hot dog, a pizza, a salad.

Using the sandwich-making recipe in Activity 4 to help them, they must write the process to make their food. Point out that their recipe should start with a list of ingredients. Offer help when necessary. Ask groups to present their recipes to the class.

**AB** The students do page 23 in the Activity Book.

#### Answers

##### Activity 1

Red 45, 97, 18, 24; Green 9, 100, 72, 86; Blue 33, 61, 59, 10

#### Wrapping Up

Write these numbers on the board: *12, 39, 61, 1, 79, 15, 14, 88, 22, 10, 46, 57, 6, 51, 60, 15, 26, 18, 13, 40, 30, 70, 17, 100, 50, 9, 8, 63, 5*.

Divide the class into two teams. Call a student from each team to the board and ask them to close their eyes. Call out a number from the board. Tell the two students at the board to open their eyes and find the number. The first student to point to the number wins a point for his/her team. Repeat with the next pair of students from the two teams.

#### Extension

Get the students to write a recipe for their favorite sandwich. They should include the name of the sandwich, ingredients, and instructions for how to prepare it. Have the students draw a picture of their sandwich. Invite volunteers to read their recipes. Fold a piece of construction paper to make a book cover and write the title *Our Favorite Sandwiches*. Collect the recipes and staple them inside the cover to make a book.

#### Homework Assignment

Tell the students to write the following numbers as words: *56, 32, 100, 49, 77*.

#### Teacher’s Knowledge Bank

As the students become more comfortable with reading in *Gateway 2*, it is important to introduce *guided reading*, where the students read the text alone or in pairs. This challenges them and encourages them to start reading more independently. Support the students as they read by monitoring, asking questions about the text, and helping slower readers.

#### Task Card

Write these numbers in order:

*10, 97, 72, 5, 100, 9, 84, 73, 59, 60, 19*.

Note: You may wish to prepare a yarn picture (see *Do and Share!* Activity Book page 26) to show your students in the next lesson.

# Lesson 5

## Objectives

- To review language from the unit in a game
- To listen to and say a chant

## Materials

- crayons
- motivational stickers
- Student's Book pages 34–35
- Audio track 29
- Activity Book pages 24–26

## Vocabulary

Revision from Unit 3

## Functions

Revision from Unit 3

## Warm-up

Write the following pairs of numbers on the board:

13–30 14–40 15–50 16–60 17–70 18–80 19–90

Say the first pair of numbers emphasizing the different stress patterns.

thir      teen

thir      ty

Clap the different stress patterns. Repeat with the other pairs of numbers. Ask volunteers to call out different pairs of numbers.

## 1. Play the “Four in a Row” game.

Direct the students to Activity 1. Read the instructions for the game and make sure all the students understand them. Divide the class into pairs.

While the students play, walk around the classroom monitoring the game. Make sure they are using English and are on task.

## Answers

There are 31 ants.

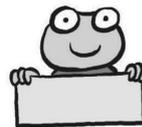
# Lesson 5

## 1. Play the "Four in a Row" game.

Play with a friend. Choose a circle. Make a sentence or a question. If it's correct, color in the circle. The player to get four circles in a row first is the winner!

Does ...?	apples	doesn't like	pizza	likes	What ...?
donut	doesn't like	ice-cream	Does ...?	What ...?	likes
Does ...?	What ...?	doesn't like	cookie	meat	likes
potato chips	doesn't like	likes	Does ...?	What ...?	French fries
What ...?	likes	doesn't like	cheese	spaghetti	Does ...?

How many ants do you see?



2. Listen and number. 29 

**Yummy!**



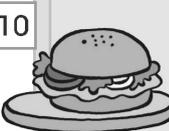
(Chorus)  
Yummy! Yummy! Yummy!  
Lovely food in my tummy!  
Pizza? Chicken? Meat?  
What's your favorite treat?



Majid likes \_\_\_\_\_.  
It's his favorite dish.



He also likes to make,  
Delicious chocolate \_\_\_\_\_.  
But, what's *your* favorite food,  
Froggy?



When you're in the mood,  
Froggy?  
\_\_\_\_\_ or \_\_\_\_\_?  
No, Froggy likes ...  
(Chorus) Yummy ...



Yasmeen likes \_\_\_\_\_.  
Strawberries – yes, please!  
Yasmeen likes \_\_\_\_\_ – just a slice,



And potato chips are nice!  
But, what's *your* favorite food,  
Froggy?



When you're in the mood,  
Froggy?



\_\_\_\_\_ or meat pies?  
No, Froggy likes ...  
(Chorus) Yummy ...



Froggy, do you like bread?  
\_\_\_\_\_? An \_\_\_\_\_?  
Do you like sandwiches – cold or hot?  
\_\_\_\_\_? Perhaps not!



What's *your* favorite food,  
Froggy?  
When you're in the mood,  
Froggy?

Surprise! Surprise! Surprise!  
Froggy likes ... FLIES!  
(Chorus) Yummy ...



3. Chant "Yummy!". 29 

I like  
ice-cream.  
Do you  
like it, too?



## 2. Listen and number. 🎧 Track 29

Refer the students to Activity 2. Tell them they are going to listen to a chant.

Draw attention to the numbered food items around the chant. Tell the students they are going to listen and write the correct numbers for the food on the lines where words are missing.

Play the chant a first time to familiarize students with the lyrics. Encourage them to read as they listen.

Play the chant a second time. Pause after each missing word for the students to write the appropriate number of the picture. The chant can be repeated a third time if necessary.

Play the chant again for the students to check their completed lyrics.

Ask ten students to say the missing words and picture numbers.

### Answers

... Majid likes fish (1).

... Delicious chocolate cake (2).

... Spaghetti (3) or French fries (4)?

... Yasmeen likes cheese (5).

... Yasmeen likes pizza (6) – just a slice,

... Chicken (7) or meat pies?

... Sausages (8)? An egg (9)?

... Burgers (10)? Perhaps not!

## 3. Chant “Yummy!” 🎧 Track 29

Play the chant again and get the class to chant along for enjoyment.

**AB** The students do pages 24–26 in the Activity Book. See page 74 of this Teacher’s Book for guidance and answers.

## Wrapping Up

At the end of this lesson, discuss the unit with your students. Find out which activities they enjoyed the most and which they found difficult. Review the language if necessary.

Tell the students that they have finished the third unit in *Gateway 2* – and they have been stars! Tell the students to put the sticker for this unit on Student’s Book page 35 (in the box next to the girl).

Draw the students’ attention to the door on the bottom right-hand side of the page. Ask where they think the door will lead.

## Extension

Divide the class into pairs. Tell the students to close their books and make a list of as many of the food items in the chant “Yummy!” as they can. Set a time limit of two minutes if you wish. Ask volunteer pairs to read their list of words to the class. See which pair has remembered the most items, then let the students check their lists against the chant lyrics in the Student’s Book.

## Homework Assignment

Give out squared paper and ask the students to write six or seven food words on the paper to make a wordsearch (one letter in each square of the grid, with words running across, down or diagonally). They should fill in the blank squares with random letters. In the next lesson, tell the students to work in pairs and to try and find the words in their partner’s wordsearch.

## Teacher’s Knowledge Bank

Give feedback after reading and listening tasks. It is important for the students to listen to check their own answers and also for you to elicit answers from the students. Ask additional questions to find out how deep their understanding is.

## Task Card

*Everybody likes me. I start with a C and end with an E. What am I?*

# Activity Book self-evaluation and craft

You may wish to devote an additional full lesson to the *I can...!* self-evaluation and the *Do and Share!* craft activity on pages 24–26 of the Activity Book.

## I can...!

The tasks in the *I can...!* section of the Activity Book on pages 24–25 should not be set as a formal test. Students should be encouraged to complete as much of the material as possible, but the emphasis should be on ensuring that it provides a sense of achievement. The tasks are designed to help students reflect on what they have learned and recognize areas that they still need to work on. Students are thus encouraged to recognize and take responsibility for their own learning.

Spend time going through new task-types, using students' mother tongue to explain where necessary. Have students compare answers with a partner, if you wish.

### Answers

*Draw lines from the letters to the blanks.*

chicken, sausages, spaghetti, cheese, potato chips

*Complete the table.*

77 seventy-seven

29 twenty-nine

38 thirty-eight

51 fifty-one

90 ninety

19 nineteen

## Do and Share!

This section at the end of each unit links English with other areas of students' lives. It provides an opportunity for your students to involve themselves in craft and project work while using English as the medium of communication.

### Materials

crayons

construction paper

scissors

a glue stick

Demonstrate what you want the students to do using the pictures in the book and giving the instructions in English. Clarify key verbs using gesture, mime, and demonstration.

## TB Assessment page

There is a more formal assessment test on page 242 of the Teacher's Book.

### Answers

1.

Student's own pictures.

2. (possible answers)

1. Tina likes pizza.

2. Tina likes apples.

3. Tina likes meat.

4. Tina likes soda.

5. Tina doesn't like bananas.

6. Tina doesn't like cheese.

7. Tina doesn't like chicken.

3.

1. Does b); 2. What d); 3. Does a); 4. like c)

## Unit

# 4

# The Mall

### Functions

Asking how much something costs and saying prices  
Talking about what you and others want/don't want

### Language

*How much is the watch? It's thirty-five dollars.*  
*How much are the puzzles? They're eighteen dollars each.*  
*What do you want? I want a top. I don't want a camera.*  
*We want a computer game.*  
*Do you want a...? Yes, I do./No, I don't.*  
*Do they want a...? Yes, they do./No, they don't.*  
*What does Mr G want? He wants a puzzle.*  
*Mrs A doesn't want a dress. She wants a hat.*  
*Does Mr J want a...? Yes, he does./No, he doesn't.*  
*When is our national day? It's in September*

### Vocabulary

*board game, camera, cell phone, computer game, laptop, puzzle,  
television, top, watch, yo-yo*  
*January, February, March, April, May, June, July, August, September,  
October, November, December*

### Gateway Grammar Level 2

*For parents/teachers: page 23*  
*For students: pages 24–28*

### Gateway Phonics Book 1

*"m": pages 34–35*

# Lesson 1

## Objectives

- To identify and learn vocabulary for toys and gadgets
- To practice reading and writing words for toys and gadgets
- To practice asking and answering questions about prices

## Materials

- purse or wallet
- Student's Book pages 36–37
- Audio tracks 30–31
- Activity Book page 27
- (Extension: words from the lesson written on card and cut into letters)

## Vocabulary

*board game, camera, cell phone, computer game, laptop, puzzle, television, top, watch, yo-yo*

## Functions

Asking how much something costs and saying prices

## Language

*How much is the watch? It's thirty-five dollars.  
How much are the puzzles? They're eighteen dollars each.*

## Warm-up

Direct the students' attention to page 36. Show them that the main characters (Majid, Jamil, Ducky and Froggy) are now stepping through elevator doors into a shopping mall. Talk about the picture and the games, puzzles, and electronic equipment they can see. Ask the following questions, using mime and gesture to help show meaning:

*Do you like going to shopping malls?*

*Do you meet your friends there?*

*What are your favorite stores?*

*What do you like to buy at the mall?*

Encourage the students to share their feelings, experiences and opinions with the class and share your own with them. Praise their attempts to answer in English and help them expand on their answers using scaffolding techniques.

## 1. Look, listen, and say. 🎧 Track 30

Have the students look very carefully at the toys and gadgets in the shopping mall.

Play the track for Activity 1. Have the students follow in their Student's Book.

Play the track twice more and tell the students to repeat each word.

## 2. Read, say, and point.

Stick the flashcards of the toys and gadgets on the board.

Direct the students' attention to Activity 2. Point to the first word (*computer game*) and read it aloud. Point to the flashcard of the computer game on the board.

Ask a student to read the second word (*puzzle*) aloud. Get him/her to point to the flashcard of the puzzle.

Continue like this with the rest of the new words.

Remove the flashcards from the board. Get the students to read, say, and point to the items in the picture in pairs.

Walk around the classroom monitoring the activity carefully. Correct pronunciation if necessary.

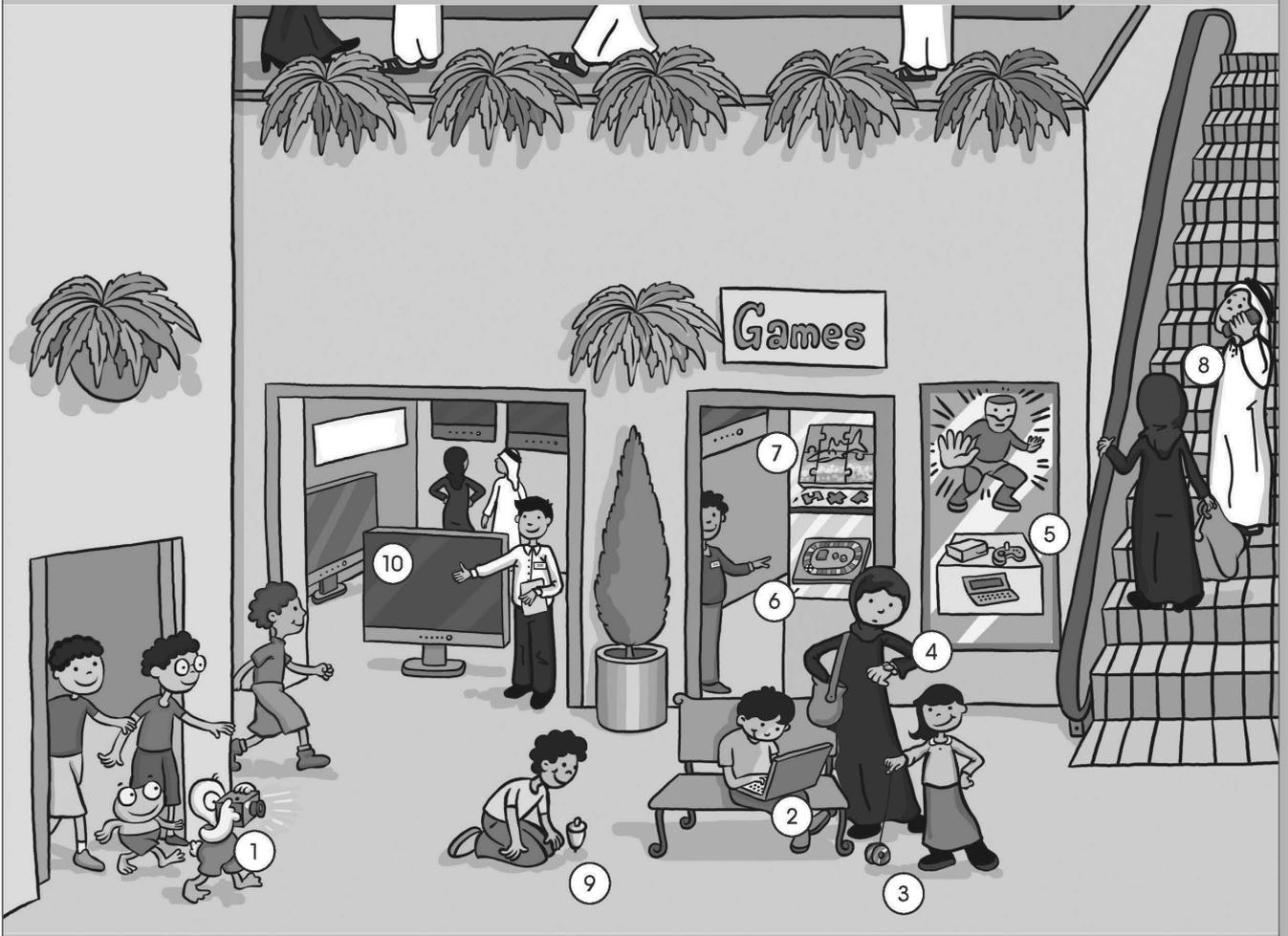
Unit

# 4

# The Mall

## Lesson 1

1. Look, listen and say. 



2. Read, say and point.

computer game

puzzle

yo-yo

camera

top

cell phone

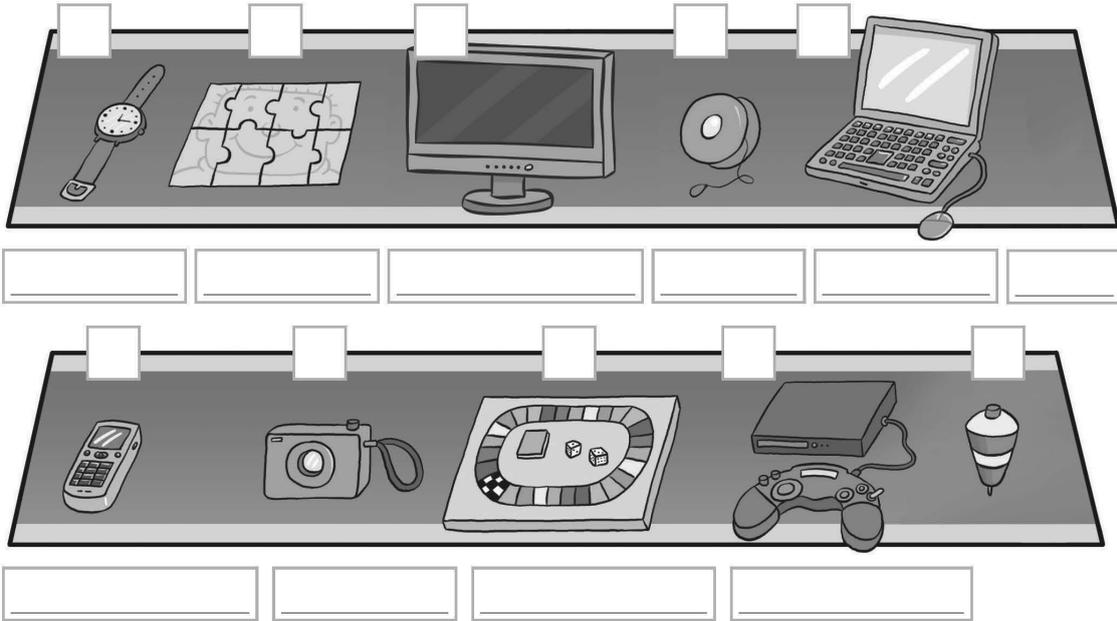
television

watch

board game

laptop

3. Listen and number. 31 



4. Label the objects in Activity 3.

**Gateway to Math**  **21<sup>st</sup> Century Skills**

5. Talk about the prices.



How much is the watch?  
It's thirty-five riyals.

How much are the puzzles?  
They're eighteen riyals each.

### 3. Listen and number. Track 31

Direct the students' attention to Activity 3. Explain that the items are on a conveyor belt at the checkout of a store.

Play the track for Activity 3 a first time and have the students listen only. Play the first item on the track again to ensure the task is clear. Play the rest of the track again and get the students to number the boxes. Play the track a final time for the students to check their answers.

#### Answers

Left to right, top to bottom: 10, 9, 8, 4, 3, 6, 7, 5, 1, 2.

### 4. Label the objects in Activity 3.

Get the students to write the names of the items in the boxes below the pictures in Activity 3. Check answers as a class.

#### Answers

Left to right, top to bottom: watch, puzzle, television, yo-yo, laptop, cell phone, camera, board game, computer game, top.

### Gateway to Math

### 5. Talk about the prices.

Draw a picture of a cell phone on the board. Label it with a large price tag reading SR99.00. Draw two watches. Label each one with a separate tag that reads SR52.00.

Hold a purse or wallet and pretend you want to buy the cell phone. Say *How much is the cell phone?* Pretend to be a salesperson. Point to the label and say *It's SR99.00.* Point to the watches. Say *How much are they?* As the salesperson, answer *They're SR52.00 each.* Write *How much is the cell phone? It's SR99.00., How much are the watches? They're SR52.00 each.* on the board.

Ask volunteers to play the shopper and the salesperson and demonstrate the questions and answers again.

Draw the students' attention to the photographs in Activity 5 and the price tags. Get them to look at the other examples of questions and answers in the speech bubbles. Practice saying the prices on all the tags as a class.

Get the students to take turns asking and answering about the items in the photographs. Monitor the task.

 The students do page 27 in the Activity Book.

#### Answers

##### Activity 1

The order from left to right, top to bottom is 1, 3, 7, 4, 9, 5, 2, 6, 10, 8.

##### Activity 2

camera, television, board game, cell phone, watch

##### Activity 3

cell phone, puzzle

##### Activity 5

1. yo-yo; 2. laptop; 3. top; 4. computer game; 5. puzzle

### Wrapping Up

Show the camera flashcard. Say *camera*. Get the students to jump five times. Show the flashcard again but say *watch*. Tell the students to remain seated. Revise the new words in this way.

### Extension

Write the new words on pieces of card in large letters. Cut each word up into separate letters. Divide the class into two teams. Call a member from each team to the front and give them both a jumbled word. Get these two students to re-assemble the letters to make a word. The student to make a correct word first wins a point. Repeat with other students.

### Homework Assignment

Write the sentences below on the board for the students to copy. Tell them to draw a picture for each sentence.

1. *It's an old computer.*
2. *It's an ugly watch.*
3. *It's a new camera.*

### Teacher's Knowledge Bank

When presenting new vocabulary, ensure that students are pronouncing words and phrases with the correct stress. Clap or use gesture to emphasize the main stressed syllable and underline the stressed syllable when you write the word on the board. This is especially important when teaching compound nouns (e.g. *cell phone*, *computer game*), which are normally stressed on the first word.

### Task Card

Unscramble the letters to find the words.

*palpot zepzul niitlveeso*

# Lesson 2

## Objectives

- To practice talking about what you and others want/don't want
- To practice asking and answering questions with *want* using the second person singular
- To practice writing answers with *want* using the first person plural and third person plural

## Materials

- ball
- toy and gadget flashcards
- purse/wallet
- Student's Book pages 38–39
- Audio tracks 32–33
- Activity Book page 28

## Vocabulary

As Lesson 1

## Functions

Talking about what you and others want/don't want

## Language

*What do you want? I want a top. I don't want a camera.*

*We want a computer game.*

*Do you want a ...? Yes, I do./No, I don't.*

*Do they want a ...? Yes, they do./No, they don't.*

## Warm-up

Throw the ball to a student. Show him/her a flashcard of a toy or gadget. Get the student to say the word aloud. Ask the student to throw the ball to someone else. Show the new student another flashcard. Continue like this with other flashcards.

### 1. Look, listen, and say. 🎧 Track 32

Books closed. Place the toy and gadget flashcards on the board. Hold your purse/wallet in your hand and look at each item as though you are considering buying it. Stop at the flashcard of the yo-yo, shake your head, and say *I don't want a yo-yo*. Repeat with the puzzle. Play the role of a salesperson. Ask *What do you want? Do you want a laptop?* Returning to your role as the shopper, point to the flashcard of the laptop, shake your head and say *No, I don't*.

As the salesperson again, ask *Do you want a camera?* Returning to your role as the shopper, pause before the flashcard of the camera, pretend you are thinking about buying it and say *Yes, I do. I want a camera*.

Write the following on the board:

*I don't want a yo-yo*

*I don't want a puzzle.*

*Do you want a laptop? Yes, I do. No, I don't. (Circle No, I don't.)*

*What do you want? I want a camera.*

Ask a volunteer student to come to the front and play the role of the salesperson. Get him/her to ask you (as the shopper) the questions on the board. Repeat with other students playing both shopper and salesperson.

Ask the students to open their books at Activity 1 on page 38. Have the students look very carefully at the pictures. Explain that Ducky and Froggy are shopping in a department store in the mall. Play the track for Activity 1 once to familiarize the students with content and pronunciation.

Play the track again and get the students to repeat Ducky's and Froggy's sentences.

Get the students to take turns reading Ducky's and Froggy's lines in pairs as they point to the speech bubbles.

### 2. Language practice.

Ask individual students *Do you want a camera? Do you want a ...?* etc. Elicit both positive and negative responses. On the board, write *Do you want ...?* and *Yes, I do./No, I don't*.

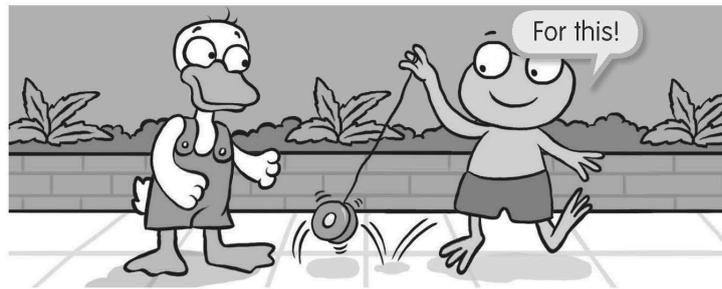
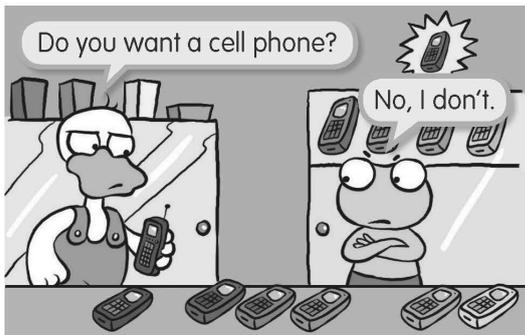
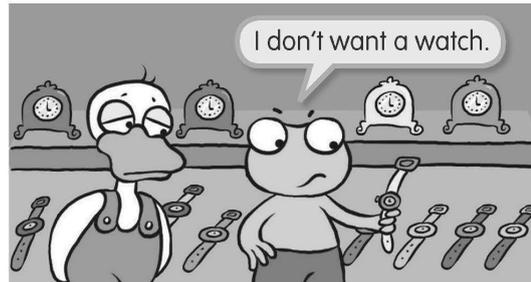
Get the students to look at Activity 2. Have them fill in the written section to help them with the task (they should complete the short answers *Yes, I do* and *No, I don't*).

Divide the class into pairs. Have the students take turns asking and answering questions about the items they would like/not like to buy, using *Do you want ...?* and *Yes, I do./No, I don't*.

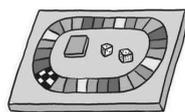
Have volunteer pairs demonstrate their questions and answers.

# Lesson 2

1. Look, listen and say. 32 



2. Language practice.



Yes, I \_\_\_\_\_.



No, I \_\_\_\_\_.



3. Listen to the questions and answer Yes or No. 



1. \_\_\_\_\_ 2. \_\_\_\_\_  
 3. \_\_\_\_\_ 4. \_\_\_\_\_  
 5. \_\_\_\_\_ 6. \_\_\_\_\_

4. Read and draw.



Hashem Hani

We want a



They want a



The Zayeds

5. Answer the questions.

1. Do Hashem and Hani want a puzzle? \_\_\_\_\_  
 2. Do the Zayeds want a television? \_\_\_\_\_  
 3. What do Hashem and Hani want? \_\_\_\_\_  
 4. What do the Zayeds want? \_\_\_\_\_

**Look!**

Do you want a pizza? No, I don't want a pizza.

\_\_\_\_\_ they want a TV? Yes, they do.

\_\_\_\_\_ do I want? I \_\_\_\_\_ a top!

~~don't~~  
 What  
 Do  
 want

### 3. Listen to the questions and answer Yes or No. 🎧 Track 33

Refer the students to Activity 3. Draw attention to the salesman. Ask the students to imagine that they are in a department store and that this salesman is asking them questions. Explain that they have to listen and write their answers (Yes or No) on the lines on the right.

Play the track a first time so that the students can listen to the salesman's questions.

Play the track again and pause after each question for the students to write their answers.

Play the track a final time and pause after each question for a volunteer to provide his/her answer.

### 4. Read and draw.

Ask the students to look at Activity 4 carefully. Explain that the two boys (Hashem and Hani) and the family (the Zayed family) are all shopping in the mall.

Get the students to complete the task individually. They can draw any item from the ones in Lesson 1 in each of the boxes.

### 5. Answer the questions.

Tell the students to refer to the items they have drawn in Activity 4. Have them look at the four questions in Activity 5 and complete the task individually.

Ask volunteers the four questions and get them to read out their answers.

### Look!

Draw the students' attention to the *Look!* box. Get them to complete the questions and answers using the words in the box.

#### Answers

Do you want a pizza? No, I don't want a pizza.

Do they want a TV? Yes, they do.

What do you want? I want a top!

**AB** The students do page 28 in the Activity Book.

#### Answers

##### Activity 2

2. Do you want a cell phone?

3. Do you want a laptop?

4. Do you want a top?

### Wrapping Up

Write these sentences on the board:

1. I want a yo-yo and a top.

2. I don't want a television.

3. I want a watch.

4. I want a camera and a cell phone.

5. I don't want a board game but I want a puzzle.

6. I don't want a computer game.

Divide the class into two teams. Each team chooses a sentence and mimes it to the other team. Encourage the students to use facial expressions, gestures, and body movements.

### Extension

Copy the table below on the board and say *Do you want a computer game? Raise your hand.* Count the number of hands and write the number in the table below *computer game*. Do the same with the other words.

computer game	camera	watch	top	television
cell phone	laptop	yo-yo	board game	puzzle

Ask the students questions about the table, e.g. *How many students want a computer game?*

### Homework Assignment

Tell the students to write sentences using *want* or *don't want*, and the following words: *ball, puzzle, doll, top*.

### Teacher's Knowledge Bank

Frequent recycling of vocabulary is essential. Students usually need to hear and see new words between five and ten times before they remember them and start to use them. Your students are more likely to remember words when they are taught in lexical sets or groups of words connected with the same topic.

### Task Card

Unscramble the questions and answer them.

1. want / Do / a / you / television / ?

2. want / What / you / do / ?

# Lesson 3

## Objectives

- To practice asking and answering questions with *want* using the third person singular
- To practice writing questions with *want* using the third person singular

## Materials

- ball
- toy and gadget flashcards
- Student's Book pages 40–41
- Audio tracks 34–35
- Activity Book page 29

## Vocabulary

As Lesson 1

## Functions

Talking about what someone else wants/doesn't want

## Language

*What does Mr Jaseem want? He wants a puzzle.*

*Mrs Alia doesn't want a dress. She wants a hat.*

*Does Mr Fadi want a...? Yes, he does. / No, he doesn't.*

## Warm-up

Throw the ball to a student. Show him/her a flashcard of a toy or gadget. Get the student to say whether he or she wants the item using *I want a ...* or *I don't want a ...*

Ask the student to throw the ball to another student.

Show this student another flashcard. Continue with different students.

## 1. Look, listen, and say. 🎧 Track 34

Books closed. Place the flashcards of the toys or gadgets on the board. Tell a volunteer student to choose one item he/she would like and take the flashcard. Ask *What do you want*, (student's name)? Get the student to give his/her answer.

Have the student remain standing holding the flashcard.

Ask *Does* (student's name) *want a* (item he/she hasn't chosen)? to elicit a negative answer. Ask *Does* (student's name) *want a* (item he/she has chosen)? to elicit a positive answer. Ask *What does* (student's name) *want*? Elicit the answer.

Write the previous questions and answers on the board, as well as *He/She wants ...* and *He/She doesn't want ...*

Repeat the procedure with another student. Get the class to say what the volunteer student wants or doesn't want by pointing to the questions and answers on the board.

Tell the students to open their books at page 40. Get them to look at Activity 1.

Explain that the characters in the pictures are in different parts of a department store.

Have the students look carefully at the pictures.

Play the track for Activity 1 once to familiarize the students with content and pronunciation. Play the track again and get the students to repeat the questions and answers.

Get the students to take turns reading the lines in pairs as they point to the speech bubbles.

Ask a volunteer pair of students to read the exchanges to the rest of the class.

## 2. What does Mrs Warda want?

Draw the students' attention to Mrs Warda in Activity 2. Explain that Mrs Warda wants to buy some items in the shopping mall but not others.

Get the students to unscramble the names of the items. Ask six students to read out the words.

Explain that the items Mrs Warda wants to buy are shown by a tick, and those she doesn't want by a cross.

Ask *Does Mrs Warda want a notebook?* Elicit the answer *No, she doesn't*. Ask *Does Mrs Warda want an umbrella?* Elicit the answer *Yes, she does*. Ask *What does Mrs Warda want?* Elicit responses.

Get the students to ask and answer questions about what Mrs Warda wants/doesn't want in pairs.

Walk around the classroom monitoring the activity.

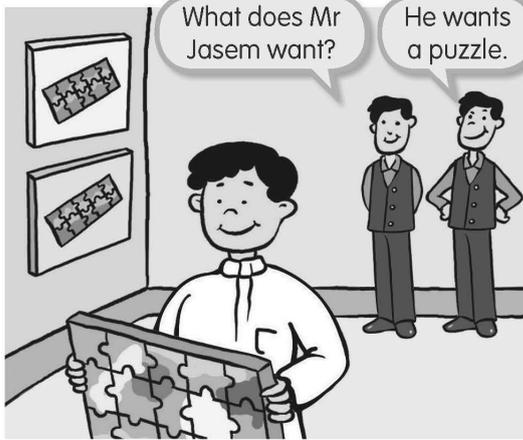
Choose volunteer pairs to ask and answer questions about Mrs Warda in front of the class.

## Answers

The solutions to the anagrams, clockwise from top left are: donut, skirt, racket, notebook, umbrella, pen.

# Lesson 3

1. Look, listen and say. 34 



2. What does Mrs Warda want?

uodnt ✗

tsikr ✓

epn ✗

katcer ✓

aleurmbi ✓

tonookeb ✗



3. Look, listen and draw the lines. 35 



Mrs Leila



Mr Dani



Mr Fadi



Mrs Alia



Mrs Lamia



Mr Sami



4. Write questions for the answers.

1. \_\_\_\_\_ ?

Mrs Leila wants a clock.

2. \_\_\_\_\_ ?

No, he doesn't. Mr Sami doesn't want a sandwich.

3. \_\_\_\_\_ ?

Yes, he does. He wants a sweater.

### Look!

Does he want a sweater? No, he doesn't.

\_\_\_\_\_ she want a sandwich? Yes, she \_\_\_\_\_.

\_\_\_\_\_ does he want? He \_\_\_\_\_ a milkshake.

does  
Does  
What  
wants  
~~doesn't~~

**3. Look, listen, and draw the lines.** 🎧 **Track 35**

Draw the students' attention to the characters and names. Explain that they are all shoppers and that they all want different things. Make sure the students remember the names of the items in the pictures. Play the track for Activity 3 for the students to listen to the statements. Play the track again and pause after each sentence for the students to draw the lines. Play the track again for the students to check their answers.

Get a volunteer to show his/her lines to the rest of the class and make sentences, e.g. *Mrs Leila wants a clock.*

**Answers**

Mrs Leila wants a clock. Mr Dani wants a sandwich. Mr Fadi wants a sweater. Mrs Alia wants a book. Mrs Lamia wants a racket. Mr Sami wants a soda.

**4. Write questions for the answers.**

Explain that the answers refer to the customers in Activity 3. Have the students write the questions. Give an example if necessary. Check answers.

**Answers**

1. What does Mrs Leila want? 2. Does Mr Sami want a sandwich?
3. Does Mr Fadi want a sweater?

**Look!**

Draw students' attention to the *Look!* box. Get the students to complete the questions and answers individually, using the words in the box. Check together as a class.

**Answers**

Does he want a sweater? No, he doesn't. Does she want a sandwich? Yes, she does. What does he want? He wants a milkshake.

**AB** The students do page 29 in the Activity Book.

**Answers****Activity 1**

Correct sentences: 2, 7

Wrong sentences and corrected versions: 1. Salma doesn't want a cell phone. 3. Salma wants a T-shirt. 4. Salma wants a bicycle. 5. Jamil wants a cell phone. 6. Jamil doesn't want a teddy bear. 8. Jamil doesn't want a T-shirt.

**Activity 2**

1. Does Salma want a cell phone? c) No, she doesn't.
2. Does Jamil want a sweater? d) Yes, he does.
3. What does Jamil want? e) A cell phone, a bicycle, and a sweater.
4. Does Jamil want a teddy bear? b) No, he doesn't.
5. Does Salma want a T-shirt? a) Yes, she does.

**Wrapping Up**

Dictate the following sentences:

1. *He wants a cell phone.*
2. *You want a top.*
3. *She wants a puzzle.*
4. *They want a television.*

Get the students to make the sentences negative individually. Ask four volunteers to write the new sentences on the board.

Tell the students to make a question for each sentence starting with *What...?* Check answers.

**Extension**

Write the following starter question on the board *Do you want...?*

Divide the class into small groups and tell the students to write three questions. Have the groups take turns asking you their questions. A member of each group writes the answers for his/her group and reports back to the class (e.g. (Your name) *wants ...*).

**Homework Assignment**

Write the following on the board for the students to copy. Tell them to circle the correct options:

1. *What does/do you want?*
2. *My sister want/wants a laptop.*
3. *I want/wants a new sweater.*
4. *Do/Does he want a puzzle?*

**Teacher's Knowledge Bank**

Young learners are quick to learn new words and expressions, but also quick to forget them again, so your students may not immediately remember vocabulary from previous lessons or levels. When you review previously taught vocabulary, allow time to briefly go over the words and practice pronunciation.

**Task Card**

Find out the answers to these questions: *Does your teacher want a cell phone? Does your best friend want a camera?*

Write sentences (*My teacher... My best friend...*).

# Lesson 4

## Objectives

- To learn and practice the months of the year
- To listen to, read, and act out a story

## Materials

- a calendar
- Student's Book pages 42–43
- Audio tracks 36–39
- Activity Book page 30
- (Extension: construction paper, paint)

## Vocabulary

January, February, March, April, May, June, July, August, September, October, November, December

## Functions

Asking and answering questions about special days

## Language

When is our national day?  
It's in September.

## Warm-up

Draw a picture of a girl (it can be a stick figure) on the board. Write the girl's name below the picture – *Sara*. Stick the toy and gadget flashcards on the board around the girl. Draw a cross or a tick next to each flashcard. Point to Sara and to a flashcard. Elicit the sentence from the class, e.g. *Sara wants a top*. Continue with the other flashcards.

### 1. Look, listen, and say. 🎧 Track 36

Books closed. Show the students a calendar, or draw a simple calendar on the board with twelve lines on it and a year written at the top (don't write the names of all the months yet).

Talk about the different months in your country – the celebrations that take place and the climate changes that occur. Write the present month on the board and the English word. Explain that the students are going to learn all the months of the year in English and draw their attention to page 42, Activity 1.

Play the track and get the students to point to the months as they hear them. Play the track a second time and get the students to repeat the months.

Get the class to say the months without the track as they point to the words in their Student's Books.

Write the twelve names of the months on the calendar you have drawn on the board if you don't have a calendar to show the class.

### 2. Listen and follow. 🎧 Track 37

Point to the actual calendar or the calendar you have drawn on the board. Find the appropriate month and say *Our national day is in September*.

Get the students to look at Activity 2 carefully.

Play the track once to familiarize the students with content and pronunciation.

Play the track again and get the students to repeat the questions and answers.

Divide the class into groups of three, and get the students to take turns reading the question and answer as they point to the speech bubbles. Ask a group of three students to read the exchanges to the rest of the class.

### 3. Listen and chant. 🎧 Track 38

Tell the students they are going to listen to a chant.

Play the chant a first time to familiarize the students with the rhythm and the lyrics.

Split the class into groups. Have the groups take turns chanting along with the track.

Let the class as a whole decide which group performed the chant the most successfully.

### 4. Listen and follow along. 🎧 Track 39

Get the students to look at the cartoon story in Activity 4. Explain that Ducky's friends are thinking of things to give him. Have the students look carefully at the pictures.

Play the track once to familiarize the students with content and pronunciation.

Play the track again and pause after each picture to ask questions and ensure the students are following the story.

Play the track again and get the students to repeat the characters' lines.

# Lesson 4

1. Look, listen and say. 36 



2. Listen and follow. 37 

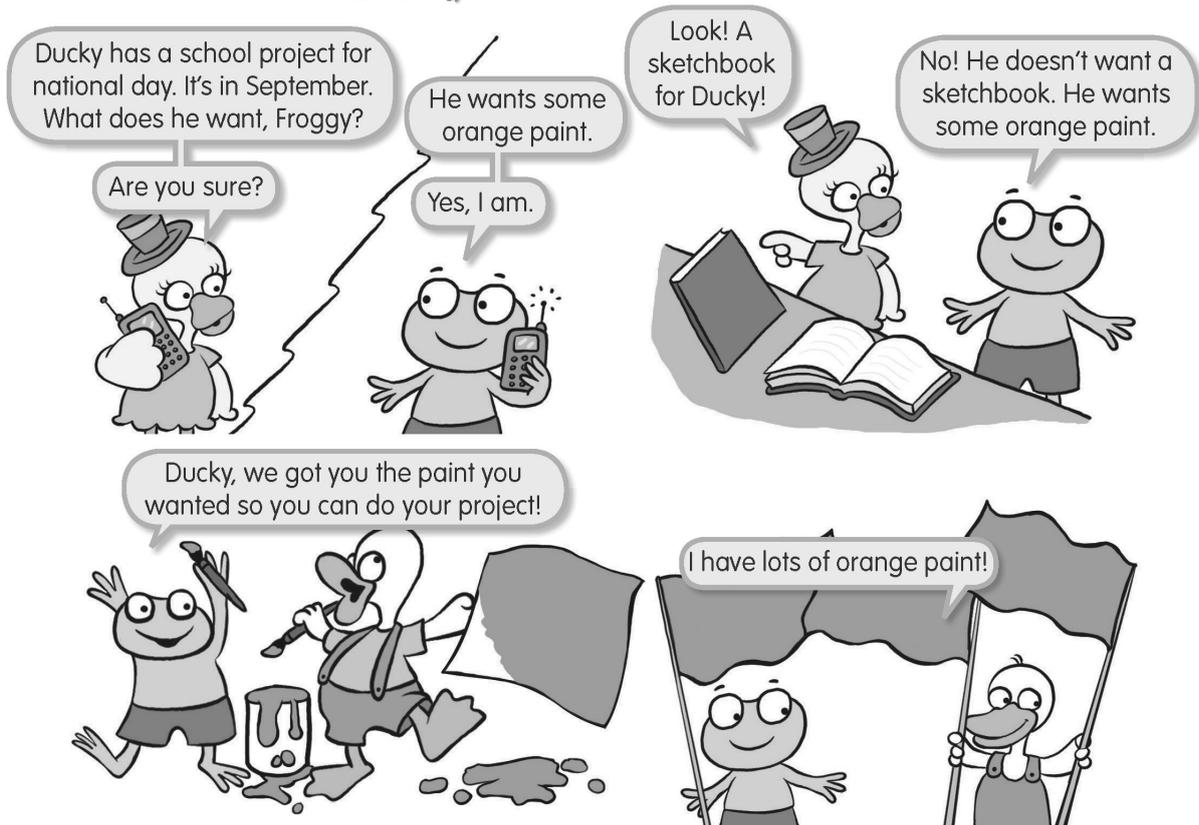


3. Listen and chant. 38 



It's our national day.  
We think our country  
is great.  
Let's laugh and cheer  
and have some fun,  
It's time to celebrate!



4. Listen and follow along. 39 

## 5. Act the story out. What do you think?

- Does Ducky want a calculator?  
Yes, he does. No, he doesn't. I don't know.
- What does Ducky want for his project?  
He wants a yo-yo. He wants some orange paint.
- Is Ducky happy with his project?  
Yes, he is. No, he isn't. I don't know.

**My new words**


---



---

### 5. Act the story out. What do you think?

Divide the class into groups of four or five and assign the roles of the female duck (the class can give her a name), Froggy, Ducky and one or two other friends (chorus roles). Get the students to perform the story using appropriate mimes and facial expressions. The students can read their Student's Books, but encourage them to have confidence in their performances. Some students may wish to put down their books once they have learned their lines. Have the individual groups act for the class.

For the second part (*What do you think?*) get the students to read the questions and circle their answers. Make sure the students understand *I don't know*. Discuss opinions.

### My new words

Remind the students that they can write any new words and phrases they have come across in Lesson 4 in this box.

Encourage the students to guess the meaning of new words and phrases or look them up in a dictionary.

Tell the students to write a translation and/or a sentence with the new words and phrases in their notebooks.

Words and phrases from the story which they might write down include: *Are you sure?*, *sketchbook*, *paint*, *project*.

**AB** The students do page 30 in the Activity Book.

### Answers

#### Activity 1

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

### Wrapping Up

Ask students to choose their favorite month and to make a poster showing what they like in that month.

### Extension

Get the students to make a card for a friend. Cut a giant cupcake from a piece of construction card. Have the students add "sprinkles" on top by making multi-colored thumbprints with paint. Each student can write his/her name under his/her thumbprint. Get the students to add a greeting, for example, *Happy National Day!*

### Homework Assignment

Write the following word snake and question on a piece of paper and photocopy it. Tell the students to circle 11 months of the year in the word snake and answer the question.

NOVEMBERJANUARYMARCHFEBRUARYJUNESEPTEMBERAPRIL  
AUGUSTJULYOCTOBERDECEMBER

*Which month is missing?*

### Teacher's Knowledge Bank

Recording new words in the *My new words* box is a useful activity for the students, because it trains them to choose words and check meaning themselves, and so become more independent learners. You may wish to choose the new words together as a class, or you can allow each student to choose words that he/she wants to remember.

### Task Card

Put these months in alphabetical order: *September, May, January, April, December, February, October, November.*

# Lesson 5

## Objectives

- To review language from the unit in a game
- To listen to and say a chant

## Materials

- markers
- index cards
- motivational stickers
- Student's Book pages 44–45
- Audio tracks 40–41
- Activity Book pages 31–33

## Vocabulary

Revision from Unit 4

## Language

Revision from Unit 4

## Warm-up

Say *I want an umbrella*. Get a student to repeat your sentence and add a gift to the chain. He/She says, for example, *I want an umbrella and a puzzle*. The chain starts again when a student repeats an item or can't remember the previous items in the chain.

## 1. Play the "Go! Stop! Say!" game.

### Track 40

Direct the students to Activity 1. The game is played in groups or as a whole class.

Read the instructions for the game and make sure all the students understand them. Hand out index cards and markers for the preparation stage of the game (point 1). Monitor and check the students' spelling. Alternatively, prepare the index cards for the game yourself.

Play the *Go! Stop! Say!* chant (track 40) for the class to hear before they begin.

Play the chant while the students pass the cards around. The students take turns to make a sentence or a question using the prompt on the card they are holding when the chant stops. Monitor their sentences and questions.

## Lesson 5

### 1. Play the "Go! Stop! Say!" game. 40

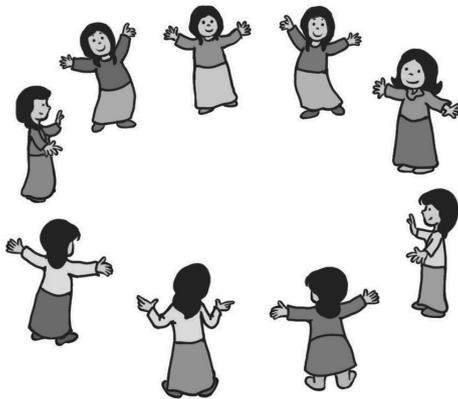
You need: markers 

index cards 

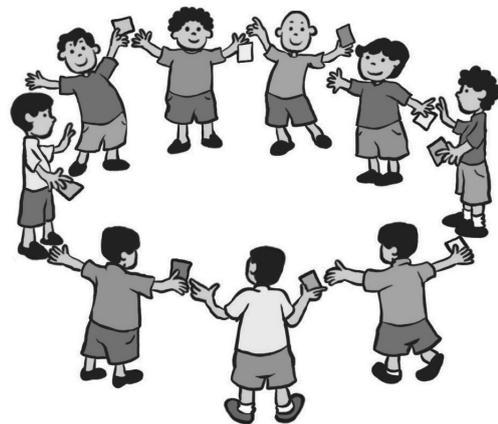
#### 1. Write these words on the cards.

Frisbee / skateboard / camera / Do ...? / watch / doesn't want /  
cat / camera / What ...? / computer / kite / ice-cream / don't want /  
burger / want / scooter / Does ...? / cell phone / wants /  
board game / bicycle / sketchbook / hot dog / calculator

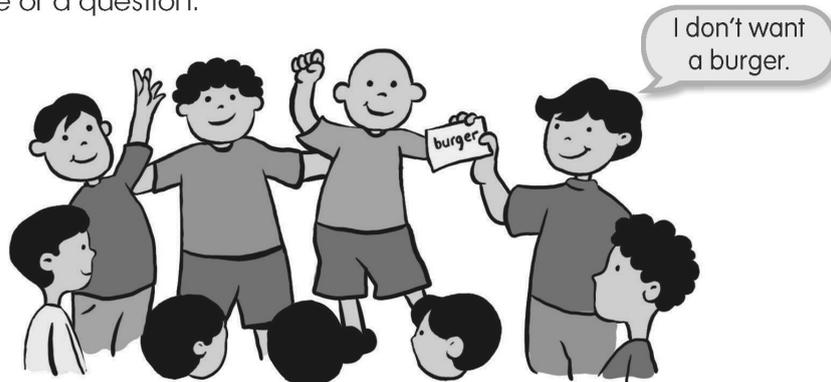
#### 2. Stand in a circle and listen to "Go! Stop! Say!"



#### 3. Pass the cards around the circle.



#### 4. When the chant stops, make a sentence or a question.



2. Listen and number the pictures in the correct order. 41

## Everything Ducky Wants!

One, Two, Three  
Let's see ...

I want some paper, some paper,  
some paper.  
I want some scissors, some  
scissors, some scissors.

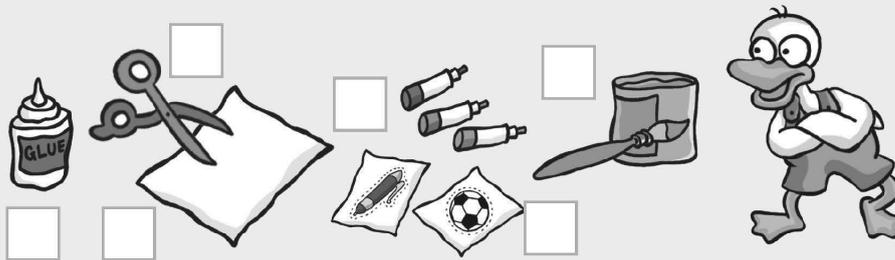
One, Two, Three  
Let's see ...

I want some glue, some glue,  
some glue.  
I want some paint, some paint,  
some paint.

One, Two, Three  
Let's see ...

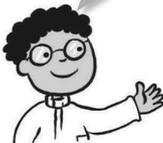
I want some colors, some colors,  
some colors.  
I want some stickers, some  
stickers, some stickers.

One, Two, Three.  
How can you help me?



3. Chant "Everything Ducky Wants!". 41

Do you want your  
sticker? Here it is.



## 2. Listen and number the pictures in the correct order. Track 41

Refer the students to Activity 2. Tell them they are going to listen to a chant.

Draw their attention to the pictures under the lyrics and explain that these are all mentioned in the chant.

Explain that the students are going to listen to the track and number the pictures in the correct order.

Play the chant a first time to familiarize students with the lyrics.

Play the chant a second time. Pause after each disordered item and get the students to write the correct number.

Play the chant again for students to check their answers.

Ask eight students to provide the correct picture order.

### Answers

glue 3, paper 1, scissors 2, colors 5, stickers 6, paint 4

## 3. Chant “Everything Ducky Wants!” Track 41

Play the chant again and get the class to chant along for enjoyment.

 The students do pages 31–33 in the Activity Book. See page 96 of this Teacher’s Book for guidance and answers.

### Wrapping Up

At the end of this lesson, discuss the unit with your students. Find out which activities they enjoyed the most and which they found difficult. Review the language if necessary.

Tell the students that they have finished the fourth unit in *Gateway 2* – and they have been superb! Tell the students to put the corresponding sticker for this unit in the box next to Majid on page 45 of the Student’s Book.

Draw the students’ attention to the door on the bottom right-hand side of the page. Ask them where they think the door will lead.

### Extension

Play “Spelling Bee”. Divide the class into two teams (A and B).

Choose a word from Lesson 1, for example, *puzzle*. The members from team A spell the word, saying one letter each, e.g.:

Student 1: P  
Student 2: U  
Student 3: Z  
Student 4: Z  
Student 5: L  
Student 6: E

Repeat with a different word for team B. Give a point when a word is spelled correctly. The winning team is the one with most points at the end.

### Homework Assignment

Write the following sentences on the board for the students to copy. Tell the students to read “Everything Ducky Wants!” again and correct the sentences.

1. *Ducky doesn't want paper.*
2. *Ducky wants a laptop.*
3. *Ducky doesn't want stickers.*

### Teacher’s Knowledge Bank

Put the students into pairs.

Ask each student to say something nice and special about their partner. Help with language as necessary. Encourage the students to start their sentences with *I like* (name of student) *because...*

### Task Card

Make a poster about your national day.

# Activity Book self-evaluation and craft

You may wish to devote an additional full lesson to the *I can...!* self-evaluation and the *Do and Share!* craft activity on pages 31–33 of the Activity Book.

## I can...!

The tasks in the *I can...!* section of the Activity Book on pages 31–32 should not be set as a formal test. Students should be encouraged to complete as much of the material as possible, but the emphasis should be on ensuring that it provides a sense of achievement. The tasks are designed to help students reflect on what they have learned and recognize areas that they still need to work on. Students are thus encouraged to recognize and take responsibility for their own learning.

Spend time going through new task-types, using students' mother tongue to explain where necessary. Have students compare answers with a partner, if you wish.

### Answers

*Look and circle.*

top, board game, watch, camera

*Underline the correct words.*

1. wants; 2. want; 3. don't want; 4. doesn't want; 5. want

*Change the sentences as in the example.*

2. Does she want a yo-yo? No, she doesn't.

3. Do they want a computer? No, they don't.

4. Does he want a ruler? Yes, he does.

*Write the missing months.*

January; April; May; July; September; November

## Do and Share!

This section at the end of each unit links English with other areas of students' lives. It provides an opportunity for your students to involve themselves in craft and project work while using English as the medium of communication.

### Materials

construction paper	crayons
a ruler	scissors
a pencil	sticky tape

Get the whole class to work on the poster or divide the class into four groups and ask each group to draw the columns of the chart for three months on large pieces of paper (e.g. one group does January, February and March). Hand out the materials. Demonstrate what you want the students to do using the pictures in the book and giving the instructions in English. Clarify key verbs using gesture, mime, and demonstration.

Have volunteer students come to the front of the class to ask and answer questions about the holiday chart (e.g. *When's (student's name)'s holiday? It's in (month).*)

### TB Assessment page

There is a more formal assessment test on page 243 of the Teacher's Book.

### Answers

1.

1. television	4. board game
2. watch	5. puzzle
3. camera	

2.

1. Pete wants a ball.	4. Pete doesn't want a camera.
2. Pete wants a cell phone.	5. Pete wants a computer game.
3. Pete doesn't want a top.	

3.

Student's own answers.

4.

March; July; September; November

## Unit

# 5

# The Class

### Functions

Talking about what you and others are good at or bad at

Talking about your school schedule

Talking about preferences

### Language

*Jan is good at Physical Education. Froggy is bad at Science.*

*Is Ducky good at...? Yes, he is./No, he isn't.*

*Are you good at...? Yes, I am./No, I'm not.*

*What are you good/bad at?*

*What do you have today? I have Science, Math, Physical Education and Art.*

*When do you have English? I have English on Mondays.*

*What do you have on Fridays? I have...*

*What do we have on Wednesdays? We have History on Wednesdays.*

*When do we have Physical Education? We have Physical Education on Tuesdays.*

*Do we have History on Mondays/today? Yes, we do./No, we don't.*

*I love Science.*

*I like Math.*

*Do you like Math? Yes, I do./No, I don't.*

*What's your favorite subject? It's Religion.*

### Vocabulary

*Art, Computers, English, Geography, History, Math, Physical Education, Religion, Science*

*Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday*

### Gateway Grammar Level 2

*For parents/teachers: page 29*

*For students: pages 30–34*

### Gateway Phonics Book 1

*"n": pages 36–37*

# Lesson 1

## Objectives

- To identify and learn vocabulary for school subjects
- To practice reading and writing words for school subjects

## Materials

- school subject flashcards
- Student's Book pages 46–47
- Audio tracks 42–43
- Activity Book page 34

## Vocabulary

*Art, Computers, English, Geography, History, Math, Science*

## Warm-up

Direct students' attention to page 46. Explain/Elicit that the setting for this unit is a school. Talk about the picture and the lessons the students can see taking place. Ask the following questions:

*What do you like about school?*

*What are your favorite days in the school week?*

*Why do you like them?*

Encourage the students to share their feelings, experiences and opinions with the class and share your own with them. Praise any attempts to use English, but allow the students to answer in their first language (they will learn the days of the week and subjects later in this unit).

## 1. Look, listen, and say. 🎧 Track 42

Have the students look very carefully at the lessons taking place in the school and the objects that give clues about which subject is being taught in each classroom.

Play the track for Activity 1. Have the students follow in their Student's Book.

Play the track twice more and tell the students to repeat each word.

## 2. Read, say, and point.

Stick the school subject flashcards on the board.

Direct the students' attention to Activity 2. Point to the first word (*Art*) and read it aloud. Point to the flashcard of *Art* on the board.

Ask a student to read the second word (*History*) aloud. Get him/her to point to the flashcard of *History*.

Continue like this with the rest of the new words.

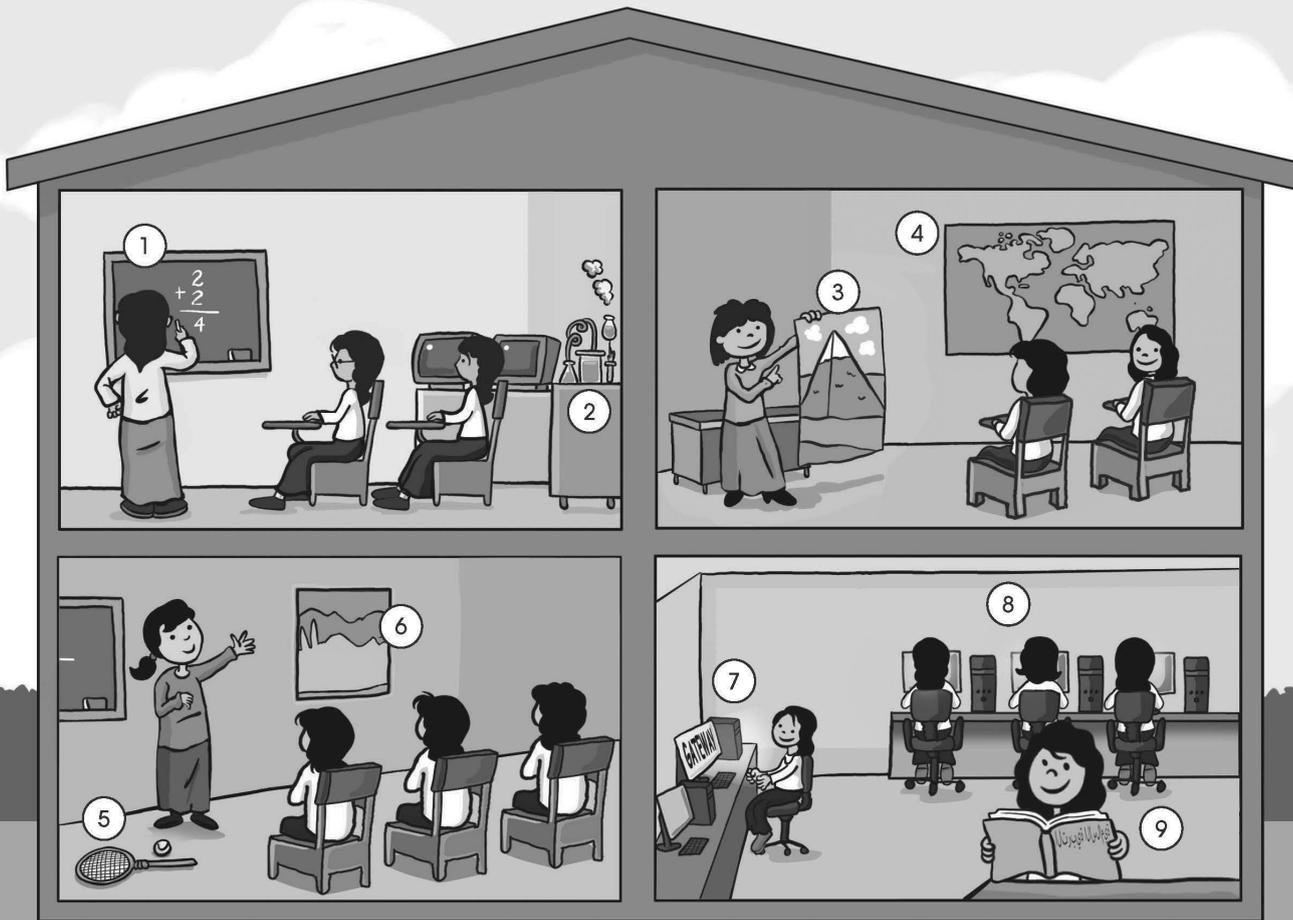
Remove the flashcards from the board. Get the students to read, say and point to the school subjects in the picture in pairs.

Walk around the classroom monitoring the activity carefully. Correct pronunciation if necessary.

# Unit 5

# The Class

## Lesson 1 1. Look, listen and say. 42



2. Read, say and point.

- Art
- History
- English
- Math
- Religion
- Geography
- Computers
- Physical Education
- Science

3. Listen and circle. 43 

1.



2.



3.



4.



5.



$$+ \frac{2}{3}$$

4. Underline and write the correct pair of letters.

- |                          |    |    |
|--------------------------|----|----|
| 1. A_____                | tr | rt |
| 2. S_____ence            | ce | ci |
| 3. Relig_____n           | io | ia |
| 4. Compu_____rs          | te | et |
| 5. Histo_____            | ri | ry |
| 6. Arab_____             | ec | ic |
| 7. Phys_____al Education | ic | ec |
| 8. Engli_____            | hs | sh |
| 9. Geogra_____y          | ph | hp |
| 10. Ma_____              | ht | th |

### 3. Listen and circle. Track 43

Ask the students to look at Activity 3. Choose volunteers to say what school subject each symbol shows. Explain that the students are going to listen to a series of sounds or words and they have to circle the correct drawing for the subject.

Play the track for Activity 3 a first time and have the students listen only.

Play the first sound again (the applause) and tell the students to circle the correct subject drawing. Play the rest of the track and get the students to complete the activity.

Play the track a final time. After each number, have the students shout out the correct school subject.

#### Answers

1. Physical Education (the first picture); 2. Science (the second picture);
3. History (the second picture); 4. Geography (the second picture);
5. English (the first picture)

### 4. Underline and write the correct pair of letters.

Draw the students' attention to Activity 4. Point out that there are some letters missing and two options for them to choose between on the right. Work through number 1 on the board. Write A\_\_\_ on the board and *tr* and *rt* on the right. Elicit the answer (*rt*). Underline the letter pair and write them to spell Art. Get the students to complete the rest of the task individually. Write the remaining nine incomplete words and the letter choices on the board. Have nine students complete the task.

#### Answers

1. Art (rt); 2. Science (ci); 3. Religion (io); 4. Computers (te);
5. History (ry); 6. Arabic (ic); 7. Physical Education (ic); 8. English (sh);
9. Geography (ph); 10. Math (th)

 The students do page 34 in the Activity Book.

#### Answers

##### Activity 1

The order from left to right, top to bottom is 4, 10, 8, 3, 6, 2, 1, 7, 9, 5, 3.

##### Activity 2

HISTORY, ARABIC, GEOGRAPHY, SCIENCE, ENGLISH

##### Activity 3

English 3, Computers 2, Arabic 1, Math 4, Science 5

##### Activity 4

1. Math; 2. Art; 3. Computers; 4. Physical Education; 5. Arabic

### Wrapping Up

Divide the class into two teams (A and B). Have a student from team A come to the board and draw a picture for a school subject. The students in team A have to guess the subject and win a point (the students from team B can't say anything during this minute). If the students in team A don't guess, team B can guess and get the point. Then a student from team B comes to the board to draw.

### Extension

Stick the school subject flashcards on the board. Point to the Math flashcard. Get the students to write the word. Continue like this with all the flashcards. Write the words on the board for the students to check.

### Homework Assignment

Write the following words on the board for the students to copy and correct the spelling:

*English Maht Sicence Geograpy Physikal Education*

### Teacher's Knowledge Bank

Students will become more confident with using new vocabulary actively if they repeat it frequently. Maintain your students' interest by asking them to repeat words and phrases in different ways: loudly, softly, quickly, slowly.

### Task Card

Number the subjects in order of preference. 1 =  10 = 

Geography History Art English Science  
Math Computers Physical Education

# Lesson 2

## Objectives

- To practice talking about what you and others are good at or bad at
- To practice asking and answering questions with *good/bad at* using the first, second and third person singular

## Materials

- school subject flashcards
- map/atlas
- Student's Book pages 48–49
- Audio tracks 44–45
- Activity Book page 35

## Vocabulary

As Lesson 1

## Functions

Talking about what you and others are good at or bad at

## Language

*Jamil is good at Physical Education. Froggy is bad at Science.*

*Is Ducky good at...?*

*Yes, he is./No, he isn't.*

*Are you good at...?*

*Yes, I am./No, I'm not.*

*What are you good/bad at?*

## Warm-up

Write a word snake on the board with all the school subjects from Lesson 1, e.g.

SCIENCEARTMATHHISTORYPHYSICALEDUCATIONENGLISH  
GEOGRAPHYCOMPUTERS

Ask different students to come to the board and circle a school subject. Alternatively, divide the class into pairs and ask the students to write a word snake for their partner.

## 1. Look, listen, and say. 🎧 Track 44

Books closed. Stick the flashcards of Math, Art and Geography on the board. Point to the Math flashcard, then write a Math problem below the flashcard. Answer it correctly and say *I'm good at Math*. Draw a happy face next to the Math flashcard.

Point to the Art flashcard. Draw a terrible picture and say *I'm bad at Art*. Draw a sad face next to the Art flashcard.

Point to the Geography flashcard. Hold up a map or an atlas and correctly identify countries. Say *I'm good at Geography*.

Write *I'm good at... I'm bad at... and Is... good/bad at...?* on the board.

Choose a student who is known in the class for being good in a subject area (not English). Ask *Is* (student's name) *good at* (the subject he/she is good at)? Elicit the response *Yes, he/she is*. and write it on the board. Repeat with another student and a different subject.

Tell the students to open their books at Activity 1 on page 48. Explain that the two bookworms are watching Jan, Majid, Ducky and Froggy in school.

Play the track for Activity 1 once to familiarize the students with content and pronunciation. Play the track again and get the students to repeat.

Divide the class into groups of three. Give each student the role of Bookworm 1, Bookworm 2 or Froggy. Get the students to read the characters' lines as they point to the speech bubbles, then change roles.

## 2. Language practice.

Get the students to look at Activity 2. Explain that the happy or sad faces show the subjects Froggy is good or bad at. Ask *Is Froggy good at Computers?* Elicit *No, he isn't*.

Have the students ask and answer questions about Froggy in pairs. Ask volunteer pairs to demonstrate two or three exchanges for the class.

Draw the students' attention to the bookworms. Ask volunteer students the questions.

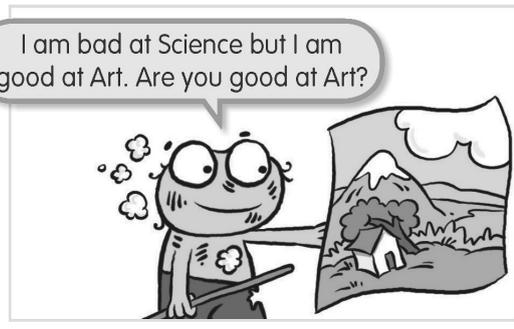
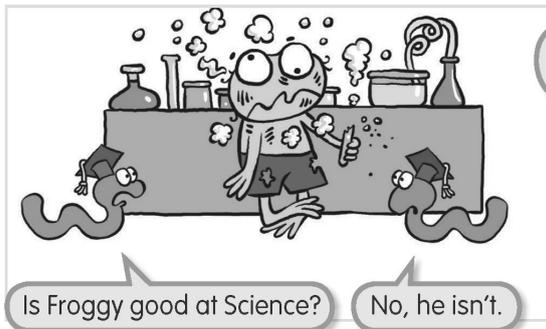
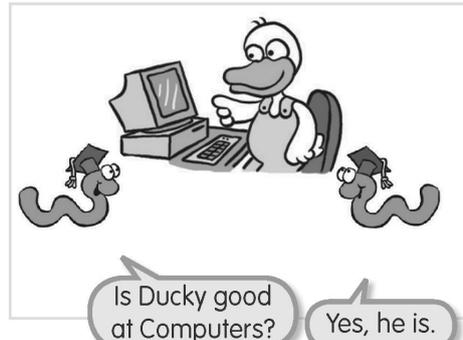
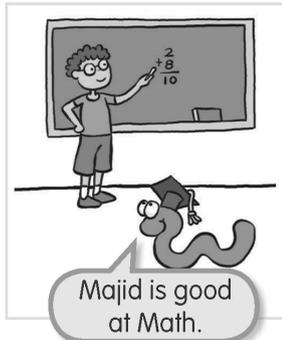
## 3. Ask and answer questions.

Refer the students to Activity 3 and the question and the two answers in the speech bubbles.

Divide the class into pairs so the students are working with a new partner. Get them to take turns asking and answering the questions. Monitor the activity.

# Lesson 2

1. Look, listen and say. 44



2. Language practice.

Computers	Science	Art	English	Physical Education
Arabic	Religion	History	Geography	Math

What are you good at? What are you bad at?

3. Ask and answer questions.

Are you good at Math? Yes, I am. No, I'm not.

4. Listen and **circle** the correct answers. 45 

1. Is Yasmeen good at Math?    Yes, she is.    No, she isn't.
2. Is Yasmeen bad at Computers?    Yes, she is.    No, she isn't.
3. Is Yasmeen good at English?    Yes, she is.    No, she isn't.
4. Is Majid good at Science?    Yes, he is.    No, he isn't.
5. Is Majid bad at Arabic?    Yes, he is.    No, he isn't.
6. Is Majid good at Geography?    Yes, he is.    No, he isn't.



## 5. Number the words in order and answer the questions.

1. ?  / Science  / at  / Are  / you  / good

2. at  / good  / Are  / you  / ?  / Geography

3. Math  / ?  / at  / Are  / bad  / you

4. are  / at  / What  / you  / ?  / good

5. bad  / you  / ?  / at  / are  / What

**Look!**

Ducky is \_\_\_\_\_ at Computers. Froggy is \_\_\_\_\_ at Science.

I am good at \_\_\_\_\_.

I am bad at \_\_\_\_\_.

**4. Listen and circle the correct answers.****Track 45**

Refer the students to Activity 4. Tell them they are going to listen to Yasmeen and Majid being interviewed about what they are good/bad at. They have to circle the responses.

Play the track a first time and have the students listen only. Play the first part of the track again and pause after the first three questions for the students to circle the answers.

Play the rest of the track and pause for the students to circle the answers.

Play the track a final time for the students to check their work. Check answers.

**Answers**

1. No, she isn't. 2. Yes, she is. 3. Yes, she is. 4. Yes, he is. 5. No, he isn't.  
6. No, he isn't.

**5. Number the words in order and answer the questions.**

Tell the students to look at Activity 5. Explain that first they have to number the words in order to make questions. Do the first question as an example.

Have the students complete the task individually. They must then write their personal responses to the questions on the lines provided. To check answers, ask for eight volunteers – four to ask the questions, four to answer them.

**Answers**

1. Are (1) you (2) good (3) at (4) Science (5) ? (6); 2. Are (1) you (2) good (3) at (4) Geography (5) ? (6); 3. Are (1) you (2) bad (3) at (4) Math (5) ? (6);  
4. What (1) are (2) you (3) good (4) at (5) ? (6); 5. What (1) are (2) you (3) bad (4) at (5) ? (6)

**Look!**

Draw the students' attention to the *Look!* box. Get the students to complete it individually.

**Answers**

Ducky is good at Computers. Froggy is bad at Science.  
I am good/bad at (students' own answers).

**AB** The students do page 35 in the Activity Book.

**Answers****Activity 1**

1. Maha is good at Computers. 2. Zahra is good at Art. 3. Jasem is bad at Science. 4. Alia is bad at Math.

**Activity 3**

1. Is Jasem good at Science? No, he isn't. 2. Is Alia good at Math? No, she isn't. 3. Are you good at Art? (Students' own answers)  
4. What are you good at? (Students' own answers).

**Wrapping Up**

Line the students up, one behind the other. Give the first student the Art flashcard. Get the students to pass the flashcard through their legs to the back of the line. Before it reaches the back shout *Stop!* The student with the flashcard has to say *I'm good/bad at Art*. Change the flashcard and repeat the game.

**Extension**

Draw a boy on the board and write his name – *Jamal*. Dictate the following sentences: *Jamal is good at Art. Jamal is bad at Physical Education*. Get the students to write the sentences and draw pictures to show the meaning. Invite students to show their pictures.

**Homework Assignment**

Write the following questions on the board for the students to copy.

1. *Is your mom good at Math?*
2. *Is your dad good at Art?*
3. *Is your best friend good at Science?*

Tell them to find out the answers and write sentences (e.g. *My mom is good at Math.*).

**Teacher's Knowledge Bank**

When modeling oral English, make sure you speak naturally, with contractions, weak forms, and appropriate stress. Listen to the audio track before class to check that your model is similar to the one on the recording. Encourage your students to imitate the rhythm and stress on the audio.

**Task Card**

Unscramble this question and answer it:  
*/are / good / What / you / at / ?*

# Lesson 3

## Objectives

- To learn and practice the days of the week
- To practice asking and answering questions about school schedules
- To complete a school schedule and ask and answer questions about it

## Materials

- calendar
- crayons
- Student's Book pages 50–51
- Audio tracks 46–48
- Activity Book page 36

## Vocabulary

*Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday*

Revision: school subjects

## Functions

Talking about your school schedule

## Language

*What do you have today? I have Science, Math, Physical Education and Art.*

*When do you have English? I have English on Mondays.*

*What do you have on Tuesdays? I have...*

*What do we have on Wednesdays? We have History on Wednesdays.*

*When do we have Physical Education? We have Physical Education on Tuesdays.*

*Do we have History on Mondays/today? Yes, we do./No, we don't.*

## Warm-up

Play a guessing game with the class. Say *Guess the subject. Its name starts with S and ends with e.* The student who guesses correctly (*Science*) gives a clue about another subject.

## 1. Look, listen, and say. 🎧 Track 46

Point to the days of the week on a calendar or write them on the board.

Read the names of the days of the week and ask, for example, which day History class takes place for your students. Explain that the students are going to learn all the days of the week in English in this lesson.

Draw the students' attention to their Student's Book page 50, Activity 1. Tell them to look closely at the days of the week. Play the track for Activity 1 and get the students to point to the days as they hear them.

Play the track a second time and have the students repeat the days.

Get the class to say the days of the week without the track as they point to the words in their Student's Books.

## 2. Listen and follow. 🎧 Track 47

Write the days of the week on the board and stick all the school subject flashcards around them. Say *Today is* (whichever day it is). Point to the appropriate day. Say *We have English on (day)s.* Point to the flashcard of English.

Repeat with another subject the students study on this day.

Point to a flashcard of a subject the students don't study on this day. Say *We don't have (subject) on (day)s.* Make more sentences about other subjects in the same way.

Ask, for example, *What do we have on Tuesdays? When do we have Physical Education? What do we have on Wednesdays?*

Draw the students' attention to Activity 2. Play the track once to familiarize the students with content and pronunciation.

Play the track again and get the students to repeat the lines.

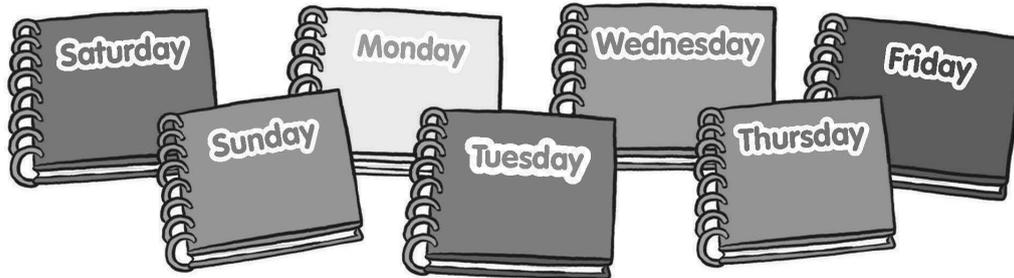
Get the students to take turns reading the children's lines as they point to the speech bubbles in pairs. Ask volunteers to read the lines for the class.

Draw the students' attention to the photographs of the children and the speech bubbles. Practice pronunciation of the questions.

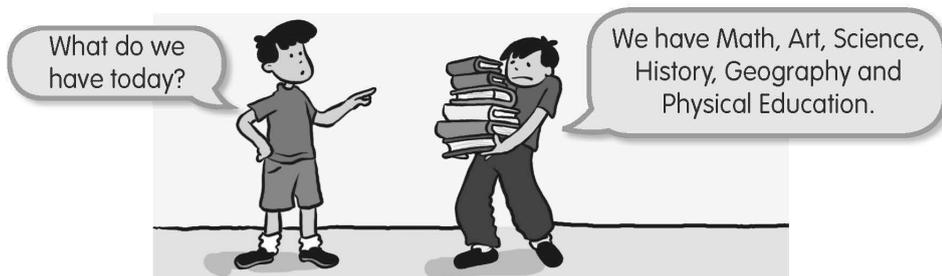
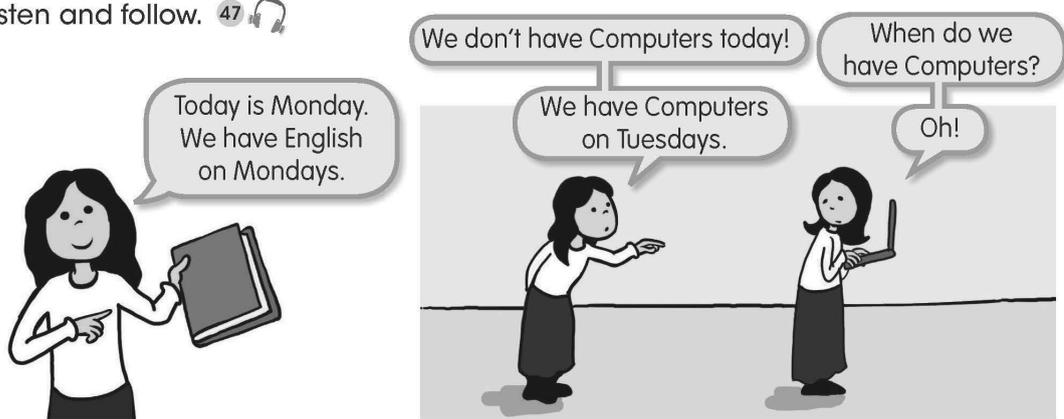
Tell the students to take turns asking and answering the questions in pairs. Walk around the classroom monitoring the activity. Encourage the students to use English but don't insist on complete sentence answers. Ask volunteer pairs to present their exchanges for the group.

# Lesson 3

1. Look, listen and say. 46 



2. Listen and follow. 47 



What do you have today?



When do you have English?



What do you have on Wednesdays?



When do you have Arabic?

3. Listen and color. 48 

Wednesday Friday Monday  
 Saturday Tuesday Sunday  
 Thursday

4. Write the days of the week you go to school. Complete your school schedule.


Ask and answer questions about it.

What do we have on Wednesdays?

When do we have Physical Education?

Yes, we do.

Do we have English today?

Do we have History on Mondays?

No, we don't.

**Look!**

\_\_\_\_\_ do we have on Mondays? We have Math and Science.

\_\_\_\_\_ do we have Science? We have Science on Mondays.

\_\_\_\_\_ we have \_\_\_\_\_ on Wednesdays?

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

### 3. Listen and color. 🎧 Track 48

Draw the students' attention to Activity 3. Explain that they are going to listen to clues about a day of the week. They must color the days of the week appropriately.

Play the track a first time and have the students listen only.

Play the track again and pause after the first set of clues. Ensure that all students color the word *Monday* yellow.

Continue, pausing after each set of clues to give the students time to color.

Play the track a final time for the students to check their answers. Check as a class.

#### Answers

Wednesday – red, Friday – blue, Monday – yellow, Saturday – green, Tuesday – purple, Sunday – students' favorite color, Thursday – orange

### 4. Write the days of the week you go to school. Complete your school schedule. Ask and answer questions about it.

Get the students to look at Activity 4. Have them write the days they go to school in the top section (note that there is a column for students who attend school six days a week).

Divide the class into pairs. Get the students to complete each day with the subjects they study. If they study more than four subjects in a day, they write the first four subjects.

When the students have completed their schedules, practice pronunciation of the questions and answers below the table. Get the students to ask and answer questions using their schedules.

#### Look!

Draw the students' attention to the *Look!* box and ask them to complete it individually. Check together as a class.

#### Answers

What do we have on Mondays? We have Math and Science.  
When do we have Science? We have Science on Mondays.  
Do we have (a subject in the students' schedule) on Wednesdays?  
Yes, we do. / No, we don't.

**AB** The students do page 36 in the Activity Book.

#### Answers

##### Activity 1

DAY (THURSDAY) (FRIDAY)

MOND (MONDAY) (SATURDAY)

WE (TUESDAY) (SUNDAY)

Wednesday is missing.

##### Activity 2

What do you have on Tuesdays?

When do you have Physical Education?

### Wrapping Up

Get the students to stand in a circle and say the following chant:

*Please, Mr Monday, say a chant for us.*

*Please, Mr Monday, say a chant for us.*

After the last line, clap a simple rhythm, e.g. three times. Get the students to clap too. Then say:

*Please, Mr Tuesday, say a chant for us.*

*Please, Mr Tuesday, say a chant for us.*

Clap a new, more difficult rhythm for the students to copy.

Continue in this way with the other days of the week.

### Extension

Get the students to draw a picture of what they do on their favorite day of the week. They should label their pictures with the day and share their pictures in small groups.

### Homework Assignment

Tell the students to copy their schedule on page 51 and paste it inside their notebook.

### Teacher's Knowledge Bank

Acting out dialogs and stories in simultaneous groups avoids putting too much pressure on individuals to perform in front of the class. As the groups practice a dialog, go round and monitor and give encouragement. Only ask groups to perform for the class if everyone in the group is happy to do so.

### Task Card

Write questions for these answers:

*We have Physical Education on Wednesdays. We have English on Mondays.*

# Lesson 4

## Objectives

- To practice asking and answering questions about likes, dislikes and favorite subjects
- To make a favorite subject bar graph
- To listen to, read, and act out a story
- To listen to and say a rhyme

## Materials

- Student's Book pages 52–53
- Audio tracks 49–51
- Activity Book page 37

## Vocabulary

As Lesson 1

## Functions

Talking about preferences

## Language

*I love Science.*

*I like Math.*

*Do you like Math? Yes, I do. / No, I don't.*

*What's your favorite subject? It's Physical Education.*

## Warm-up

Have the students call out the days of the week. Write them on the board. Divide the class into pairs. Tell one of the students in each pair to write a day of the week on his/her partner's back with their finger, letter by letter. They mustn't say the day. The other student guesses the day. Then they swap roles.

### 1. Listen and follow. 🎧 Track 49

Write the following on the board:

*Do you like History? Yes, I do. No, I don't.*

*What's your favorite subject? It's ...*

Ask individual students the questions and elicit answers.

Tell the students to look carefully at the cartoon in Activity 1 on page 52 about the two boys.

Play the track for Activity 1 once to familiarize the students with content and pronunciation.

Play the track again, pausing after each picture and asking questions.

Play the track again and get the students to repeat the characters' lines.

Ask two volunteer students to read the dialog to the rest of the class.

### 2. Read and answer the questions.

Have a volunteer student read out the questions in Activity 2. Get the students to complete the task individually. Choose five volunteers. Ask them the questions and elicit their answers.

### 3. Find out your class's favorite subject.

Direct the students' attention to the question and answer in the speech bubbles.

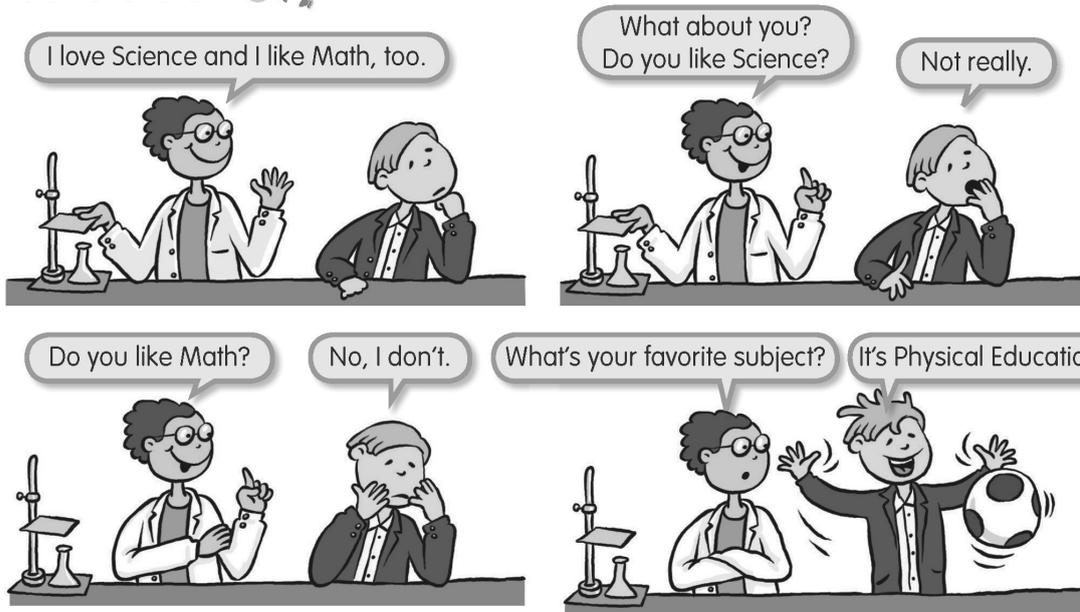
Ask them to think very carefully about their favorite subject in school – they can only choose one!

Split the class into groups of five to ten students. Explain that the students in each group are going to ask each other the question *What's your favorite subject?* and record their information on the bar chart in their Student's Books. As the students are doing the groupwork, copy the graph on the board.

When the students have finished asking the question, ask individual groups *How many people like Arabic? How many people like English?* etc. Record the class information on a large bar graph on the board. Find out your class's favorite subject.

# Lesson 4

## 1. Listen and follow. 49



## 2. Read and answer the questions.

1. Do you like Math? \_\_\_\_\_
2. Do you like Arabic? \_\_\_\_\_
3. Do you like Science? \_\_\_\_\_
4. Do you like Computers? \_\_\_\_\_
5. Do you like Physical Education? \_\_\_\_\_

**Yes, I do.**

**No, I don't.**

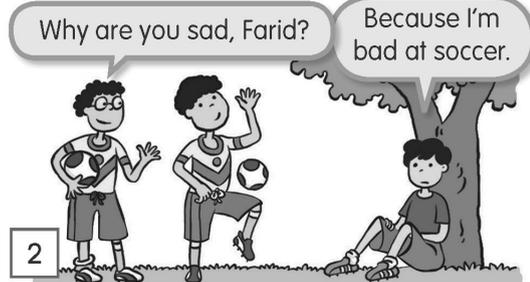
## 3. Find out your class's favorite subject.

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
	Arabic	English	History	Math	Geography	Religion	Science	Physical Education	Computers	Education

What's your favorite subject?

It's English.

4. Listen, read and answer the questions. 50



1. Why is Farid sad in Picture 2? \_\_\_\_\_
2. Do Majid and Jamil want to help Farid? \_\_\_\_\_
3. Is Farid happy in Picture 4? \_\_\_\_\_

**My new words**

\_\_\_\_\_

\_\_\_\_\_

5. Act the story out.

6. Listen to Farid's rhyme. 51

It's important to be kind,  
 It's important to care,  
 It's important to be nice,  
 It's important to share!

Gateway to

Values 21<sup>st</sup> Century Skills

**4. Listen, read and answer the questions.** **Track 50**

Get the students to look at the cartoon in Activity 4.

Play the track once to familiarize the students with the content. Play the track again. Pause after each picture and ask questions to make sure the students are following the story.

Play the track again and get the students to repeat the characters' lines.

Give the students time to read the questions below the story and check they understand the meaning of *why* and *want to help*. Elicit the answer to the first question. The students complete the task individually. Check answers.

**Answers**

1. Farid is sad because he is bad at soccer. 2. Yes, they do. 3. Yes, he is.

**My new words**

Remind the students to write any new words and phrases from the story in this box. Encourage them to guess meaning or use a dictionary. Tell the students to write a translation and/or a sentence with the new words and phrases in their notebooks.

Words and phrases from the story which they might write down include: *soccer, competition, How exciting!, because, join, team, Really?, Congratulations!, won.*

**5. Act the story out.**

Divide the class into groups of three and give out the roles of Majid, Jamil and Farid. Have the students perform the story in their groups using their Student's Books as scripts. Some students may wish to put down their books once they have learned their lines.

Have the individual groups act out the story for the class. Ensure all the students are supportive of each other.

**Gateway to values** **6. Listen to Farid's rhyme.**  **Track 51**

Tell the students they are going to listen to a rhyme. Play the track to familiarize the students with content and rhythm. Play the rhyme again for the students to join in.

 The students do page 37 in the Activity Book.

**Answers****Activity 3**

1. Do you like Arabic? (Students' own answer) 2. What's your favorite subject? (Students' own answer) 3. Do you like Math? (Students' own answer)

**Wrapping Up**

Call out true and false statements about your students' school schedule, e.g. *We have Science on Sundays*. Tell the students to stand up if the statement is true and remain seated if it is false.

**Extension**

Write this poem on the board:

*Friendship grows from little seeds  
Of cheerful smiles and thoughtful deeds.*

Explain the new words in the poem and discuss what it means. Give each student a piece of paper and tell them to write one good deed they could do for a classmate or the class. Help with new language. Display the papers. Tell the students to carry out the deeds if they can.

**Homework Assignment**

Tell the students to make a diploma for a classmate who is always kind and nice. Write some phrases they can use on the board, e.g. *Well done! You are always kind. / Thank you for being kind.*

**Teacher's Knowledge Bank**

The key active vocabulary for each unit of *Gateway 2* is usually introduced in Lessons 1–3. As the students start to tackle more complex texts in Lessons 4 and 5, they will come across more incidental vocabulary. Some of these words may seem daunting, so you should reassure your students that they do not have to learn all the new words.

**Task Card**

Answer the questions:

1. *What's your favorite month of the year?*
2. *What's your favorite color?*
3. *What's your favorite animal?*

Note: You may wish to prepare a school schedule calendar (see *Do and Share!* Activity Book page 40) to show your students in the next lesson.

# Lesson 5

## Objectives

- To review language from the unit in a game
- To listen to and say a chant

## Materials

- motivational stickers
- Student's Book pages 54–55
- Audio track 52
- Activity Book pages 38–40

## Vocabulary

Revision from Unit 5

## Language

Revision from Unit 5

## Warm-up

Have a class discussion about the importance of being kind to others. Ask the students what they can do for classmates, friends, teachers and family members. Encourage the students to put their ideas into action.

## 1. Play the “Tic-tac-toe” game.

Direct the students to Activity 1. Divide the class into pairs and tell each student in the pair to choose a symbol (X or O). Ask them to choose one of the grids, either the first or the second.

Explain that one student must choose a square on the grid at a time. This student reads the task on the square. If they complete the task successfully, they draw their symbol in this square of the grid. If they don't complete the task, they can't draw their symbol. Then the other student has a turn. The students continue in this way and the winner is the first student to put three of his or her symbols in a row on the grid (horizontally, vertically or diagonally). Monitor the game and check that the students are using English and are on task.

Pairs who finish early can repeat the game with the second grid.

Alternatively, use the first grid to play the game with the whole class (one team using the X symbol, the other team the O) and then divide the class into pairs to play the game with the second grid.

## Lesson 5

### 1. Play the "Tic-tac-toe" game.

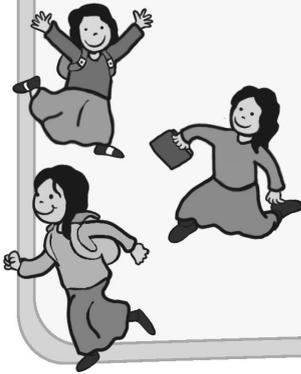
Answer the question: What's your favorite subject?	Unscramble the subject: G G R E A O Y P H	List the days of the week.
Answer the question: What are you good at?	Unscramble the question and answer it: Computers / your / teacher / is / at / good / ?	Make a question using: bad at.
Make a sentence about Jasim's rhyme.	Answer the question: Do you have Physical Education on Tuesdays?	List your subjects on Thursday.
Answer: What are you good at?	Make a sentence using: good at.	List three more subjects: Computer, Math ...
Unscramble the question and answer it: you / English / When / ? / do / have	Answer the question: Do you like Arabic?	Unscramble the subject: U S P R C T O M E
Answer the question: When do you have Computers?	Make a sentence using: bad at.	List the days of the week.

2. Listen and answer the questions. 52 

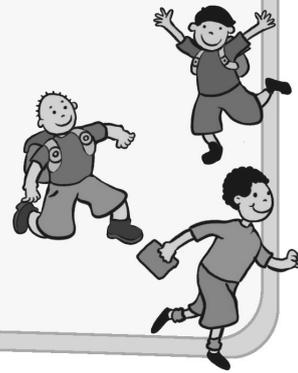
## The School Week

Listen to the bell!  
 Hear the children yell!  
 Ready to take a peek,  
 At the brand new week!  
 Sunday morning is such fun,  
 With our lesson number one.  
 Now it's time for school to start,  
 With painting. Yes, it's time for Art!

Listen to the bell!  
 Hear the children yell!  
 On Monday we have Math,  
 Then English – it's a laugh!  
 On Tuesday we all read ...  
 In Arabic – then it's Physical Education!  
 I'm bad at Science. I find it hard.  
 I stare out across the yard!



Listen to the bell!  
 Hear the children yell!  
 It's been fun,  
 But the week is done!  
 Now it's Thursday afternoon,  
 And it's home-time very soon.  
 Say goodbye to all our friends,  
 For the school week is at an end!



1. Do the children have Art on Sunday? \_\_\_\_\_
2. Do the children have English on Tuesday? \_\_\_\_\_
3. What do the children have on Monday? \_\_\_\_\_

3. Chant "The School Week". 52 



**2. Listen and answer the questions.****Track 52**

Refer the students to Activity 2. Tell them they are going to listen to a chant and then answer questions about it.

Play the chant a first time to familiarize the students with the lyrics.

Play the chant a second time and tell the students to listen for the days of the week and the school subjects mentioned.

Make sure the students understand the word *children*. Have the students answer the questions below the chant individually.

Play the chant again for the students to check their answers.

Ask three volunteer students to provide the answers to the questions.

**Answers**

1. Yes, they do.
2. No, they don't.
3. They have Math and English.

**3. Chant "The School Week". Track 52**

Play the chant a final time and get the class to chant along for enjoyment.

**AB** The students do pages 38–40 in the Activity Book. See page 118 of this Teacher's Book for guidance and answers.

**Wrapping Up**

At the end of this lesson, discuss the unit with your students. Find out which activities they enjoyed the most and which they found difficult. Review the language if necessary.

Tell the students that they have finished the fifth unit in *Gateway 2* – and they have been wonderful! Tell the students to put the corresponding sticker for this unit in the box next to the bookworms on page 55.

Draw the students' attention to the multi-colored door on the bottom right hand side of the page. Ask where they think the door will lead.

**Extension**

Play "The School Week" again. Tell the students to stand up and when the chant stops sit down. Stop the chant and tell the students to sit down. When you play the chant again they should stand up. The last student to sit down each time remains seated. Repeat the process. The winners are the students standing when the chant finishes.

**Homework Assignment**

Tell the students to read "The School Week" again and make a list of the days of the week mentioned. Which days are missing?

**Teacher's Knowledge Bank**

The success of pair or group speaking activities often depends on how well they are set up. Students will not do a task enthusiastically if they are embarrassed or not sure what to do. After you have given instructions for an activity, select strong students to model the language and demonstrate the activity for the rest of the class.

**Task Card**

Ask a friend to give you a spelling test of all the words in Lesson 1.

# Activity Book self-evaluation and craft

You may wish to devote an additional full lesson to the *I can...!* self-evaluation and the *Do and Share!* craft activity on pages 38–40 of the Activity Book.

## I can ...!

The tasks in the *I can...!* section of the Activity Book on pages 38–39 should not be set as a formal test. Students should be encouraged to complete as much of the material as possible, but the emphasis should be on ensuring that it provides a sense of achievement. The tasks are designed to help students reflect on what they have learned and recognize areas that they still need to work on. Students are thus encouraged to recognize and take responsibility for their own learning.

Spend time going through new task-types, using students' mother tongue to explain where necessary. Have students compare answers with a partner, if you wish.

### Answers

*Write the days of the week in order.*

1. Saturday; 2. Sunday; 3. Monday; 4. Tuesday; 5. Wednesday;  
6. Thursday; 7. Friday

*Unscramble the questions and answer them.*

When do you have English? (Students' own answers)

What do you have on Wednesdays? (Students' own answers)

## Do and Share!

This section at the end of each unit links English with other areas of students' lives. It provides an opportunity for your students to involve themselves in craft and project work while using English as the medium of communication.

### Materials

construction paper	a hole punch
a marker	sticky tape
pieces of paper	string

The students can make the calendars individually or in pairs. Show the class a completed calendar if you have prepared one. Hand out the materials. Demonstrate what you want the students to do using the pictures in the book and giving the instructions in English. Clarify key verbs using gesture, mime, and demonstration. Help the students to punch holes in the calendar and the pieces of paper for stage 3.

Have the students turn the pages and talk about their school schedule calendar in pairs, using the girl's speech bubble at the bottom of the page as a model.

## TB Assessment page

There is a more formal assessment test on page 244 of the Teacher's Book.

### Answers

#### 1.

1. Computers	4. Physical Education
2. Art	5. Math
3. Geography	

#### 2.

1. What are you good at? Student's own answers.	4. What do you have on Mondays? Student's own answers.
2. Are you good at Math? Student's own answers.	5. What is your favorite subject? Student's own answers.
3. When do you have Arabic? Student's own answers.	

#### 3.

Sunday; Monday; Tuesday; Wednesday; Thursday; Friday



# Review

# Review 1

The *Review* activities are designed to revise the language and skills from the first five units of *Gateway 2*. Teachers should select the activities that are most appropriate for their class. These may be language areas that students have difficulties with and need to spend time practicing. The Extension activities can be used to stretch stronger students.

## Warm-up

Refer the students to page 56. Show them that the characters are stepping through a multi-colored door. Ask the students where the door leads to. Write *Review 1* on the board. Tell the students they are looking at a scrapbook Ducky has made during his adventures with his friends. Elicit the places the characters have visited in the first part of *Gateway 2*: the beach, the animal park, the barbecue, the mall, and the class.

## Activity 1

Draw the students' attention to the set of photographs. Point to the turtles and say *I see four turtles*. Point to the word *camel* and say *I don't see a camel*. Get the students to talk about what they see or don't see in the photographs in pairs.

Tell the students to look at Ducky's photographs again. Ask *Do you see any camels?* Elicit the answer (*No, I don't*). Get the students to ask and answer about the animals in pairs in the same way.

## Extension

Have the students write two affirmative and two negative sentences about Ducky's photographs, using *I see...* and *I don't see...*

## Activity 2 Track 53

Draw the students' attention to the next box. Explain that they are going to listen to a boy being interviewed about the food he likes and dislikes.

Tell the students to listen carefully and put ticks or crosses in the small boxes next to the food items.

Play the track a first time and have students listen only.

Play the track again twice for the students to complete the task.

Play the track a final time for the students to check their work.

Divide the board into two columns. Write *He* at the top of the columns. Write *likes* as the heading of the left-hand column, and *doesn't like* as the heading of the right-hand column. Write the following on a different part of the board: *sausages, eggs, chicken, spaghetti, pizza, French fries, ice-cream, cheese, meat, potato chips*.

Call different students to come to the board with their Student's Book. Tell the students to write a food item in the correct column and make a sentence with *He likes...* or *He doesn't like...* The rest of the class check their answers.

### Answers

pizza **X**; spaghetti ✓; potato chips ✓; ice-cream **X**; meat ✓; eggs **X**;  
chicken ✓; cheese **X**; French fries ✓; sausages ✓

## Extension

Have the students write sentences about the boy's likes and dislikes, e.g. *He likes spaghetti. He doesn't like ice-cream.*

## Activity 3 Track 54

Draw the students' attention to the box with numbers inside. Make sure all the students have crayons or colored pencils. Explain that the students are going to listen to a series of instructions which they must follow.

Play the track a first time and have students listen carefully to the instructions without doing anything.

Play the track again for the students to complete the task, pausing after each instruction so they can find and circle the number in the correct color.

Play the track a final time for students to check their work.

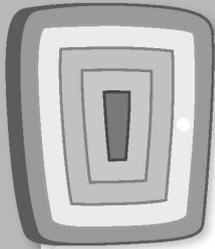
Call out 67 and elicit the color from the class. Continue like this with the remaining numbers.

### Answers

67 – pink; 100 – orange; 81 – blue; 17 – red; 56 – green; 70 – brown;  
19 – yellow; 44 – gray; 11 – purple; 10 – black

## Extension

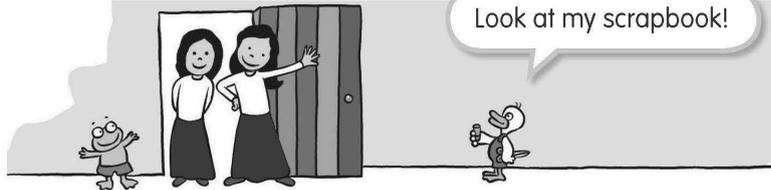
Get the students to choose five numbers from the box and write them in word form.



# Review 1

Tuesday

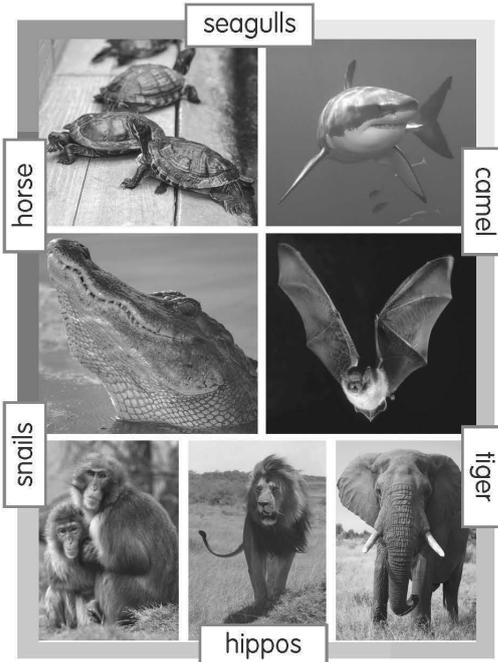
May



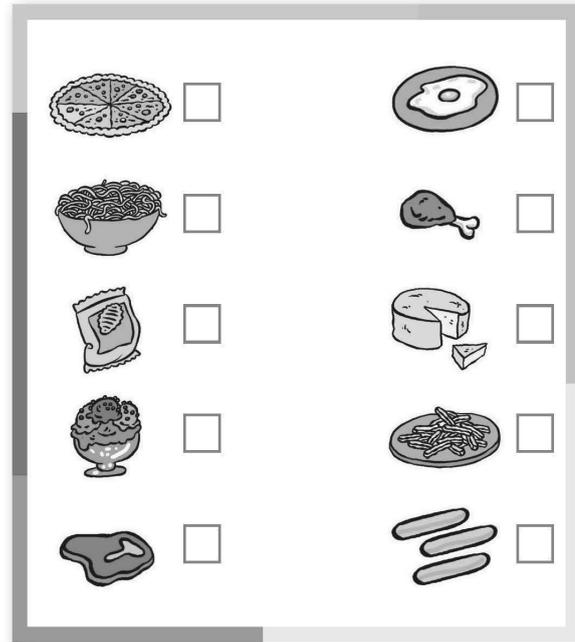
Sunday

Monday

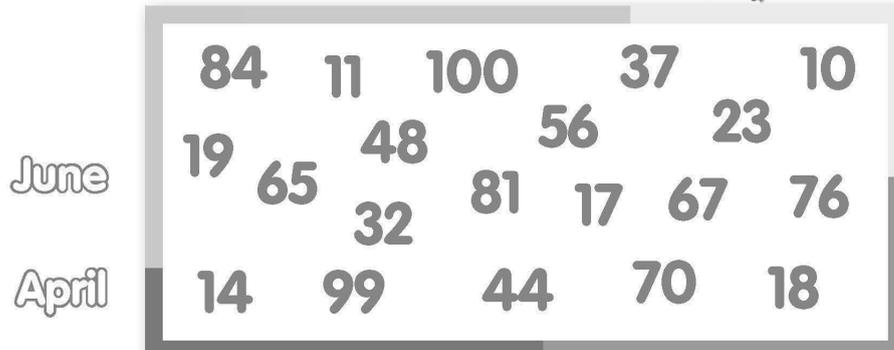
1. Look and say. Ask and answer.



53 2. Listen and check (✓) or cross (X).



3. Listen and circle in the correct color. 54



Friday

January

4. Listen and circle. 55

Saturday

December

September

February



July

November

Thursday

Wednesday

August

5. Draw ☺ or ☹. Ask and answer. Write which day.

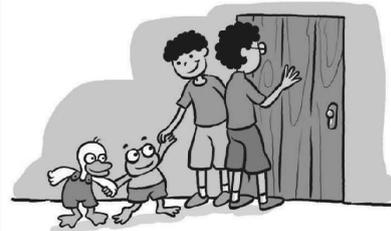
March

English	_____	_____
Geography	_____	_____
Physical Education	_____	_____
History	_____	_____
Art	_____	_____
Science	_____	_____
Computers	_____	_____
Religion	_____	_____
Arabic	_____	_____

6. Say the months in order.

7. Listen and answer. 56

October



## Activity 4 Track 55

Draw the students' attention to the photographs. Elicit the names of the items and write them on the board. Explain that they are going to listen to Majid, Ducky and Froggy talking about what Leila wants. Tell the students to draw a circle around the things she wants.

Play the track a first time and have the students listen only.

Play the track twice more for the students to circle the appropriate items.

Play the track a final time for the students to check their work.

Check answers as a class.

### Answers

The students should circle the laptop, camera, puzzle and watch.

## Extension activities

Write the following sentences on the board:

*Yasmeen wants a watch. Yasmeen wants a television.*

Tell the students to correct the sentences by making them negative.

### Answers

Yasmeen doesn't want a watch./Yasmeen doesn't want a television.

Write the following sentences on the board:

*Yasmeen wants a laptop. Yasmeen wants a skateboard.*

Have the students write questions beginning with *Does* and answer them according to the information in Activity 4.

### Answers

Does Yasmeen want a laptop? No, she doesn't;

Does Yasmeen want a skateboard? Yes, she does.

## Activity 5

Draw the students' attention to the box with school subjects.

Draw a happy face on the board and write *good* at next to it. Draw a sad face and write *bad* at next to it. Tell the students to read and draw happy faces or sad faces on the lines in the first column, to show if they are good at or bad at the subjects.

Get the students to talk about what subjects they are good at and what subjects they are bad at in pairs.

Choose a student and ask him/her *Are you good at Geography?*

Elicit the answer. Have the students ask and answer about the subjects in the list in pairs in the same way.

Ask the students to read the subjects again and write the days of the week when they study them in the second column.

Elicit sentences from two volunteers using *have* and *don't have*, for example, *We have English on Saturdays. We don't have Art on Mondays.*

Get the students to talk about their school schedule in pairs.

## Activity 6

Draw the students' attention to the months of the year scattered around the pages. Say *January...?* and elicit the rest of the months in order. Tell the students to number the months in order. Ask a volunteer to read the twelve months of the year in sequence.

Ask volunteers to say the months without their books.

Repeat the same procedure with the days of the week.

## Activity 7 Track 56

Tell the students that the man on stilts wants to ask them some questions. They are going to listen and answer.

Play the track and pause after the first question. Choose five students to answer. Play the track again and pause after the second question. Choose five students to answer. Continue like this with the remaining four questions.

Draw the students' attention to the brown door at the bottom of the page. Ask the students where they think the door will lead.

 The students do pages 41–42 in the Activity Book.

### Answers

#### Activity 1

1. umbrella; 2. zebra; 3. meat; 4. yo-yo; 5. December; 6. English; 7. Wednesday

#### Activity 2

Possible answers: 1. shell, surfboard, T-shirt, towel, seagull, pail, turtle, horse, shovel; 2. tiger, crocodile, monkey, lion, elephant, camel, parrot, giraffe; 3. potato chips, cheese, chicken, French fries, ice-cream, pizza, eggs, sausages, spaghetti; 4. computer game; puzzle, camera, top, cell phone, television, watch, board game, laptop; 5. January, February, March, April, May, June, July, August, September, October, November; 6. Art, History, Math, Islamic Studies, Geography, Computers, Physical Education, Arabic, Science; 7. Monday, Tuesday, Thursday, Friday, Saturday, Sunday

#### Activity 3

1. I don't see any turtles. 2. I am scared of bats. 3. I like pizza. 4. He doesn't like cats. 5. She wants a board game. 6. I don't want a puzzle. 7. National day is in September.

#### Activity 4

60 – yellow; 15 – red; 12 – gray; 77 – blue; 35 – black; 50 – green; 100 – brown; 17 – pink; 10 – white; 53 – orange

#### Activity 5

1. c); 2. f); 3. i); 4. a); 5. h); 6. j); 7. e); 8. d); 9. b); 10. g)



Unit

6

# The Farm House

## Functions

Talking about what you see

Greeting people for the first time and introducing others

## Language

*There's a bathroom. There isn't a door.*

*There are three bedrooms. There aren't any windows.*

*Is there a banana? Yes, there is./No, there isn't.*

*Are there any burgers? Yes, there are./No, there aren't.*

*This is my friend Ducky.*

*This is my brother.*

*Nice to meet you.*

*Nice to meet you, too.*

## Vocabulary

*bathroom, bedroom, dining room, door, garage, kitchen, living room,*

*pond, window, yard*

*brother, father, grandfather, grandmother, mother, sister*

## Gateway Grammar Level 2

*For parents/teachers: page 35*

*For students: pages 36–40*

## Gateway Phonics Book 1

*"ng": pages 38–39*

# Lesson 1

## Objectives

- To identify and learn vocabulary for parts of a house
- To practice reading and writing words for parts of a house

## Materials

- farm house flashcards
- crayons
- Student's Book pages 58–59
- Audio tracks 57–58
- Activity Book page 43

## Vocabulary

*bathroom, bedroom, dining room, door, garage, kitchen, living room, pond, window, yard*

## Warm-up

Direct the students' attention to page 58. Show them that the setting for this unit is a farm house and that Majid, Jamil, Ducky and Froggy are entering through the farm house gate. Talk about the picture and the things they can see. Ask the following questions, using mime and gesture to convey meaning or translating words into the students' first language if necessary:

*What rooms in the farm house can you see?*

*What furniture can you see in the rooms?*

*What can you see outside the farm house?*

*Have you ever been to a farm?/Would you like to go to a farm?*

Encourage the students to share their feelings, experiences, and opinions with the class and share your own with them. Help the students to expand their answers in English using scaffolding techniques (for example, if a student answers *Tables* when you ask *What furniture can you see in the house?* Say *Yes, that's right. How many tables can you see?* If the student answers *Three*, say *Yes. Well done. There are three tables.*).

## 1. Look, listen, and say. 🎧 Track 57

Have the students look very carefully at the inside and the outside of the farm house.

Play the track for Activity 1. Have the students follow in their Student's Book.

Play the track twice more and tell the students to repeat each word.

## 2. Read, say, and point.

Stick the farm house flashcards on the board.

Direct the students' attention to Activity 2. Point to the first word (*kitchen*) and read it aloud. Point to the flashcard of the kitchen on the board.

Ask a student to read the second word (*yard*) aloud to the class. Get him/her to point to the flashcard of the yard. Continue like this with the rest of the new words.

Remove the flashcards from the board. Get the students to read, say and point to the parts of the farm house in the picture in pairs.

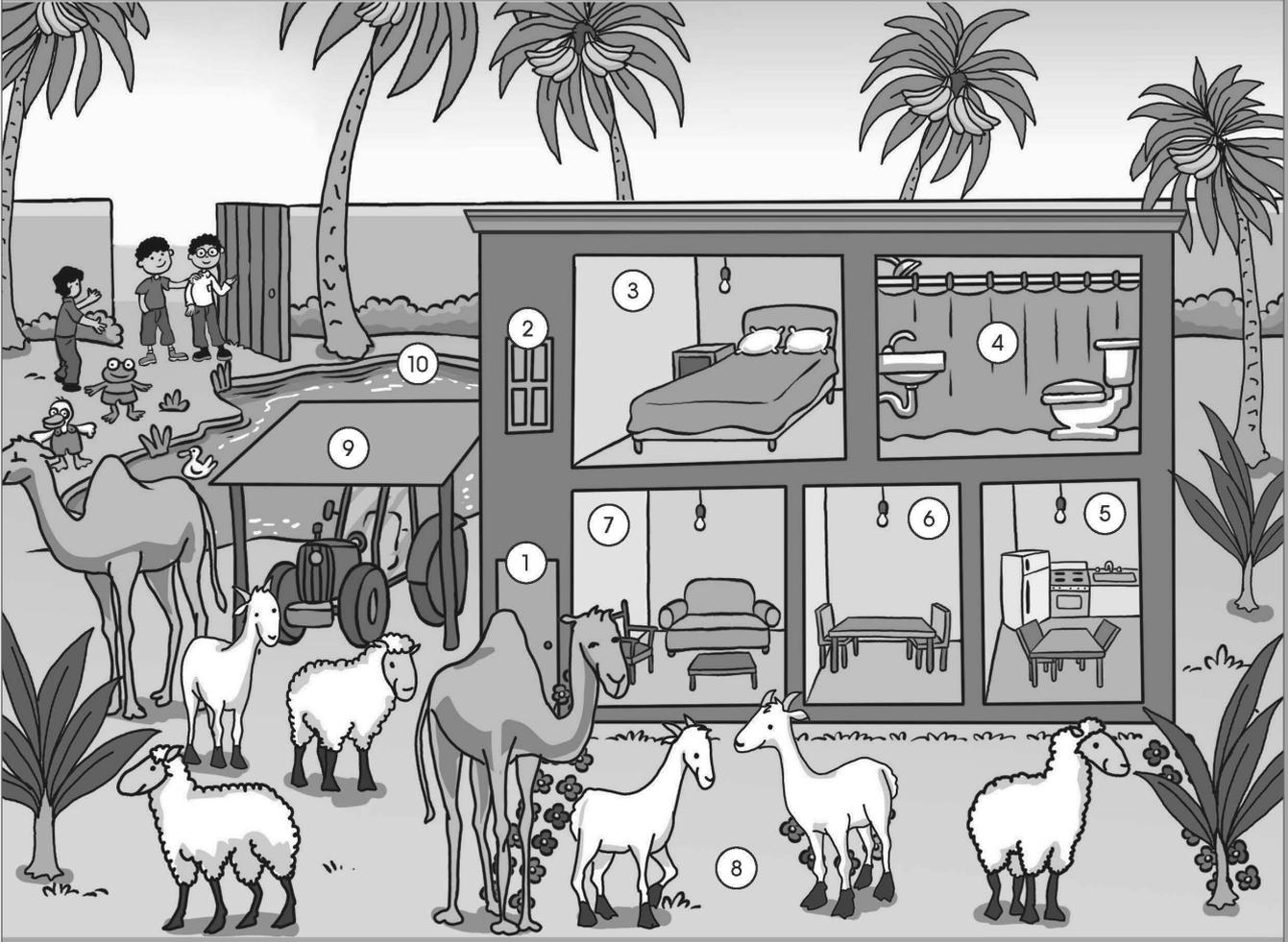
Walk around the classroom monitoring the activity carefully. Correct pronunciation if necessary.

# Unit 6

# The Farm House

## Lesson 1

1. Look, listen and say. 57



2. Read, say and point.

- kitchen
- yard
- door
- dining room
- pond
- window
- living room
- bathroom
- bedroom
- garage

3. Listen and color. 58 



4. Match the two parts of the words. Write the words on the lines.

- |         |           |                   |
|---------|-----------|-------------------|
| 1. di   | oor       | _____ dining room |
| 2. po   | chen      | _____             |
| 3. win  | age       | _____             |
| 4. ba   | ning room | _____             |
| 5. d    | dow       | _____             |
| 6. bedr | nd        | _____             |
| 7. kit  | ing room  | _____             |
| 8. liv  | rd        | _____             |
| 9. ya   | throom    | _____             |
| 10. gar | oom       | _____             |

### 3. Listen and color. 🎧 Track 58

Ask the students to look at the photographs in Activity 3 and elicit the words. Explain that they are going to listen, find the correct photograph, and color the circle according to the instructions.

Play the track a first time and have students listen only.

Play the track again and pause after the first instruction (*bedroom – orange*) to make sure the students understand the task. Play the rest of the track and get students to complete the activity. Pause after each line to give them time to color.

Play the track again for the students to check their answers. Check as a class.

#### Answers

window – green; bathroom – pink; bedroom – orange; door – blue;  
garage – black; yard – red; living room – yellow; kitchen – purple;  
dining room – gray; pond – brown

### 4. Match the two parts of the words. Write the words on the lines.

Draw the students' attention to Activity 4. Explain that they need to match the parts of the words.

Write *di* on the board. Elicit the answer *ning room* from the second column and write it next to *di*. Join the two together by drawing a line and write *dining room* on the right.

Get the students to complete the task individually. Check answers as a class.

#### Answers

2. pond; 3. window; 4. bathroom; 5. door; 6. bedroom; 7. kitchen;  
8. living room; 9. yard; 10. garage

**AB** The students do page 43 in the Activity Book.

#### Answers

##### Activity 1

The order from left to right, top to bottom is 6, 8, 7, 9, 5, 3, 10, 1, 2, 4.

##### Activity 2

2. dining room; 3. pond; 4. living room; 5. window

##### Activity 4

1. yard; 2. bathroom; 3. bedroom; 4. bathroom; 5. living room

### Wrapping Up

Draw a word web on the board with the phrase *Animals on the farm* in the center. Brainstorm with the students animal names they already know. Ask volunteer students to write the words around the central phrase.

### Extension

Teach the students the following chant.

*The ducks on the farm go quack, quack, quack!  
Quack, quack, quack! Quack, quack, quack!  
The ducks on the farm go quack, quack, quack!  
All around the farm.*

Encourage the students to join in with actions and sound effects.

Once the students are familiar with the chant, substitute 'ducks' and 'quack' with some of the following animals/people and sounds/actions: *dogs – woof, cows – moo, cats – miaow, lambs – baa, horses – neigh, chicks – cheep, people – work, children – play.*

### Homework Assignment

Tell the students to draw a house for Ducky and label the different parts.

### Teacher's Knowledge Bank

Encourage your students to focus on spelling whenever they learn new words. Children commonly make spelling mistakes with vowels and word endings, so draw their attention to common patterns for these, as well as unusual or irregular spellings.

### Task Card

Unscramble the letters to make words. Draw a picture for each word.

*npdo wwdoin ncektih*

# Lesson 2

## Objectives

- To learn and practice *There's a/There are* and *There isn't a/aren't any*
- To practice writing sentences with *There's a/There are* and *There isn't a/aren't any*

## Materials

- rulers
- farm house flashcards
- Student's Book pages 60–61
- Audio tracks 59–60
- Activity Book page 44

## Vocabulary

As Lesson 1

## Functions

Talking about what you see

## Language

*There's a bathroom.*

*There isn't a door.*

*There are three bedrooms.*

*There aren't any windows.*

## Warm-up

Show the farm house flashcards to the students and revise the vocabulary from Lesson 1. Then write the word *kitchen* letter by letter in the air. Get the students to say each letter aloud as you form it. When you have finished writing the word, encourage the students to say it. Repeat with another word from Lesson 1. Have the students play the game in pairs.

## 1. Look, listen, and say. 🎧 Track 59

Books closed. Place a ruler on your desk. Point at it and say *There's a ruler on the desk*. Remove the ruler. Say *There isn't a ruler on the desk*.

Place two rulers on your desk and say *There are two rulers on the desk*. Remove both rulers. Say *There aren't any rulers on the desk*.

Write *There's a ruler on the desk*. on the board. Draw a picture of a ruler next to the sentence. Write *There isn't a ruler on the desk*. Leave a blank space next to the sentence. Write *There are two rulers on the desk*. (draw two rulers) and *There aren't any rulers on the desk*. (leave a blank space). Have the students say the sentences after you. Repeat the process again using pencils, but ask volunteers to say sentences following the models on the board.

Ask the students to open their books at Activity 1 on page 60. Have the students look very carefully at the pictures. Explain that in the first two pictures the boys are exploring the farm house, but that in the third and fourth pictures Ducky and Froggy are lost on the farm.

Play the track once to familiarize the students with content and pronunciation.

Play the track again and get the students to repeat the characters' lines.

Get the students to work in pairs, taking turns reading the characters' lines as they point to the speech bubbles.

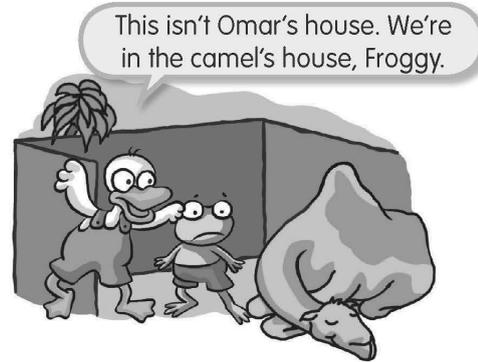
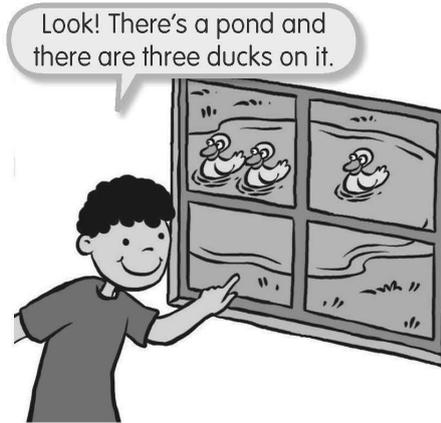
## 2. Language practice.

Get the students to look at Activity 2 in their Student's Books. Explain that they are looking at the home of two little earthworms on the farm. Draw the students' attention to the speech bubbles below the picture.

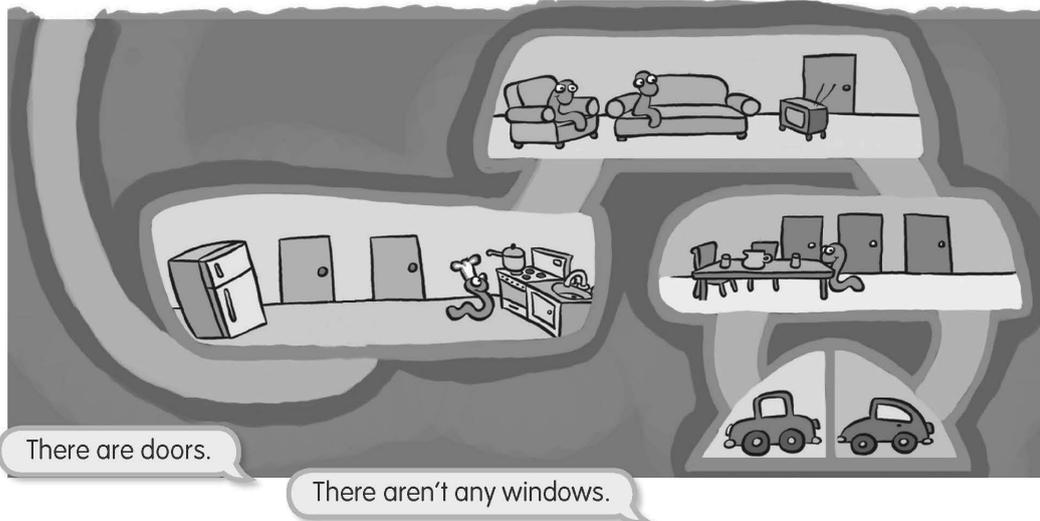
Have the students make sentences about the earthworms' home in pairs, using *There is*, *There are*, *There isn't* and *There aren't*. Have volunteer pairs say their sentences for the class.

# Lesson 2

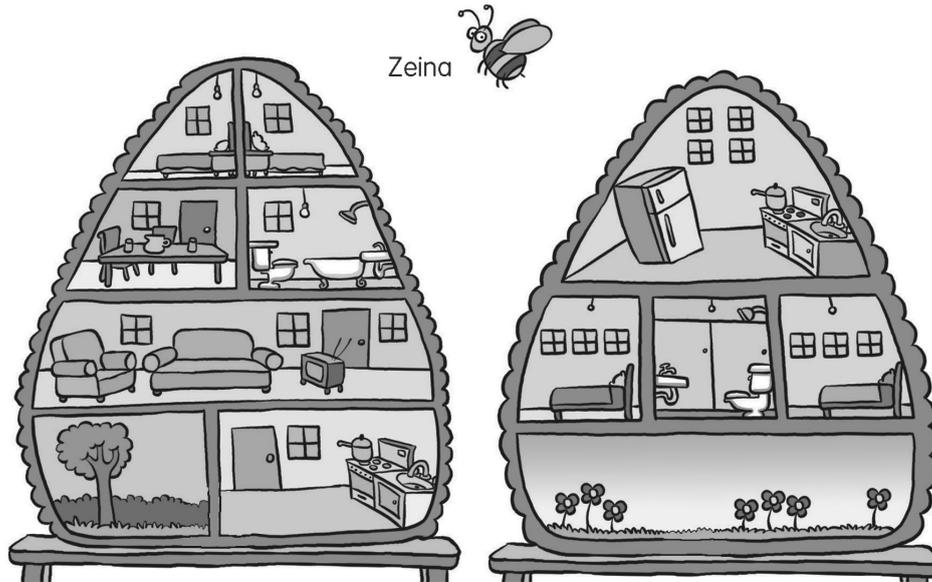
1. Look, listen and say. 59



2. Language practice.



3. Listen and find Zeina's house. 60 



4. Complete the sentences about Zeina's house. Use *There is*, *There are*, *There isn't* and *There aren't*.

- |                        |                         |
|------------------------|-------------------------|
| 1. _____ two bedrooms. | 5. _____ any doors.     |
| 2. _____ a bathroom.   | 6. _____ ten windows.   |
| 3. _____ a garage.     | 7. _____ a living room. |
| 4. _____ a kitchen.    | 8. _____ a yard.        |

**Look!**

There is = There's

- ✓ There's a kitchen in the house.
- ✗ There isn't a kitchen in the house.
- ✓ There are windows in the house.
- ✗ There aren't any windows in the house.

### 3. Listen and find Zeina's house.

#### Track 60

Refer the students to Activity 3. Point to Zeina and explain that she is a bee and she lives in one of the beehives. As a class, discuss the two homes in the pictures.

Explain that the students must listen to Zeina describe her home and tick the picture which shows her house.

Play the track a first time and have the students listen only.

Play the track again, pausing half way through if necessary. Get the students to tick the correct house. Check the answer as a class.

#### Answers

Zeina's house is the one on the right.

### 4. Complete the sentences about Zeina's house. Use *There is*, *There are*, *There isn't* and *There aren't*.

Refer the students to Activity 4. Explain that they have to look at Zeina's house in Activity 3. Draw the students' attention to the first sentence and elicit *There are two bedrooms*. Get the students to complete the rest of the sentences individually.

While the students are working, copy the incomplete sentences on the board. Have seven students complete the sentences, using their Student's Books as a reference.

#### Answers

- There are two bedrooms.
- There is a bathroom.
- There isn't a garage.
- There is a kitchen.
- There aren't any doors.
- There are ten windows.
- There isn't a living room.
- There is a yard.

### Look!

Draw students' attention to the *Look!* box. Read the information as a class and focus on the contraction *There is = There's* at the top of the box.

 The students do page 44 in the Activity Book.

#### Answers

##### Activity 1

2. 2; 3. 1; 4. 1; 5. 1; 6. 1; 7. 0; 8. 1; 9. 0; 10. 2

##### Activity 2

There's a door. There's a window. There's a yard. There's a kitchen.

There are two bathrooms. There's a living room.

##### Activity 3

There isn't a garage. There isn't a dining room.

### Wrapping Up

Write the following sentences on the board:

*There are 60 students in our classroom.*

*There's a pond in our English class.*

*There are 16 doors in our classroom.*

*There's a crocodile in our school.*

Get the students to correct the sentences either as a class or individually.

### Extension

Put the following objects on your desk: five crayons, a ruler, three pencils, two pens, an eraser, two books, a notebook, a lunchbox, and a pencil case. Ask the students to look at the objects very carefully for 30 seconds. Cover the objects. Have the students write a list of what's on the desk. Ask volunteer students to make sentences with *There's...* and *There are...*. The student who remembers the most objects is the winner.

### Homework Assignment

Write these sentences on the board and tell the students to complete them with *There*, *is*, *are*, and *any*:

- There \_\_\_\_\_ a kitchen in the farmhouse.*
- There \_\_\_\_\_ three windows in the bedroom.*
- \_\_\_\_\_ are two bedrooms.*
- There aren't \_\_\_\_\_ doors.*

### Teacher's Knowledge Bank

Although you should present and practice new language in natural chunks, you may also want to draw attention to the grammar of a clause or sentence.

When you first model the sentence, use the natural pronunciation, with connected speech features (e.g. contractions). Then say the sentence again slowly, holding up one finger for each word. Say the sentence again (naturally), holding two of your fingers together to show when words are contracted.

### Task Card

Draw your own farm house. Tell a friend about it.

# Lesson 3

## Objectives

- To practice asking and answering questions using *Is there...?* and *Are there...?*
- To practice writing questions using *Is there...?* and *Are there...?*

## Materials

- Student's Book pages 62–63
- Audio tracks 61–62
- Activity Book page 45
- (Extension: crayons)

## Vocabulary

As Lesson 1

Revision: food, toys, sports equipment

## Language

*Is there a banana? Yes, there is./No, there isn't.*

*Are there any burgers? Yes, there are./No, there aren't.*

## Warm-up

Call out true and false statements about your classroom using *There is* and *There are*. Have the students clap five times if the statements are true and clap once if they are false.

## 1. Look, listen, and say. 🎧 Track 61

Books closed. Ask the class *Is there a door in our classroom?* *Are there windows in our classroom?* Elicit the positive responses *Yes, there is./Yes, there are*. Ask *Is there a bedroom in our school?* *Are there garages in our school?* Elicit the negative responses *No, there isn't./No, there aren't*. Write the above questions and answers on the board.

Ask the students to open their books at Activity 1 on page 62. Explain that Ducky and Froggy are still exploring the farm house.

Play the track once to familiarize the students with content and pronunciation.

Play the track again and get the students to repeat the characters' lines.

Get the students to take turns reading Ducky's and Froggy's lines in pairs.

## 2. Listen and match the questions to the answers. 🎧 Track 62

Draw the students' attention to the little girl who is pointing at her toy box. Present *toy box*. Tell the students they are going to listen to the girl talking about her toys and they must match the questions to the answers in Activity 2.

Play the track a first time for the students to listen to without writing.

Play the track twice more and ask the students to complete the activity.

Read out the questions one by one and get volunteer students to give the answers.

Get the class to look at Ducky's speech bubble at the bottom of the page.

Play the track a final time for the students to write the toys that are not mentioned in the questions next to the picture of Ducky or in their notebooks.

## Answers

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

5. Yes, there is. 6. Yes, there are.

The toys not mentioned are a ball, a bat, a jump rope, a kite, a top, a yo-yo. In the picture there is also a teddy bear.

# Lesson 3

## 1. Look, listen and say. 61



## 2. Listen and match the questions to the answers. 62



1. Is there a toy box in Noura's room?
2. Are there any toys in the box?
3. Is there a racket in the box?
4. Are there any puppets in the box?
5. Is there a dinosaur in the box?
6. Are there any dolls in the box?

Yes, there is.

No, there isn't.

Yes, there are.

No, there aren't.

What else is there in the box?



3. Unscramble, make questions and answer them.

1. your / Is / a / kitchen / there / house / in / ?

Is there a kitchen in your house? \_\_\_\_\_.

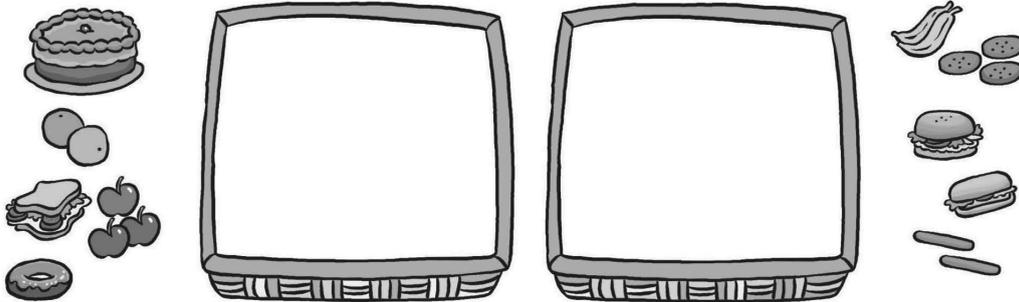
2. bed / your / bears / Are / any / on / teddy / there / ?

\_\_\_\_\_.

3. in / your / computer / Is / bedroom / there / a / ?

\_\_\_\_\_.

4. Choose and draw five food items for your picnic basket.



Is there a sandwich in your basket?

Yes, there is.

**Look!**

There is a toy box in Noura's bedroom.

\_\_\_\_\_

\_\_\_\_\_? No, there isn't.

There aren't any clothes in the box.

\_\_\_\_\_?

Yes, there are. \_\_\_\_\_

### 3. Unscramble, make questions, and answer them.

Draw the students' attention to Activity 3. Get them to complete it individually.

#### Answers

1. Is there a kitchen in your house? 2. Are there any teddy bears on your bed? 3. Is there a computer in your bedroom?

### 4. Choose and draw five food items for your picnic basket.

Get the students to look at Activity 4 and say the names of the food items.

Explain that in one basket, they are going to choose and draw food they would like to take on a picnic.

Divide the class into pairs. Tell the students not to show their partner their picnic basket.

Have them take turns asking and answering about the food they have chosen using the models in the speech bubbles. The student who is asking must draw the food items in the second empty basket in the book. When both students have finished asking and drawing, tell them to compare their pictures.

#### Look!

Draw the students' attention to the *Look!* box. Get them to complete the first part individually by making the sentence negative and then making a question.

Draw the students' attention to the second part. Have them complete it by changing the sentence into a question and by then writing a negative sentence. Check answers.

#### Answers

There isn't a toy box in Noura's bedroom. Is there a toy box in Noura's bedroom?

Are there any clothes in the box? No, there aren't.

**AB** The students do page 45 in the Activity Book.

#### Answers

##### Activity 1

2. There are two shoes in picture A. There's one shoe in picture B. 3. There's a clock in picture B. There isn't a clock in picture A. 4. There are two lamps on the cupboard in picture A. There's one lamp on the cupboard in picture B. 5. There are two boxes in picture B. There aren't any boxes in picture A. 6. There are two chairs in picture A. There's one chair in picture B.

#### Activity 2

2. Are there two lamps in picture A? No, there aren't. (There are three.)  
3. Is there a clock in picture A? No, there isn't. 4. Are there two lamps in picture B? Yes, there are. 5. Is there a window in picture B? Yes, there is.  
6. Is there a chair in picture B? Yes, there is.

### Wrapping Up

Have the students sit in a circle. Whisper a question about the classroom to the student nearest to you, e.g. *Is there a computer in the classroom?* Have the student whisper the sentence to the student next to him/her and so on. Ask the last student to say the question aloud and to answer it. Repeat.

### Extension

Get the students to choose and draw one of the following: a sandwich, three sausages, a hot dog, a donut, two apples, three oranges, a burger, two bananas or a cake. Ask the students to put their drawings in their school bags, without showing other students. Tell the students to work in pairs, guessing what is in their partner's school bag with *Is there...?/Are there...?*

### Homework Assignment

Tell the students to change these sentences into questions:

1. *There's a spider on the table.* 3. *There are cakes in the kitchen.*
2. *There are mice in the house.* 4. *There's a teddy bear on the bed.*

### Teacher's Knowledge Bank

The *Look!* box summarizes language patterns. The students should refer to it as they complete activities. This enables the students to notice language patterns. It may be helpful for the students to complete the *Look!* boxes using different colors, so that the patterns are more memorable.

### Task Card

Complete the questions and answer them.

1. \_\_\_\_\_ a computer in your bedroom?
2. \_\_\_\_\_ sandwiches in your lunchbox?

# Lesson 4

## Objectives

- To identify and learn vocabulary for the family
- To listen to, read and act out a story
- To practice greeting people and introducing others
- To read and write a story by choosing key words

## Materials

- Student's Book pages 64–65
- Audio tracks 63–64
- Activity Book page 46
- (Extension: pieces of card, crayons, glue, beans or glitter)

## Vocabulary

*brother, father, grandfather, grandmother, mother, sister*

## Functions

Greeting people for the first time and introducing others

## Language

*This is my friend Ducky.*

*This is my brother.*

*Nice to meet you.*

*Nice to meet you, too.*

## Warm-up

Ask the students the following questions in English and then in the students' first language:

*How many people are there in your family?*

*Who are they?*

*What do our families do for us?*

*What do we do for our families?*

Encourage the students to share their feelings, experiences and opinions with the class and share your own with them.

## 1. Look, listen, and say. 🎧 Track 63

Draw the students' attention to page 64 Activity 1. Tell the students about your relatives and ask sensitively about the people in their family. Explain that the students are going to learn family members in English.

Play the track and get the students to point to the pictures as they listen.

Play the track a second time for the students to repeat.

Get the class to say the words without the track as they point to the pictures.

## 2. Listen and follow. 🎧 Track 64

Draw the students' attention to page 64, Exercise 2.

Get the students to look at the cartoon story about Froggy introducing Ducky to his family.

Play the track once to familiarize the students with content and pronunciation.

Play the track again and pause after each picture to ask questions to check understanding.

Play the track again and get the students to repeat the characters' lines.

## 3. Act the story out.

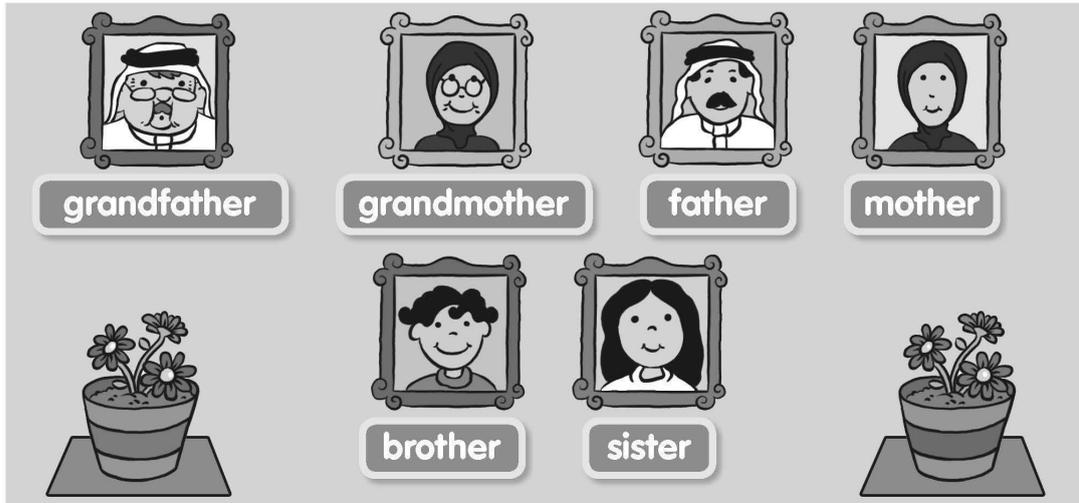
Divide the class into small groups and get each group to perform the story. Tell the students they can use their Student's Books as scripts, but encourage them to have confidence. Some students may wish to put down their books once they have learned their lines. Have the individual groups perform the story for the class.

Call two students to the front and say (Name of student 1), *this is my friend* (name of student 2). Get Student 1 to greet Student 2 by saying *Nice to meet you*. Encourage Student 2 to reply *Nice to meet you, too*.

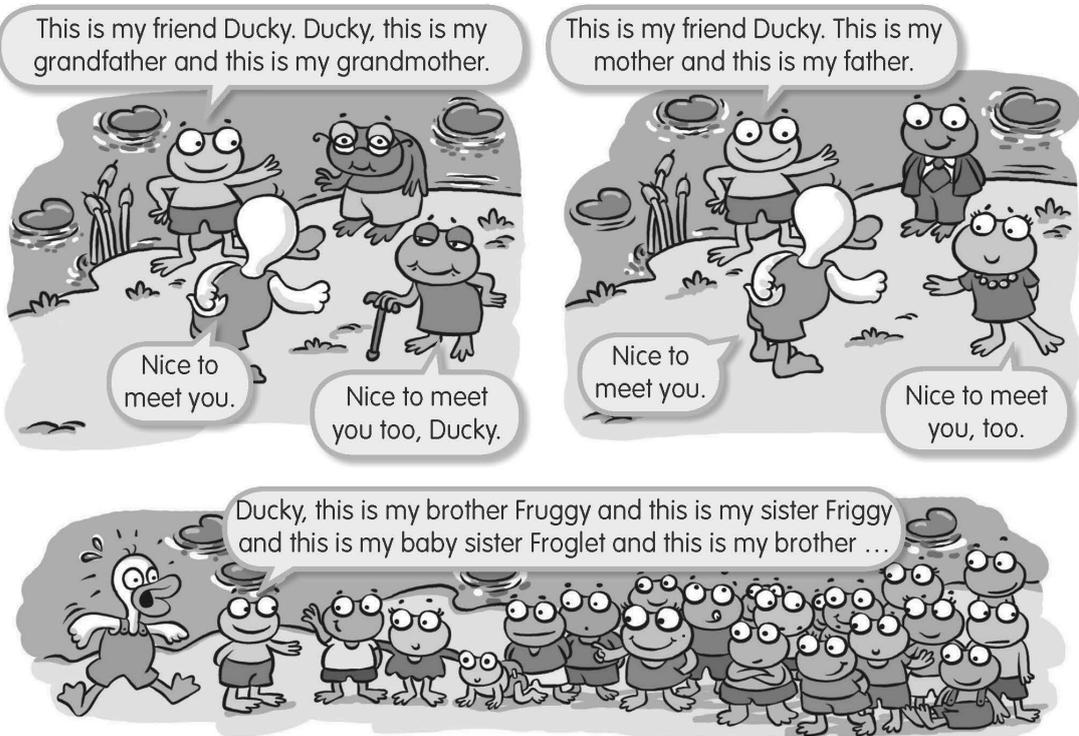
Divide the class into groups of three to practice introducing and greeting in the same way.

# Lesson 4

1. Look, listen and say. 63 



2. Listen and follow. 64 



3. Act the story out.

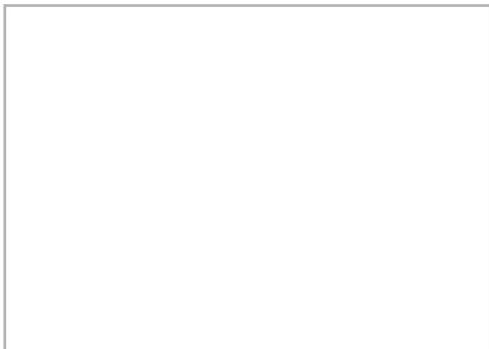
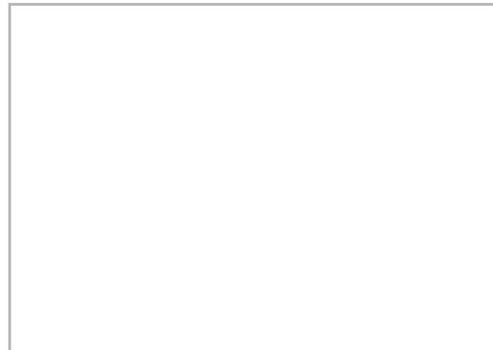
64

4. Make a story. Choose the words and draw your story.



Amy is in the **garage** / **garden** of the farm house. There is a strange shadow on a wall. Amy is curious. She looks at the shadow. It's a **mouse** / **spider** / **snake**. Amy is scared. Run! Amy! Run!

Amy is in the **sitting room** / **bathroom** / **bedroom** of the farm house. There is a box in the corner of the room. Amy is curious. She looks inside. There are **two snails** / **three ants** / **four lizards** in the box! Amy is scared. Run! Amy! Run!



Amy is in the **dining room** / **kitchen** of the farm house. There is a **cake** / **pizza** / **soda**. There are **hot dogs** / **apples** / **oranges** too. Amy is happy. But look, Amy! There is a **camel** / **goat** / **bat** under the table. Run! Amy! Run!

5. Read your story.

**My new words**

\_\_\_\_\_

\_\_\_\_\_

#### 4. Make a story. Choose the words and draw your story.

Direct the students' attention to Activity 4 and the picture of Amy.

Point out the small paragraphs at the side of the empty boxes. As a class, read through the paragraphs and the different options in colored boxes.

Explain that the students must work individually to choose one of the highlighted options in each case to make their own story. Tell them to underline or circle their choices.

Tell the students to draw three pictures to illustrate their choices in the boxes next to the paragraph.

#### 5. Read your story.

Choose volunteer students to show their pictures to the rest of the group as they read out their stories.

#### My new words

Remind the students that they can write any new words they have come across in this lesson in this box.

Encourage the students to guess the meaning of new words.

If the students are unable to work out the meaning of any of their new words, get them to look them up in a dictionary.

Tell the students to write a translation and/or a sentence with the new words in their notebooks.

Words from the story which they might write down include: *strange, shadow, wall, curious, scared, corner.*

**AB** The students do page 46 in the Activity Book.

#### Wrapping Up

Dictate words from Amy's story at random. Have the students write the words in their notebooks. Divide the class into two teams. Have students from each team take turns writing the words on the board. Give a point for each correct word.

#### Extension

Get the students to make "Home Sweet Home" pictures to hang at home.

Get students to write *Home Sweet Home* on pieces of card. Have them outline the words with crayons and glue and to sprinkle beans or glitter over the words outlined with glue. Tell them to shake off all the excess beans/glitter.

#### Homework Assignment

Tell the students to draw a picture of Ducky's family and label the family members. Tell students they can decide how many brothers and/or sisters Ducky has.

#### Teacher's Knowledge Bank

It is valuable for your students to read each other's work and listen to each other's ideas. Encourage your students to respond to their peers' work in an encouraging way, and to talk about its positive features. As long as the environment in the classroom is sufficiently supportive and relaxed, the students can also be encouraged to point out mistakes and suggest improvements in their classmates' work.

#### Task Card

Write another paragraph for Amy's story with a friend. Draw a picture to illustrate your paragraph.

# Lesson 5

## Objectives

- To review language from the unit in a game
- To listen to and say a chant

## Materials

- paper or card
- scissors
- motivational stickers
- Student's Book pages 66–67
- Audio track 65
- Activity Book pages 47–49

## Vocabulary

Revision from Unit 6

## Language

Revision from Unit 6

## Warm-up

Get the students to write four words from Lesson 1 and/or Lesson 4 in large letters on paper or card. Have them cut the words out, then cut each word into separate letters. Get the students to mix the letters up and ask a friend to unscramble the words.

## 1. Play the “How many...?” game. 🎧 Track 65

Direct the students to Activity 1. Make sure that they understand how to play.

Give the students two minutes to look carefully at the picture and tell them to cover it with a sheet of paper.

Play the track and get the students to underline the correct answers.

Play the track again for the students to check their work.

Get the students to uncover the picture. Ask the first question from the track *How many spiders are there?* Elicit the answer. Repeat with the rest of the questions.

Have the students read Majid's and Jamil's speech bubbles at the bottom of the page. Divide the class into pairs. Tell the students to take turns asking and answering questions with *How many...?* about the picture.

Monitor the activity and help as necessary.

## Answers

1. There are nine. 2. There's one. 3. There aren't any. 4. There are six.
5. There is one. 6. There aren't any. 7. There are two. 8. There are six.
9. There are four. 10. There are seven.

# Lesson 5

1. Play the "How many ...?" game. 65

Look at the picture for two minutes.



Cover the picture and underline the correct answers.

- |                      |                   |                   |
|----------------------|-------------------|-------------------|
| 1. There are seven.  | There are nine.   | There are six.    |
| 2. There are two.    | There aren't any. | There's one.      |
| 3. There is one.     | There are three.  | There aren't any. |
| 4. There are three.  | There are five.   | There are six.    |
| 5. There is one.     | There are two.    | There aren't any. |
| 6. There aren't any. | There is one.     | There are two.    |
| 7. There is one.     | There are two.    | There aren't any. |
| 8. There are five.   | There are six.    | There are seven.  |
| 9. There are three.  | There are five.   | There are four.   |
| 10. There are seven. | There are eight.  | There are nine.   |

How many boxes are there?



There's one.

2. Listen and match. 

# Cock-a-doodle-doo!

1



All are asleep,  
On Thistledown Farm,  
The  in the stable,  
The sheep in the barn.

Now, there's food on the .  
Smell the fresh !  
Everyone's up now,  
No one's in .

10



2



There isn't a creature,  
Awake in the ,  
An  or a ,  
Or even a .

There are cows in the fields,  
There are  from the hens.  
Count them with me,  
, eight, nine and ten!

9



3



Cock-a-doodle-doo!  
The rooster's morning cry!  
Wake up, everyone!  
The sun's in the sky!

Cock-a-doodle-doo!  
The rooster's morning cry!  
Wake up, everyone!  
The sun's in the sky!

8



4



5



6

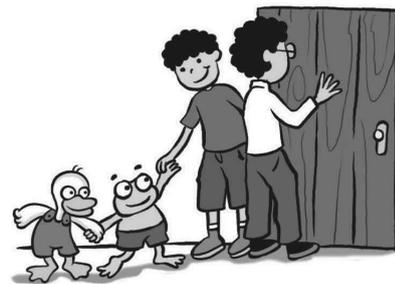


7



3. Chant "Cock-a-doodle-doo!". 

There's a sticker for you!



## 2. Listen and match. 🎧 Track 66

Refer the students to Activity 2. Tell them they are going to listen to a chant. Tell the students that in English roosters say *Cock-a-doodle-doo!* Have the students repeat the sound. You may also wish to present *asleep, awake* and *wake up* before playing the chant.

Explain that the students are going to match the pictures around the lyrics to the gaps in the chant. They must write the numbers next to the pictures in the boxes in the lyrics.

Play the chant a first time to familiarize the students with the lyrics.

Play the chant a second time, but pause for the students to hear the first missing word – *horse* – and for them to write number 4 in the box in the third line of the chant.

Play the rest of the chant, pausing where necessary.

Play the chant again for the students to check their answers.

Ask ten students to provide the numbers for the gaps.

### Answers

The numbers in order are 4, 2, 5, 8, 9, 10, 7, 1, 3, 6.

## 3. Chant “Cock-a-doodle-doo!” 🎧 Track 66

Play the chant again for the students to read along for enjoyment. Have the students sit down at the beginning of the chant, when all the animals are asleep, and then stand up when they hear *Cock-a-doodle-doo!*

**AB** The students do pages 47–49 in the Activity Book. See page 146 of this Teacher’s Book for guidance and answers.

### Wrapping Up

At the end of this lesson, discuss the unit with your students. Find out which activities they enjoyed the most and which they found difficult. Review the language if necessary.

Tell the students that they have finished the sixth unit in *Gateway 2* – and they have been astounding! Tell the students to put the corresponding sticker for this unit in the box next to the girl on page 67 of the Student’s Book.

Draw the students’ attention to the green door on the bottom right-hand side of the page. Ask them where they think the door will lead.

## Extension

Get the students to make a circle and hold their arms up to make “doors” while listening to “*Cock-a-doodle-doo!*” again.

Choose one student at a time and get him/her to go in and out the “doors” (under the other students’ arms) while the chant is being played.

## Homework Assignment

Write out the paragraph below and photocopy it for the class. Tell the students to read and draw a picture.

*Look at my toy chest. There are many toys inside it. There aren’t any dolls but there are two teddy bears. One is brown and the other one is gray. There’s a train and a kite. There’s a ball and a red balloon. There are five cars. I like my toys.*

Stronger students can also draw their own toy chest and write about it.

## Teacher’s Knowledge Bank

It is useful to get into the habit of planning additional tasks for exploiting the chants in the book. Try some of the following:

- Ask additional questions about the lyrics, using language from the unit.
- Get the students to vote on whether they like the chant and to rank their favorite chants.
- Get the students to come up with actions that they can mime while saying the chant.
- Ask the students to “draw” the chant as they listen to it.
- Divide the class into groups and have each group say a different verse.

## Task Card

Draw a picture of a rooster. Show your picture to the class.

# Activity Book self-evaluation and craft

You may wish to devote an additional full lesson to the *I can...!* self-evaluation and the *Do and Share!* craft activity on pages 47–49 of the Activity Book.

## I can ...!

The tasks in the *I can...!* section of the Activity Book on pages 47–48 should not be set as a formal test. Students should be encouraged to complete as much of the material as possible, but the emphasis should be on ensuring that it provides a sense of achievement. The tasks are designed to help students reflect on what they have learned and recognize areas that they still need to work on. Students are thus encouraged to recognize and take responsibility for their own learning.

Spend time going through new task-types, using students' mother tongue to explain where necessary. Have students compare answers with a partner, if you wish.

### Answers

*There is a mistake in each word. Write the words correctly.*

bathroom, bedroom, dining room, living room, kitchen

*Read and complete the pairs.*

grandmother and grandfather, brother and sister,

father and mother

*What do you say? Complete your speech bubble.*

Nice to meet you, too.

## Do and Share!

This section at the end of each unit links English with other areas of students' lives. It provides an opportunity for your students to involve themselves in craft and project work while using English as the medium of communication.

### Materials

construction paper

a pencil

crayons

Hand out the materials. Demonstrate what you want the students to do using the pictures in the book and giving the instructions in English.

Have the students talk about their houses in small groups, using the girl's speech bubble at the bottom of the page as a model.

## TB Assessment page

There is a more formal assessment test on page 245 of the Teacher's Book.

### Answers

#### 1.

1. living room
2. bathroom
3. bedroom
4. garage
5. dining room
6. kitchen
7. pond

#### 2.

1. There's a door.
2. There are two windows.
3. There isn't a table.
4. There aren't any chairs.

#### 3.

1. Is there/No, there isn't.
2. Are there/No, there aren't.
3. How many/There are two.

## Unit

# 7

# The Mountain

### Functions

Talking about what you and others are wearing  
Talking about the weather and the seasons

### Language

*I'm wearing a coat. I'm not wearing a jacket.  
Froggy is wearing a tie. He isn't wearing boots.  
Jamil and Majid are/They're wearing scarves.  
They aren't wearing coats.  
What are you wearing?  
Who's wearing a blue dress? Yasmeen is.  
Who's wearing a sweater? Ducky and Froggy are.  
Who's wearing a tie? I am.  
It's cold. It's raining.  
What's the weather like? It's windy and it's snowing.*

### Vocabulary

*belt, boots, coat, gloves, jacket, jeans, raincoat, scarf, tie, vest  
cloudy, cold, hot, raining, snowing, windy  
spring, summer, fall, winter*

### Gateway Grammar Level 2

*For parents/teachers: page 41  
For students: pages 42–46*

### Gateway Phonics Book 1

*"o": pages 40–41*

# Lesson 1

## Objectives

- To identify and learn clothes vocabulary
- To practice reading and writing clothes vocabulary

## Materials

- clothes flashcards
- Student's Book pages 68–69
- Audio tracks 67–68
- Activity Book page 50
- (Extension: items of clothing, blindfold)

## Vocabulary

*belt, boots, coat, gloves, jacket, jeans, raincoat, scarf, tie, vest*

## Warm-up

Direct the students' attention to page 68. Show them that Majid, Jamil, Ducky and Froggy are stepping into a snowy mountaintop scene. Talk about the picture and the things that the students can see. Ask the following questions using gesture and mime to help convey meaning:

*Do you like cold weather?*

*Do you like playing in the snow?*

*Can you build a snowman?*

*Can you sledge or ski?*

*What special clothes do we wear in cold weather?*

Encourage the class to share their experiences and praise their attempts to answer in English. Use scaffolding techniques to help expand their answers.

## 1. Look, listen, and say. 🎧 Track 67

Tell the students to look very carefully at the snowy mountain scene again.

Play the track for Activity 1. Have the students follow in their Student's Book.

Play the track twice more and have the students repeat each word.

## 2. Read, say, and point.

Stick the clothes flashcards on the board.

Direct the students' attention to Activity 2. Point to the first word (*raincoat*) and read it aloud. Point to the flashcard of the raincoat on the board.

Ask a student to read the second word (*vest*) aloud to the class. Get him/her to point to the flashcard of the vest.

Continue like this with the rest of the new words.

Remove the flashcards from the board. Get the students to read, say and point to the clothes in the picture in pairs.

Walk around the classroom monitoring the activity carefully. Correct pronunciation if necessary.

Unit  
**7**

# The Mountain

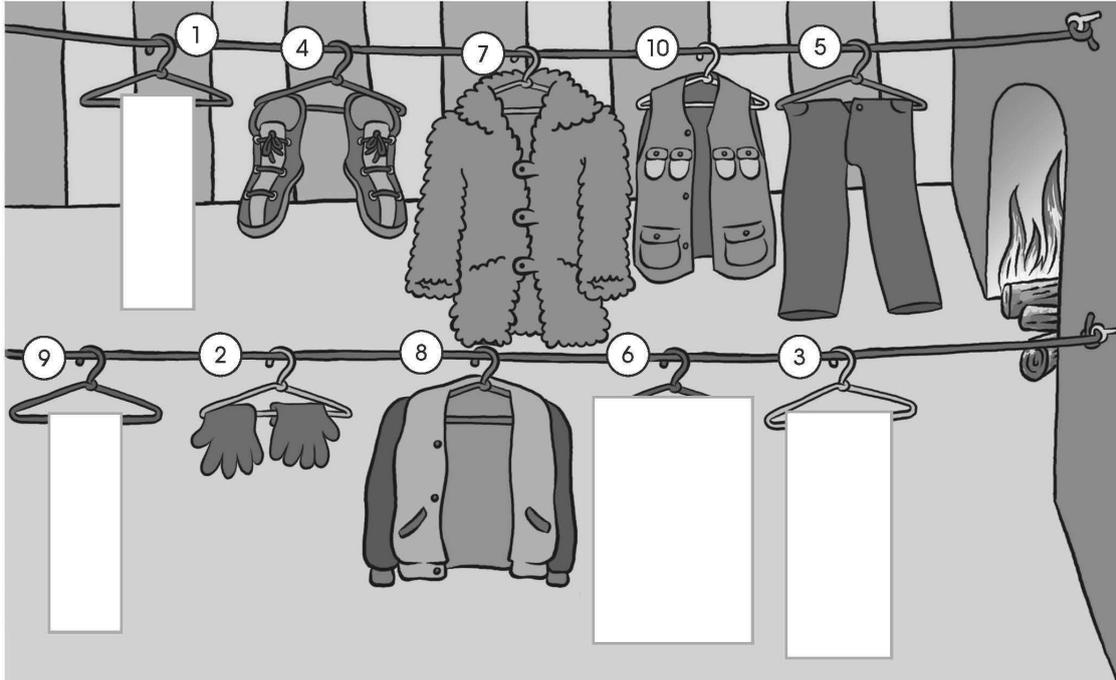
Lesson 1 1. Look, listen and say. 67



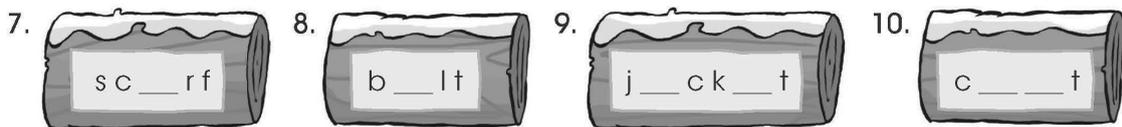
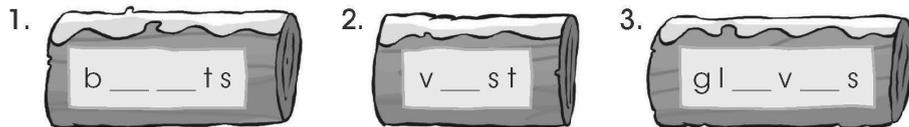
2. Read, say and point.

- raincoat
- vest
- jeans
- belt
- gloves
- scarf
- jacket
- coat
- tie
- boots

3. Listen and complete the pictures. 68 



4. Complete the words with the missing vowels.



### 3. Listen and complete the pictures.

#### Track 68

Draw the students' attention to Activity 3. Explain that there are wet clothes hanging up in front of a fire in the mountain lodge from the picture on page 68. Point out that the numbers next to the items of clothing are not in numerical order. Tell the students they are going to listen and draw some more items of clothing.

Play the track a first time and have the students listen without drawing.

Play the track again and pause after *Number one – It's a tie*. Have the students draw the picture in the appropriate place. Check that the students all know what to do.

Play the track again pausing after numbers three, six and nine for the students to draw.

Draw a tie, a scarf, a raincoat and a belt on the board for the students to check their answers.

#### Answers

1. tie; 9. scarf; 6. raincoat; 3. belt

### 4. Complete the words with the missing vowels.

Ask a volunteer student to say the vowels in English for the rest of the class. Write *a, e, i, o, u* on the board.

Draw the students' attention to Activity 4 and the clothes words written on the logs. Explain that the vowels are missing. Write the first incomplete word on the board if necessary and have a volunteer add the missing vowels. Tell the students to complete the task individually.

Write all the incomplete words on the board and have volunteer students add the missing vowels for the rest of the class to check their answers.

#### Answers

1. boots; 2. vest; 3. gloves; 4. raincoat; 5. tie; 6. jeans; 7. scarf; 8. belt; 9. jacket; 10. coat

 The students do page 50 in the Activity Book.

#### Answers

##### Activity 1

The order from left to right, top to bottom is 1, 6, 10, 3, 2, 4, 5, 9, 7, 8.

##### Activity 2

jacket, tie, jeans, belt, gloves, vest

##### Activity 4

1. raincoat; 2. vest; 3. scarf; 4. coat; 5. belt

### Wrapping Up

Stick the clothes flashcards on the board in random order. Point to each flashcard and elicit the word. Ask the students to cover their eyes as you rearrange the flashcards and remove one. Ask the students to think about which flashcard is missing and write the word. Check answers. Continue with other flashcards.

### Extension

Bring different items of clothing discussed in the lesson to class. Invite a volunteer to sit in front of the class and blindfold him/her. Give the student an item of clothing (e.g. a scarf). Ask *What is it?* If the student guesses correctly, he/she names the next student to take part. If the student guesses incorrectly, he/she sits down and you choose another volunteer.

### Homework Assignment

Write the following task on the board for the students to copy:

*Find a clothes word that has an "e" and an "i".*

*Find two clothes words that have an "a" and an "e".*

### Teacher's Knowledge Bank

It is very likely that your class contains two or more distinct levels of ability, which may mean it is hard to meet the needs of everyone. The students who complete tasks quickly can feel frustrated and reluctant to help the slower students. Encourage fast-finishers to see their role as that of "helper" for slower students, prompting and checking answers.

### Task Card

Write these words in alphabetical order:

*belt vest jacket raincoat glove jeans*

# Lesson 2

## Objectives

- To practice saying what you and others are wearing
- To practice writing sentences with *wear* in the present progressive (first and third person)

## Materials

- items of clothing from Lesson 1
- clothes flashcards
- crayons
- Student's Book pages 70–71
- Audio tracks 69–70
- Activity Book page 51

## Vocabulary

As Lesson 1

## Functions

Talking about what you and others are wearing

## Language

*I'm wearing a coat. I'm not wearing a jacket.*

*Froggy is wearing a tie. He isn't wearing boots.*

*Jamil and Majid are/They're wearing scarves. They aren't wearing coats.*

*What are you wearing?*

## Warm-up

Write the letters of the alphabet on the board and number them 1–26. Get the students to choose an item of clothing from Lesson 1 each. Tell them to write their word on a piece of paper using the numbers on the board to represent the letters, separated by commas (e.g. *coat* = 3, 15, 1, 20). Tell the students to exchange papers with a partner and work out the word using the code on the board. Get the students to draw a picture to go with the "mystery word" when they have decoded it.

### 1. Look, listen, and say. 🎧 Track 69

Books closed. Stick the clothes flashcards on the board. Put on one of the items of clothing from Lesson 1. Point to yourself and say, e.g., *I'm wearing a jacket*. Point to the article of clothing you're wearing and point to the flashcard on the board. Repeat with another item of clothing.

Say something you aren't wearing, for example, *I'm not wearing gloves*. Point to the flashcard on the board. Repeat with another item.

Choose a student and say (Student's name) *is wearing* \_\_\_\_\_ . *He/She isn't wearing* \_\_\_\_\_ .

Point to two or more students and say *They're wearing* \_\_\_\_\_ . *They aren't wearing* \_\_\_\_\_ .

Write all the example sentences on the board and have the students repeat.

Ask the students to open their books to page 70. Play the track for Activity 1 once to familiarize the students with content and pronunciation.

Play the track again and get the students to repeat Ducky's lines.

Have the students work in pairs, taking turns reading Ducky's lines as they point to the speech bubbles.

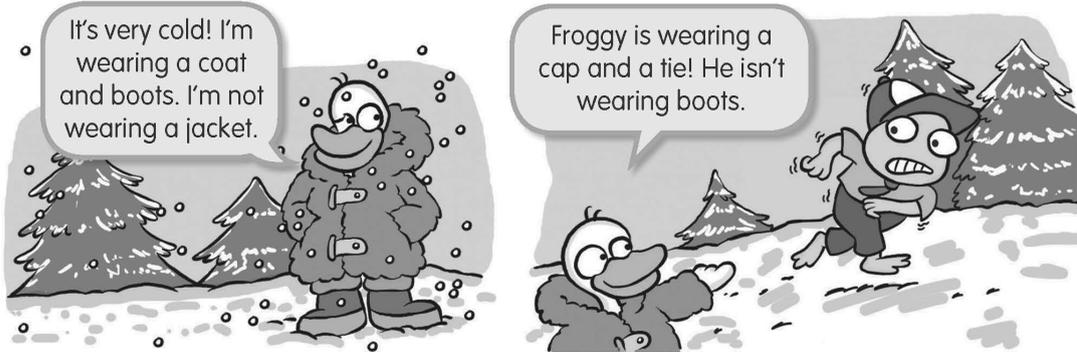
### 2. Language practice.

Get the students to look at Activity 2 (the scene of people on the snowy mountain). Have the students make sentences about the people's clothes in pairs. Encourage them to make both affirmative and negative sentences. Monitor the activity and help as necessary.

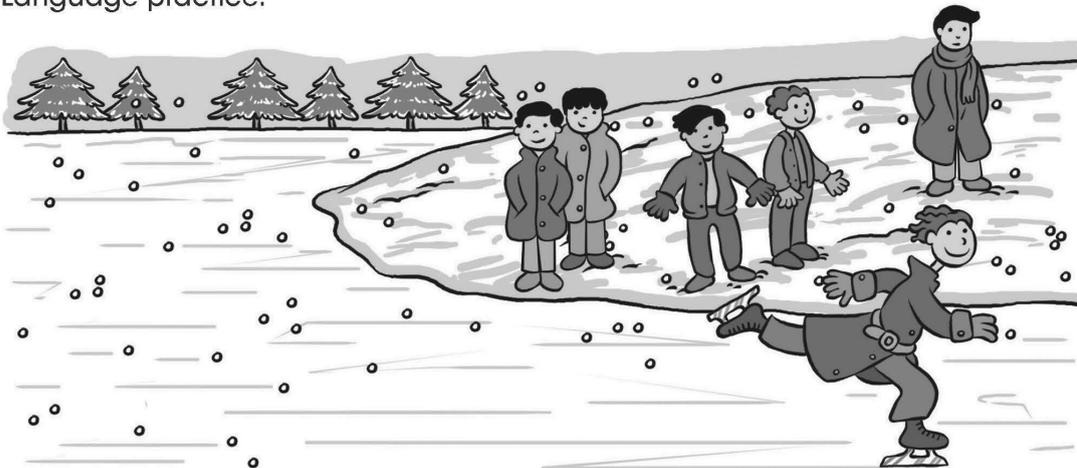
Have volunteer pairs say some of their sentences for the class.

## Lesson 2

### 1. Look, listen and say. 69

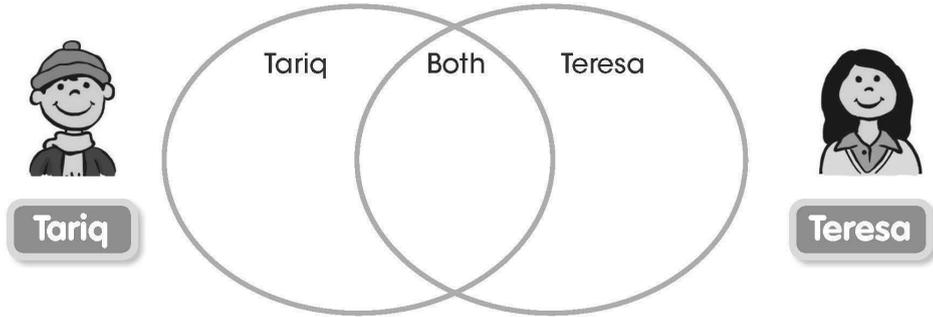


### 2. Language practice.



They're wearing jeans.

3. Listen and complete the diagram. 



4. Write sentences about Tariq and Teresa. Use the cues.

1. (Tariq/hat)

\_\_\_\_\_

2. (Teresa/dress)

\_\_\_\_\_

3. (Tariq and Teresa/raincoats)

\_\_\_\_\_

What are you wearing?



\_\_\_\_\_  
\_\_\_\_\_

**Look!**

are not = aren't

Ducky \_\_\_\_\_ a tie. 

Jamil and Majid \_\_\_\_\_ gloves. 

I'm \_\_\_\_\_ . I'm not \_\_\_\_\_ .

One scarf - Two \_\_\_\_\_



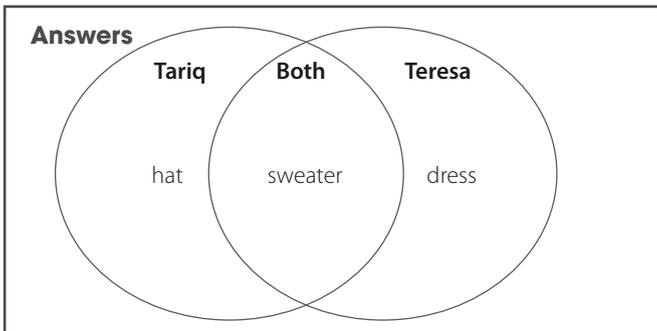
### 3. Listen and complete the diagram.

#### Track 70

Refer students to Activity 3. Explain that they are going to listen to a description of Tariq and Teresa, make notes and then transfer the clothes words to the diagram. Tell the students that they will write clothes words only in Tariq's circle, and some only in Teresa's, but the clothes both children are wearing will be in the section marked "both".

Play the track a first time and have the students listen without writing. Play the track again, pausing after Tariq. Do the same with the description of Teresa's clothes.

Get the students to fill in the diagram. Draw the diagram on the board. Ask two volunteers to fill in the clothes words in the appropriate places.



### 4. Write sentences about Tariq and Teresa. Use the cues.

Refer the students to Activity 4. Write an example on the board if necessary, e.g. *Tariq is wearing a hat.* Get the students to complete the task individually. Check answers.

#### Answers

1. Tariq is wearing a hat. 2. Teresa is wearing a dress.
3. Tariq and Teresa aren't wearing raincoats.

Draw the students' attention to the picture of Froggy. Read the question aloud. Get the students to draw an item of clothing they are wearing and write a sentence with *I'm wearing...*

#### Look!

Draw the students' attention to the *Look!* box. Have them complete it individually. Point out that the plural of *scarf* is *scarves*.

#### Answers

- Ducky is wearing a tie.  
Jamil and Majid aren't wearing gloves.  
*I'm wearing...* *I'm not wearing...*  
One scarf – Two scarves

**AB** The students do page 51 in the Activity Book.

#### Answers

##### Activity 1

1. Petra is wearing a coat. 2. Dicky isn't wearing a vest. 3. Ducky and Dicky are wearing jeans. 4. Petra and Ducky aren't wearing gloves.
5. Dana is wearing a raincoat. 6. Ducky and Dicky are wearing ties.
7. Ducky, Dicky and Dana aren't wearing scarves.

### Wrapping Up

Get the students to draw pictures of themselves wearing winter clothes. Divide the class into pairs. Student A describes him/herself in the picture to Student B, without showing the picture; for example, *I'm wearing a coat. I'm wearing black boots...* Student B writes notes and then draws a picture of Student A. Then the students swap roles. Have the students compare their pictures.

### Extension

Get the students to draw a girl or a boy wearing a very silly outfit. Invite different students to talk about their pictures.

### Homework Assignment

Tell the students to draw a picture of themselves on the mountain wearing winter clothes. Ask them to write four sentences about the picture using *I'm wearing...*

### Teacher's Knowledge Bank

It may be unrealistic to expect *all* the students to complete tasks where they have to draw pictures and write or complete personalized sentences. Allow these tasks to be open-ended. In other words, encourage more independent students to write more, and move on to additional speaking or drawing activities (e.g. the Task Card). Slower students should produce what they can, although you may need to provide additional scaffolding.

### Task Card

Read and draw.

*Ducky is wearing a blue jacket.*

*Jamil and Majid are wearing yellow coats and brown boots.*

*Froggy is wearing a green and orange scarf.*

# Lesson 3

## Objectives

- To revise clothes vocabulary from *Gateway 1*
- To practice asking and answering questions using *Who's wearing...?*
- To practice writing questions using *Who's wearing...?*

## Materials

- two scarves, a tie, a pair of gloves, a hat/cap
- crayons
- old magazines and clothes catalogs
- Student's Book pages 72–73
- Audio tracks 71–72
- Activity Book page 52
- (Extension: ten photographs of people wearing known clothes)

## Vocabulary

Revision: clothes vocabulary from Lesson 1 and *Gateway 1*

## Language

*Who's wearing a blue dress?*     *Ducky is.*  
*Who's wearing a sweater?*     *Ducky and Froggy are.*  
*Who's wearing a tie?*     *I am.*

## Warm-up

Get the students to stand up. Call out true and false statements about what individual students are wearing. The students jump three times if the statements are true and remain standing if they are false.

### 1. Find and circle eight items of clothing.

Tell the students to open their books at page 72 and get them to look at Activity 1.

Explain that there are eight hidden words. Get the students to find and circle the words in pairs.

Check as a class. Write the words on the board in the sequence they are seen on the banner to help the students check their answers.

## Answers

sweater, hat, dress, shoes, cap, shirt, socks, pants

### 2. Look, listen, and say. 🎧 Track 71

Ask four volunteers to come to the front of the class. Put scarves around the necks of the first two students, a tie around the third student's neck and ask the fourth student to put on the gloves. Ask the class *Who's wearing a tie?* Elicit the answer.

Write the above question on the board. Next to the question write: (Student's name) *is*.

Repeat with the gloves and then with the scarves (to produce the plural example (Students' names) *are*).

Put the hat/cap on your head. Ask, e.g. *Who's wearing a hat?* and answer *I am*.

Write this last question and answer on the board.

Draw the students' attention to Activity 2 and point out that the first rabbit is asking the other rabbit questions about the clothes the children are wearing.

Play the track once to familiarize the students with content and pronunciation.

Play the track again and get the students to repeat the rabbits' lines.

Get the students to work in pairs, taking turns to read the rabbits' lines as they point to the speech bubbles.

### 3. Language practice.

Draw the students' attention to Activity 3.

In pairs, get the students to ask and answer questions using *Who's wearing...?* about the characters in the picture. Walk around the classroom monitoring the activity and helping as necessary.

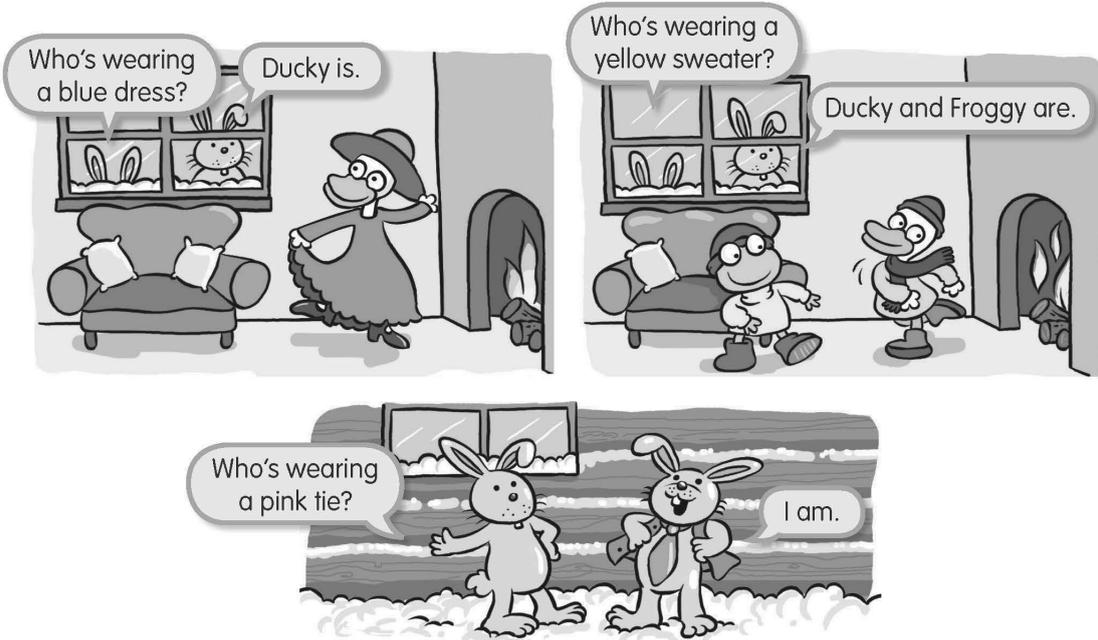
Have volunteer pairs ask and answer some of their questions for the rest of the class.

# Lesson 3

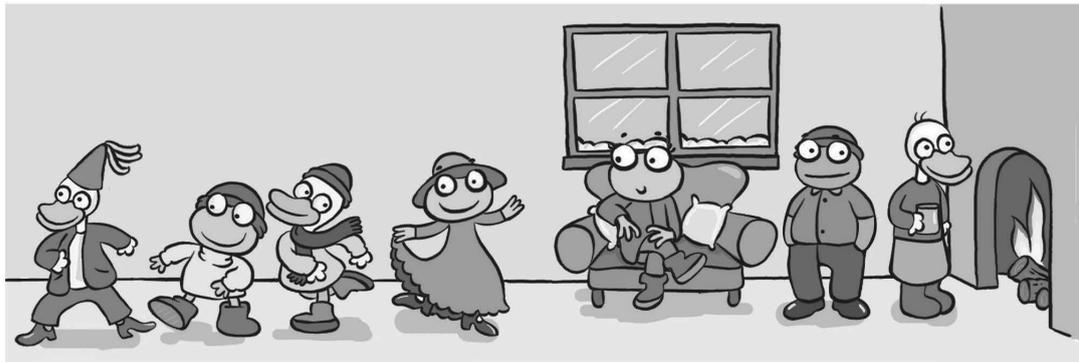
1. Find and **circle** eight items of clothing.

sdlilyvmsweaterityahatdressdssshoesirtcapshirtayfsdsocksantspants

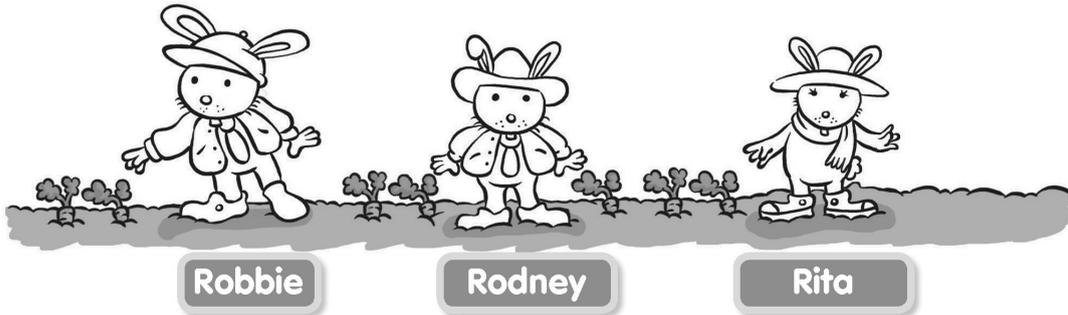
2. Look, listen and say. 71



3. Language practice.



4. Listen and color the clothes. 72 



Robbie

Rodney

Rita

5. Look at the rabbits in Activity 4. Complete the questions and underline the answer.

1. Who's wearing a purple hat?     Rodney is.     Rita and Rodney are.
2. \_\_\_\_\_ wearing red shoes?     Rita and Rodney are.     Rita and Robbie are.
3. \_\_\_\_\_ an orange scarf?     Robbie is.     Rita is.
4. \_\_\_\_\_ a green cap?     Robbie is.     Rodney is.
5. \_\_\_\_\_ a yellow tie?     Rodney is.     Robbie and Rodney are.

6. Write a question for this answer:     Rodney is.

7. Look around your classroom.     Who's wearing a watch?

**Look!**

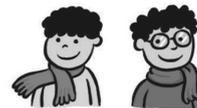
Who's = Who is

Who is wearing a yellow belt?

\_\_\_\_\_.



\_\_\_\_\_?



Jamil and Majid are.

\_\_\_\_\_?



**4. Listen and color the clothes.** 🎧 **Track 72**

Have the students look at the rabbits in Activity 4 and read their names. Explain that the students must listen and color the rabbits' clothes.

Play the track a first time for students to listen only. Play the track a second time, pausing after the description of Rita for the students to find and color the picture. Play the next part of the track, pausing after the description of Robbie for the students to find and color the picture. Repeat for Rodney. Check answers as a class.

**Answers**

Robbie: green cap, yellow tie, brown jacket, blue shoes.

Rodney: red shoes, purple hat, yellow tie, black jacket.

Rita: pink hat, orange scarf, red shoes.

**5. Look at the rabbits in Activity 4. Complete the questions and underline the answer.**

Get the students to complete Activity 5 individually. Check answers as a class.

**Answers**

2. Who's wearing red shoes? Rita and Rodney are. 3. Who's wearing an orange scarf? Rita is. 4. Who's wearing a green cap? Robbie is.

5. Who's wearing a yellow tie? Robbie and Rodney are.

**6. Write a question for this answer.**

Get the students to look back to their colored picture of Rodney in Activity 4 and write an appropriate question. Check as a class.

**Answers**

Who's wearing a purple hat? / Who's wearing a black jacket?

**7. Look around your classroom.**

Draw the students' attention to Activity 7. Encourage an individual student who is wearing a watch to give you the answer *I am*.

Repeat the procedure with other items of clothing. Then use colors, e.g. *Who's wearing a pink sweater? Who's wearing black jeans?*

**Look!**

Draw the students' attention to the *Look!* box. Get the students to complete it individually. Check answers.

**Answers**

Ducky is.

Who's wearing a blue scarf?

Who's wearing blue boots/blue shorts?

**AB** The students do page 52 in the Activity Book.

**Answers****Activity 1**

The missing words are *cap, dress, shoes* and *jeans*.

**Activity 3**

1. Berry is. 2. Who is wearing red pants? Barry and Benny are. 3. Who is wearing a yellow jacket? Barry is. 4. Who is wearing orange boots? Benny is. 5. Who is wearing a yellow hat? Bessy and Berry are. 6. Who is wearing a blue hat? No one. 7. Who's wearing socks? Barry is. 8. Who's wearing gloves? Bessy is.

**Wrapping Up**

Divide the class into small groups. Give each group some old clothes catalogs or magazines. Call out an item of clothing. The group to find the item of clothing, cut it out and show it to the class first wins a point. Repeat with different items of clothing.

**Extension**

Stick ten photographs of people who are wearing known items of clothing on the board. Number them 1–10. Divide the class into two teams. Call a member from each team to the board and ask a question with *Who is wearing a...?* The first of the two students to point to the appropriate photograph gets a point for his or her team. Repeat with different students.

**Homework Assignment**

Tell the students to draw their own rabbit and give him/her a name. Ask them to write three sentences about what the rabbit is wearing.

**Teacher's Knowledge Bank**

Collect old magazines and catalogs and keep them to use for a variety of activities.

**Task Card**

Look at the pictures on page 72 in your Student's Book.

Unscramble the questions and answer them.

*is / a / sweater / Who / yellow / wearing / ? /*

*dress / blue / a / wearing / Who / is / ?*

# Lesson 4

## Objectives

- To practice talking about the weather
- To identify and learn the names of the seasons
- To read descriptions and match them to photographs

## Materials

- pieces of A4 card
- scissors
- pieces of paper (cut into rectangles 5 x 7 cm)
- crayons or colored pencils
- sticky tape
- rulers
- Student's Book pages 74–75
- Audio tracks 73–75
- Activity Book page 53

## Vocabulary

*cloudy, cold, hot, raining, snowing, windy  
spring, summer, fall, winter*

## Functions

Talking about the weather and the seasons

## Language

*It's cold. It's raining.*

*What's the weather like? It's windy and it's snowing.*

## Warm-up

Write the following jumbled words on the board:

*rtsawee ktjaec itsrh oessh trcaiona osgvle*

Ask the students to unscramble the words individually. Call a student to the board and ask him/her to write the first word and to draw a picture to go with it. Continue like this with the other words.

## Answers

sweater, jacket, shirt, shoes, raincoat, gloves

## 1. Look, listen, and say. 🎧 Track 73

Draw the students' attention to page 74 Activity 1. Have them look at the pictures of the mouse. Explain that the students are going to learn how to describe different weather conditions in English in this lesson.

Play the track for Activity 1 and get the students to point to the sentences and then the pictures as they hear them. Play the track a second time for the students to repeat the sentences.

Get the class to say the sentences without the track as they point.

## 2. Listen and follow. 🎧 Track 74

Write *What's the weather like?* on the board. Look out of the window of the classroom and shiver if it's cold or wipe your brow if it's hot. Elicit an answer and write it on the board (e.g. *It's raining.*).

Draw the students' attention to Activity 2. Explain that the frog is Froggy's cousin. Play the track once to familiarize the students with content and pronunciation. Play the track again and pause after each picture to check understanding. Play the track again and get the students to repeat the characters' lines.

## 3. Make a weather calendar.

Draw the students' attention to Activity 3. Explain that they are going to create their own weather calendar for the classroom.

Divide the class into groups of three to six students. Give each group a piece of A4 card, scissors, six pieces of paper, colored pencils or crayons, sticky tape and a ruler.

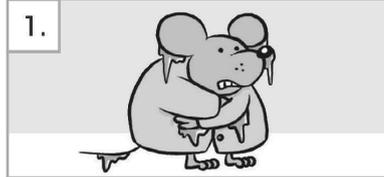
Get the students in each group to draw and color six pictures that illustrate the different weather conditions in Activity 1. The pictures should only be about 5 cm in width and 6/7 cm in height (hand out pieces of paper of the correct size if you wish). Below each of the pictures they must write *cold, snowing, raining, etc.* Have each group stick these pictures together with tape to create a long strip. Monitor and help as necessary.

Tell the students to cut two slits in the A4 card as shown in the Student's Book (or do this part yourself). The students can then insert the strip of drawings into the slits and move it to show the weather that day. Tell the students to write *Today it's...* on the right of the slits and *Our Weather Calendar* at the top. Have the different groups practice moving the strip and talking about the different weather conditions. Ask volunteer groups to present their calendars to the rest of the class. Display all the calendars.

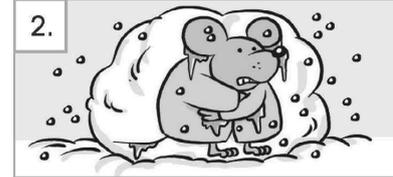
# Lesson 4

1. Look, listen and say. 73 

1. It's cold.



2.



2. It's snowing.

3. It's windy.



4.

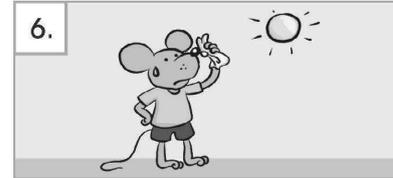


4. It's cloudy.

5. It's raining.



6.



6. It's hot.

2. Listen and follow. 74 

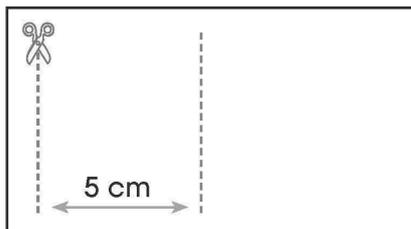
What's the weather like, Froggy?



It's cold. It's windy and it's snowing.



3. Make a weather calendar.



It's raining today.



4. Listen, read and match. 75 

It's spring. It's a lovely day. I see small flowers on the grass. They are yellow and white. The trees have some leaves on their branches. They are green. The sun is in the sky but it's cold.

It's summer. The lake is bright and blue. It's very hot today. I see trees and flowers everywhere; some of them are red and others are yellow. Listen to the birds sing.

It's fall. It's windy today. There are clouds in the sky. The leaves on the trees are orange and red. The rabbits and the deer are in their homes. The lake is blue.

It's winter and it's very cold. Everything is white. There aren't any flowers and the trees are bare. I don't see any birds or rabbits or deer. Look at the land! It's white and icy!



**My new words**

\_\_\_\_\_

\_\_\_\_\_

5. Read and write *spring, summer, fall* or *winter*.

- 1. I don't see any flowers. It's snowy. \_\_\_\_\_ winter \_\_\_\_\_
- 2. The flowers are very colorful. \_\_\_\_\_
- 3. I see colorful leaves. \_\_\_\_\_
- 4. There are small flowers on the grass. \_\_\_\_\_

What is winter like in your country?



#### 4. Listen, read, and match. 🎧 Track 75

Direct the students' attention to Activity 4. Talk about the weather conditions they can see and the changes in the environment. Tell the students that they are going to listen to someone describing the seasons. They must match the paragraphs with the photographs.

Write *spring, summer, fall, winter* on the board. Play the track for the students to listen to all the descriptions and ask them to underline the season words from the board in their notebooks.

Play the track again and pause after the first description. Elicit the matching photograph. Get the students to draw a line from paragraph one to the matching photograph (4). Repeat with the other descriptions.

#### Answers

First paragraph – picture 4; Second paragraph – picture 3;  
Third paragraph – picture 1; Fourth paragraph – picture 2

#### My new words

Remind the students that they can write any new words they have come across in the descriptions in this box. Encourage the students to guess the meaning of new words, use a dictionary, and write a translation and/or a sentence for each new word.

Words which they might write down include: *lovely, flowers, grass, branches, sky, lake, bright, everywhere, deer, everything, bare, icy.*

#### 5. Read and write *spring, summer, fall* or *winter*.

Check that the students understand the meaning of *flower* and *colorful*. Get the students to complete the task by referring back to the descriptions of the seasons in Activity 4. Tell them they must write only one season for each sentence.

Have a volunteer say the correct season for each sentence.

#### Answers

1. winter; 2. summer; 3. fall; 4. spring

Draw the students' attention to Jan's question. Ask *What is winter like in your country?* Get the students to talk about winter in their country in pairs.

**AB** The students do page 53 in the Activity Book.

#### Answers

##### Activity 1

Clockwise from top left the sentences should be: It's hot. It's cold. It's windy. It's cloudy. It's snowing. It's raining.

#### Wrapping Up

Call a student to the front. Whisper into his/her ear *It's raining*. The student has 30 seconds to mime the weather. The first student to guess correctly does the next mime.

#### Extension

Get the students to draw their favorite season of the year. Ask them to write and complete the following sentence below the picture: *My favorite season is \_\_\_\_\_. In \_\_\_\_\_ the weather is \_\_\_\_\_.*

#### Homework Assignment

Tell the students to write the names of the seasons of the year in English and in their own language in their notebooks.

#### Teacher's Knowledge Bank

When students are working in groups, it is often useful to give them different roles. In this way, we can acknowledge and encourage the students' different skills and intelligence types. When groups are doing project work, different group members can have responsibility for drawing, cutting and sticking, writing and presenting, etc.

#### Task Card

Write two things you wear when the weather is cold, two things you wear when the weather is hot, and two things you wear when it's raining.

Note: You may wish to prepare a paper snowflake (see teaching notes for Student's Book page 76 *Let's make snowflakes!* on the next page) to show your students in the next lesson.

# Lesson 5

## Objectives

- To review language from the unit in a game
- To listen to and say a chant

## Materials

- paper
- pencils
- plates
- scissors
- motivational stickers
- Student's Book pages 76–77
- Audio track 76
- Activity Book pages 54–56
- (Extension: card, white polystyrene packing chips or cotton wool, glue)

## Vocabulary

Revision from Unit 7

## Language

Revision from Unit 7

## Warm-up

Teach the students the following rhyme:

*Rain, rain! Go away!  
Come again another day!  
Everybody wants to play!*

Perform the following actions to represent different weather in this order. Have the students copy each action.

*soft raindrops* – softly snap your fingers  
*louder raindrops* – snap your fingers loud and fast  
*very loud raindrops* – hit your hands on your thighs/your desk  
*thunder* – stamp your feet  
*lightning* – clap your hands sharply  
*thunder* – stamp your feet  
*very loud raindrops* – hit your hands on your thighs/your desk  
*louder raindrops* – snap your fingers loud and fast  
*soft raindrops* – softly snap your fingers

## 1. Play “Catch Snowflakes” with a partner. Every time you give a correct answer you catch a snowflake. The student with the most snowflakes wins!

Direct the students to Activity 1. Read the instructions and make sure the students understand how to play.

Divide the class into pairs. Students take turns choosing a task from one of the boxes. If they complete the task successfully, they circle it, claiming it as their own “snowflake”.

Walk around the classroom monitoring the game.

## Answers

- |   |   |
|---|---|
| 1. jeans                                    | 11. C-O-A-T   |
| 2. gloves                                   | 12. gloves  |
| 3. It's raining                             | 13. What's your teacher wearing today? Students' own answers. |
| 4. I'm not wearing green socks.             | 14. Students' own answers.                                    |
| 5. J-A-C-K-E-T                              | 15. It's hot.   |
| 6. Who is wearing a green hat? Froggy       | 16. S-C-A-R-F   |
| 7. It's windy.                              | 17. My brother isn't wearing red shoes.                       |
| 8. sweater                                  |   |
| 9. My friends aren't wearing brown jackets. |   |
| 10. They are wearing scarves.               |   |

## Let's make snowflakes!

Get the students to look at the boy at the bottom of the page. Tell the students that they are going to make paper snowflakes. Show them a completed snowflake if you have prepared one. Give each student (or pair of students) large pieces of paper, a plate, pencils and scissors.

Have the students put a plate on a piece of paper. Get them to draw around it to create a circle. This circle must then be cut out and folded into four.

Taking great care, the students then cut out holes of different shapes and sizes in their folded paper.

When the paper is opened they will have their own paper snowflake!

Display the snowflakes around the class.

# Lesson 5

1. Play "Catch Snowflakes" with a partner. Every time you give a correct answer you catch a snowflake. The student with the most snowflakes wins!



1 Write the word:  
a j n e s

2 Answer: What's Froggy wearing?

3 Answer: What's the weather like today?

4 Make the sentence negative:  
I'm wearing green socks.

5 Say and spell:

6 Unscramble the question and answer it:  
is / a / green / Who / hat / wearing / ?

7 Answer: What's the weather like today?

8 Write the word:  
r a t e e w s

9 Make the sentence negative:  
My friends are wearing brown jackets.

10 Answer: What are Jamil and Majid wearing?

11 Say and spell:



12 Write the word:  
e g v l s o

13 Unscramble the question and answer it:  
wearing / your / What's / teacher / today / ?

14 Answer the question:  
What are you wearing today?



15 Answer: What's the weather like today?

16 Say and spell:

17 Make the sentence negative:  
My brother is wearing red shoes.



Let's make snowflakes!



2. Listen and complete the chant with a friend. 76 

## Winter

It's cold and ...  
 It's snowing .  
 The plants and \_\_\_\_\_  
 Aren't growing.  
 But out of spring,  
 \_\_\_\_\_ and fall,  
 I like winter  
 Most of all.  
 But out of spring,  
 Summer and fall,  
 I like winter  
 Most of all.

Though I think \_\_\_\_\_ ...  
 Is quite fine,  
 And in summer  
 We have a \_\_\_\_\_ time,  
 And I \_\_\_\_\_ the  
 Leaves in fall,  
 I like winter  
 Most of all.  
 Though I like the  
 Leaves in fall,  
 I like winter  
 Most of all.

Yes, I think winter is rather nice,  
 There's snow \_\_\_\_\_ the ground  
 And the lake is ice!  
 And I am \_\_\_\_\_ my warm clothes  
 A \_\_\_\_\_ on my head  
 And \_\_\_\_\_ on my toes.  
 And I am \_\_\_\_\_ my warm clothes  
 A \_\_\_\_\_ on my head  
 And \_\_\_\_\_ on my toes.

summer	socks
spring	hat
snowing	wearing
good	flowers
socks	on
hat	wearing
like	



What's your favorite season?



3. Chant "Winter". 76 

Cool!



## 2. Listen and complete the chant with a friend. 🎧 Track 76

Divide the class into pairs. Refer them to Activity 2. Tell the students they are going to listen to a chant and that, working together, they must fill in the missing words in the chant using the words in the white box.

Play the chant a first time to familiarize the students with the lyrics.

Play the chant a second time, but pause for the pairs to hear the first missing word – *snowing* – and for them to write it on the line.

Play the rest of the chant, pausing where necessary for the students to write.

Play the chant again for students to check their answers.

Ask pairs of students to provide the missing words. You may wish to explain the meaning of some of the new words and phrases in the chant (for example, *growing, most of all, nice, warm, have a good time*).

### Answers

The completed lines are:

... It's snowing.

The plants and flowers ...

... Summer and fall ...

... There's snow on the ground

... And I am wearing my warm clothes

A hat on my head

And socks on my toes.

And I am wearing my warm clothes

A hat on my head

And socks on my toes.

Though I think spring ...

... We have a good time,

And I like the ...

Have the students look at the snowman below the chant and his question in the speech bubble.

Get the students to answer, talk about their favorite seasons and say why they like them.

## 3. Chant "Winter". 🎧 Track 76

Play the chant again for the students to chant along for enjoyment.

**AB** The students do pages 54–56 in the Activity Book. See page 168 in this Teacher's Book for guidance and answers.

## Wrapping Up

At the end of this lesson, discuss the unit with your students. Find out which activities they enjoyed the most and which they found difficult. Review the language if necessary.

Tell the students that they have finished the seventh unit in *Gateway 2* – and they have been cool! Tell the students to put the corresponding sticker for this unit in the box next to the rabbit on Student's Book page 77.

Draw the students' attention to the red door on the bottom right hand side of the page. Ask them where they think the door will lead.

## Extension

Give out pieces of card. Have the students draw a winter scene in the mountain – a bare tree, a snowman, a mountain hut, etc. Tell the students to glue white polystyrene packing chips or cotton wool onto their winter scenes to make snow. Ask volunteers to show their pictures to the class and say what they can see.

## Homework Assignment

Tell the students to write the seasons of the year in order of preference.

## Teacher's Knowledge Bank

For some activities, it is appropriate to pair students of similar level and ability. This works well for activities such as games where students can work at their own pace, or where the complexity of the task can be adjusted. It also allows you to monitor and help the pairs that need more support.

## Task Card

Draw a tree in spring.

Draw the same tree in summer.

Draw the same tree in fall.

Draw the same tree in winter.

# Activity Book self-evaluation and craft

You may wish to devote an additional full lesson to the *I can...!* self-evaluation and the *Do and Share!* craft activity on pages 54–56 of the Activity Book.

## I can ...!

The tasks in the *I can...!* section of the Activity Book on pages 54–55 should not be set as a formal test. Students should be encouraged to complete as much of the material as possible, but the emphasis should be on ensuring that it provides a sense of achievement. The tasks are designed to help students reflect on what they have learned and recognize areas that they still need to work on. Students are thus encouraged to recognize and take responsibility for their own learning.

Spend time going through new task-types, using students' mother tongue to explain where necessary. Have students compare answers with a partner, if you wish.

### Answers

*Underline the correct sentences. Correct the wrong ones.*

Correct sentences: They're gloves. They're boots. They're jeans.

Corrected sentences: It's a tie. It's a jacket. It's a scarf.

*Write Leila's words.*

It's raining today.

*Which season of the year is missing? Write it on the line.*

summer

## Do and Share!

This section at the end of each unit links English with other areas of students' lives. It provides an opportunity for your students to involve themselves in craft and project work while using English as the medium of communication.

### Materials

construction paper  
magazines and newspapers (with photographs of celebrities)  
scissors  
a glue stick  
a marker

Hand out the materials. Demonstrate what you want the students to do using the pictures in the book and giving the instructions in English.

Have the students talk about their "Star Fashion Parade" books in pairs or small groups, using the girl's speech bubble at the bottom of the page as a model.

### TB Assessment page

There is a more formal assessment test on page 246 of the Teacher's Book.

### Answers

#### 1.

1. raincoat
2. vest
3. tie
4. gloves
5. belt

#### 2.

1. (Students draw gray gloves.)
2. (Students draw a black hat.)
3. (Students draw a red scarf.)
4. (Students draw blue gloves.)
5. (Students draw a purple jacket.)

#### 3.

1. It's snowing.
2. It's raining.

Unit

8

# The Amusement Park

## Functions

Talking about what you and others are doing  
Talking about feelings

## Language

*What are you doing?*

*I'm taking a photo.*

*What's Froggy doing?*

*He's playing with a ball. He isn't eating a sandwich.*

*What are Majid and Jamil doing?*

*They're drinking. They aren't riding on the carousel.*

*Are you writing your diary? Yes, I am./No, I'm not.*

*Is Yasmeeen reading? Yes, she is./No, she isn't.*

*Are Jamil and Majid looking at me? Yes, they are./ No, they aren't.*

*Why are you smiling? Because I'm happy.*

*How are you feeling now? I'm excited!*

## Vocabulary

*buy, drink, eat, jump, play, ride, run, sell, take, walk*

*listen, look, read, write*

*excited, happy, nervous, sad*

*crying, shaking, smiling*

## Gateway Grammar Level 2

*For parents/teachers: page 47*

*For students: pages 48–52*

## Gateway Phonics Book 1

*"p": pages 42–43*

# Lesson 1

## Objectives

- To identify and learn verbs
- To practice reading and writing verbs

## Materials

- verb flashcards
- Student's Book pages 78–79
- Audio tracks 77–78
- Activity Book page 57

## Vocabulary

*buy, drink, eat, jump, play, ride, run, sell, take, walk*

## Warm-up

Direct the students' attention to page 78. Show them that Majid, Jamil, Ducky and Froggy are riding a roller coaster in an amusement park. Talk about the picture and the things they can see. Those students who have used *Gateway 1* may be able to recognize Kiko and Velvet on the roller coaster too.

Ask the following questions, using gesture and mime to help convey meaning:

*Do you like amusement parks?*

*What rides do you like?*

*Do you get scared on roller coasters?*

*What are the names of some amusement parks in (your country)?*

Encourage the students to share their experiences and praise their attempts to answer in English.

## 1. Look, listen, and say. 🎧 Track 77

Have the students look very carefully at the picture of the amusement park and the different things the people are doing.

Play the track for Activity 1. Have the students follow in their Student's Book.

Play the track twice more and tell the students to repeat each verb.

## 2. Read, say, and point.

Stick the verb flashcards on the board. Direct the students' attention to Activity 2. Point to the first verb (*eat*) and read it aloud. Point to the flashcard of *eat* on the board.

Ask a student to read the second verb (*run*) aloud. Get him/her to point to the flashcard of *run*.

Continue like this with the rest of the verbs.

Remove the flashcards from the board. Get the students to read, say and point to the verbs in the picture.

Walk around the classroom monitoring the activity carefully. Correct pronunciation if necessary.

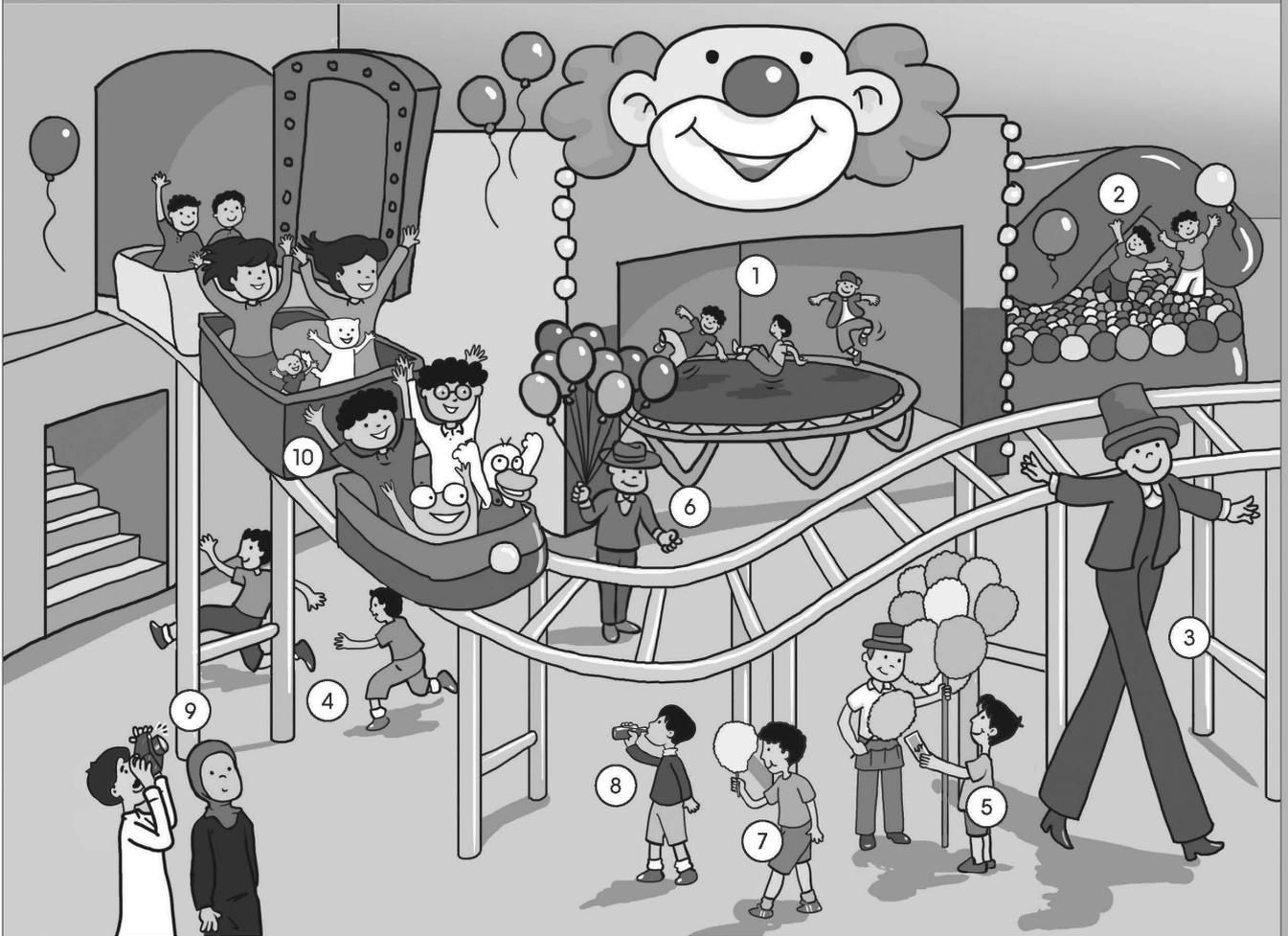
Unit

8

# The Amusement Park

Lesson 1

1. Look, listen and say. 77



2. Read, say and point.

eat

run

play

drink

jump

sell

walk

ride

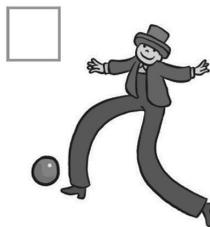
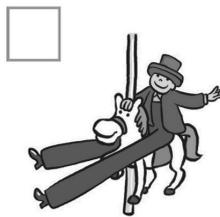
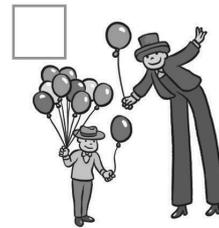
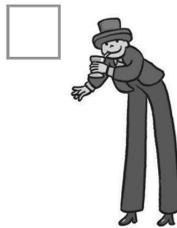
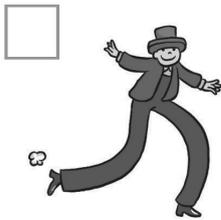
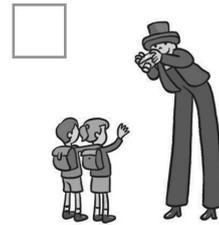
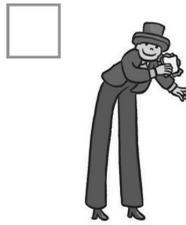
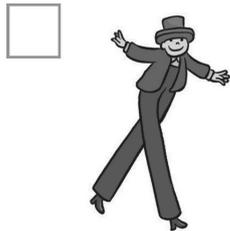
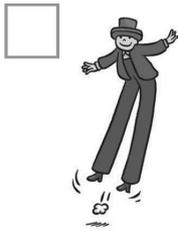
buy

take

78

3. Listen and write the letters in the box. 78 

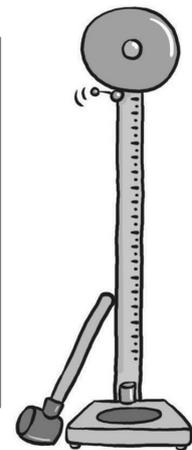
E K U Q G I H O A J



4. Find the ten verbs in the word search.

5. Match the verbs to the pictures in Activity 3.

T	I	J	S	E	L
A	S	U	R	I	D
K	E	M	H	G	K
E	A	P	P	L	A
B	T	L	G	A	D
U	D	R	I	N	K
Y	W	A	L	K	Y



**3. Listen and write the letters in the box.**



Draw the students' attention to Activity 3. Talk about what the man is doing in each picture, choosing from the verbs in Activity 2. Point out that the price tags attached to the tray of cookies in the sixth picture show *sell* and that the little boy with the balloons in the eighth picture shows *buy*.

From left to right, top to bottom the pictures show: *jump, walk, eat, take, run, sell, drink, buy, ride* and *play*.

Ask a volunteer to read the letters above the pictures aloud for the class to repeat. Play the track a first time. The students listen only.

Play the track again and pause after *Letter G – sell*. Have the students write the letter *G* in the box next to the sixth picture. Play the rest of the track, pausing to give the students time to write the letters. Play the track again for the students to check their work. Check answers.

**Answers**

The order of the letters, from left to right, top to bottom is: J, K, E, O, A, G, Q, I, H, U.

**4. Find the ten verbs in the wordsearch.**

Get the students to find the verbs individually for Activity 4. Have the students compare in pairs. Check answers.

**Answers**

T	I	J	S	E	L	L
A	S	U	R	I	D	E
K	E	M	M	H	G	K
E	A	P	P	L	A	Y
B	T	L	G	A	D	R
U	D	R	I	N	K	U
Y	W	A	L	K	Y	N

**5. Match the verbs to the pictures in Activity 3.**

Get the students to write the verbs they found in the wordsearch below Activity 5 and to write the letter of the picture from Activity 3 next to each verb. Check answers as a class.

**Answers**

jump – J, walk – K, eat – E, take – O, run – A, sell – G, drink – Q, buy – I, ride – H, play – U.

**AB** The students do page 57 in the Activity Book.

**Answers**

**Activity 1**

The order from left to right, top to bottom is 9, 3, 7, 10, 1, 6, 4, 5, 8, 2.

**Activity 2**

1. sell; 2. buy; 3. walk; 4. play; 5. ride

**Activity 4**

1. run; 2. take; 3. eat; 4. jump; 5. drink

**Wrapping Up**

Write all the verbs from the lesson on the board. Get the students to stand up. Point to a verb and get all the students to mime.

**Extension**

Write *play* on a small piece of paper. Do not let any students see the paper. Have the students stand in a circle. Give the ten verb flashcards to different students. Tell them to pass the flashcards around. Shout *Stop!* Unfold the piece of paper and read out *play*. The student holding the flashcard *play* has to mime the action. Repeat with other verbs.

**Homework Assignment**

Write the following on the board for the students to copy and complete.

w \_ \_ k    \_ \_ m p    \_ \_ ll    pl \_ \_  
\_ \_ i \_ k    \_ u \_

(Answers: *walk, jump, sell, play, drink, run.*)

**Teacher's Knowledge Bank**

Anything written on the board should usually be in lower case letters, to give the students a natural model. But the students need to get used to seeing both upper case and lower case letters in games and activities. It is also important to point out words that normally start with a capital letter, e.g. names, days of the week, school subjects.

**Task Card**

Count the balloons in the Amusement Park on page 78.

# Lesson 2

## Objectives

- To learn and practice the present progressive
- To practice asking and answering *What...?* questions in the present progressive
- To practice writing sentences in the present progressive (third person singular and plural)

## Materials

- verb flashcards
- Student's Book pages 80–81
- Audio tracks 79–80
- Activity Book page 58
- (Extension: crayons)

## Vocabulary

As Lesson 1

## Functions

Talking about what you and others are doing

## Language

*What are you doing? I'm taking a photo.*

*What's Froggy doing?*

*He's playing with a ball. He isn't eating a sandwich.*

*What are Majid and Jamil doing?*

*They're drinking. They aren't riding on the carousel.*

## Warm-up

Have all the students stand up. Say *Walk!* All the students walk around the classroom. When you say *Freeze!* they have to freeze in position. Any students who move are out of the game. Repeat with other verbs from Lesson 1.

### 1. Look, listen, and say. 🎧 Track 79

Books closed. Stick the verb flashcards on the board. Ask three volunteers to come to the board. Whisper an instruction to the first student, e.g. *Eat!* The student mimes. Whisper a different instruction to the other two volunteers, e.g. *Drink!* The two students mime. Have the rest of the class guess the verbs being mimed.

Have the student who performed *eating* repeat the mime. Say (Student's name)'s *eating*. Place emphasis on *ing*. On the board, below the eat flashcard, write *eating*.

Ask *Is* (student's name) *running*? Elicit *No, he/she isn't*. On the board write *What's* (student's name) *doing*? Elicit *He's / She's eating*.

Repeat the procedure with the two students who are miming *drinking*, and write the plural question *What are* (students' names) *doing?* and the answer *They're drinking* on the board.

Ask the students to open their books at Activity 1 on page 80. Explain that Majid and Jamil – in the fifth picture – are high over the amusement park looking down at their friends. Have the students look very carefully at the pictures and what's happening.

Play the track once to familiarize the students with content and pronunciation.

Play the track again and get the students to repeat Jamil's and Majid's questions and answers.

Get the students to take turns reading Jamil's and Majid's lines in pairs as they point to the speech bubbles.

### 2. Write the *-ing* forms of the verbs.

Get the students to look at Activity 2. Draw their attention to the example. Explain that for most of the new verbs they have learned (like *eat*) they just need to add *ing*.

For some verbs, however, the spelling is different. Point out that they may have noticed this in the story in Activity 1 with the verbs *riding*, *running* and *taking*.

Explain that with verbs that end in 'e', the 'e' is removed before adding *ing*.

Explain that with verbs that end in 'n', a second 'n' is added before *ing*.

Get the students to complete the task individually, referring to Activity 1 to help them with the irregular spellings.

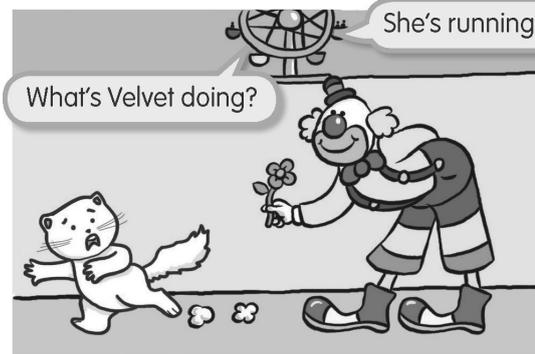
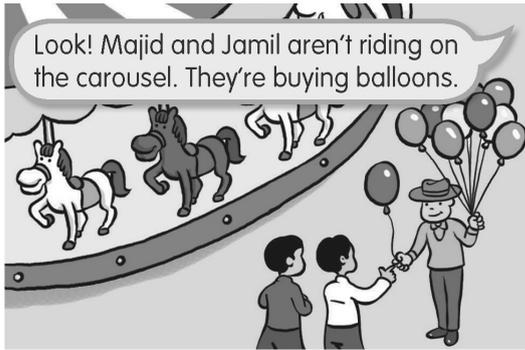
Write the ten verbs on the board with a line below each one and write *eating* on the first line, as in the example. Have nine students complete the *ing* forms.

## Answers

playing, drinking, taking, riding, jumping, walking, selling, running, buying

# Lesson 2

## 1. Look, listen and say. 79



## 2. Write the *-ing* forms of the verbs.

eat	play	drink	take	ride
eating	_____	_____	_____	_____
jump	walk	sell	run	buy
_____	_____	_____	_____	_____

3. Listen and match. 80 

Ali



Bilal and Basem



Salma and Sara

Jasem and Ahmad

Kareema



4. Correct the sentences as in the example.

1. Ali's eating a sandwich.

Ali isn't eating a sandwich. He's drinking a soda.

2. Bilal and Basem are drinking a soda.

\_\_\_\_\_

3. Kareema's riding the carousel.

\_\_\_\_\_

**Look!**



What's Froggy doing?

He's play \_\_\_\_\_ with a ball.



What are Ducky and Froggy doing?

They're jump \_\_\_\_\_.



What are you doing?

I'm \_\_\_\_\_.



### 3. Listen and match. 🎧 Track 80

Refer the students to Activity 3. Read through the names and have the students repeat.

Explain that they are going to listen and match the names to the pictures. Tell them not to worry about new words.

Play the track a first time and have the students listen without writing. Play the track again, pausing after the first three sentences.

Have the students draw a line from *Ali* to the correct picture.

Play the track again, pausing after each description for the students to complete the task. Play the track a final time for the students to check their work.

#### Answers

Ali – the boy drinking; Bilal and Basem – the children jumping on the trampoline; Salma and Sara – the children buying ice-creams; Jasem and Ahmad – the children playing with a ball; Kareema – the girl taking a photograph

### 4. Correct the sentences as in the example.

Refer the students to Activity 4. Explain that the sentences are about the children in Activity 3.

Get the students to complete the task individually. Tell them to use the story on page 80 to help them with some of the new words. Monitor, giving help as necessary. Check answers.

#### Answers

2. Bilal and Basem aren't drinking a soda. They're jumping.
3. Kareema isn't riding the carousel. She's taking a photo.

### Look!

Draw the students' attention to the *Look!* box. Have them fill in the *-ing* forms in the first two sentences individually. Check answers.

Tell the students to draw a picture of themselves doing any of the verbs then complete the last sentence.

#### Answers

He's playing with a ball. They're jumping.

**AB** The students do page 58 in the Activity Book.

#### Answers

##### Activity 1

2. 4; 3. 2; 4. 3; 5. 1

##### Activity 2

3. They aren't playing. 4. They're walking. 5. She isn't eating.
6. She's drinking. 7. They're jumping. 8. They aren't running.

### Wrapping Up

Write the following sentences on the board:

*I am eating a sandwich.*      *She is not playing.*  
*What is she doing?*      *They are not walking.*  
*They are running.*

Get the students to re-write the sentences using contractions.

### Extension

Tell the students to listen carefully. Read the following text. Ask the students to draw a picture of your description. Read the text again, pausing for the students to draw.

*I'm at the amusement park. There's a big roller coaster and a carousel. I see (name of student in your class (S1)), (name of student in your class (S2)), (name of student in your class (S3)), (name of student in your class (S4)) and (name of student in your class (S5)). (S1) is buying three yellow balloons. (S2) is riding on the carousel. (S3) and (S4) are eating pizza. (S5) isn't taking a photo. (S5) is riding on the roller coaster.*

Allow the students to add any details they want to their pictures, then compare their pictures in small groups. Walk around and check.

### Homework Assignment

Write the following sentences on the board for the students to copy. Tell them to look at page 80 in their Student's Book. They must correct the wrong sentences.

1. *Kiko is playing with Velvet.*
2. *Froggy and Ducky are eating sandwiches.*
3. *Majid and Jamil are buying balloons.*
4. *Majid is running.*

#### Answers

1. Wrong – Kiko is jumping. 2. Wrong – Froggy and Ducky are eating burgers. 3. Correct. 4. Wrong – He's taking a photo.

### Teacher's Knowledge Bank

During writing activities, you should monitor to get an idea of common spelling and grammatical errors. Rather than correcting each student as they are writing, point out where there are problems and see if they can self-correct. When the sentences are written on the board in feedback, highlight the correct spelling or grammar of problem words.

### Task Card

Write the *-ing* form of five verbs. Read them aloud for a friend to spell.

# Lesson 3

## Objectives

- To identify and learn more verbs
- To practice asking and answering questions using the present progressive
- To practice writing questions using the present progressive

## Materials

- Student's Book pages 82–83
- Audio tracks 81–83
- Activity Book page 59

## Vocabulary

*listen, look, read, write*

## Language

*Are you writing your diary? Yes, I am./No, I'm not.*

*Is Jamil reading? Yes, he is./No, he isn't.*

*Are Jamil and Majid looking at me? Yes, they are./ No, they aren't.*

## Warm-up

Write the following verbs on the board *play, sell, ride, take, run, drink*. Get the students to write the verbs in alphabetical order, individually or in pairs.

## Answers

drink, play, ride, run, sell, take

## 1. Look, listen, and say. 🎧 Track 81

Tell the students to open their books at page 82. Get them to look at Activity 1.

Discuss what the children in the photographs are doing.

Explain that the students are going to learn four new verbs in this lesson.

Play the track a first time and have the students listen to all the new verbs.

Play the track twice more and tell the students to repeat each verb.

Have the students point to the new verbs and say the words without the track.

## 2. Look, listen, and say. 🎧 Track 82

Write *read, write, look, listen* on the board.

Ask for three volunteers. Whisper an instruction to the first student, e.g. *Read!* Have him/her mime reading. Whisper the instruction *Write!* to the second and third volunteers and have them mime writing. Have the rest of the class guess the verbs being mimed.

Ask the student who performed the mime of *read* to repeat it.

Ask *Is (student's name)'s reading?* Place emphasis on *ing*. Elicit the answer (*Yes, he/she is*). On the board, under the word *read*, write *reading*.

Ask *Is (student's name) writing?* Elicit *No he/she isn't*.

Repeat the procedure with the two students who mimed *writing*, asking *Are (students' names) writing?* and *Are (students' names) listening?* to elicit the short answers *Yes, they are* and *No, they aren't*. Under the word *write*, put *writing*. Remind the students that *write* has an irregular spelling in the present progressive because it ends with an "e".

Ask the students to look at Activity 2. Explain that Froggy is bored and wants attention from his friends.

Play the track once to familiarize the students with content and pronunciation.

Play the track again and get the students to repeat Froggy's and Ducky's questions and answers.

Get the students to work in pairs, taking turns to read Froggy's and Ducky's lines as they point to the speech bubbles.

# Lesson 3

1. Look, listen and say. 81 



read



write

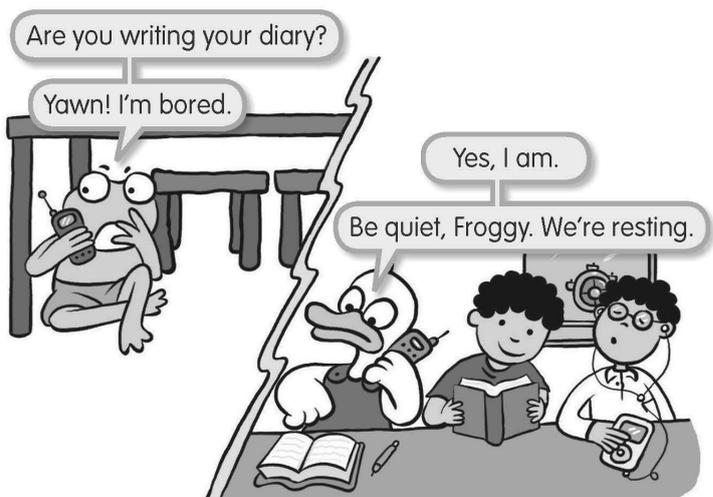
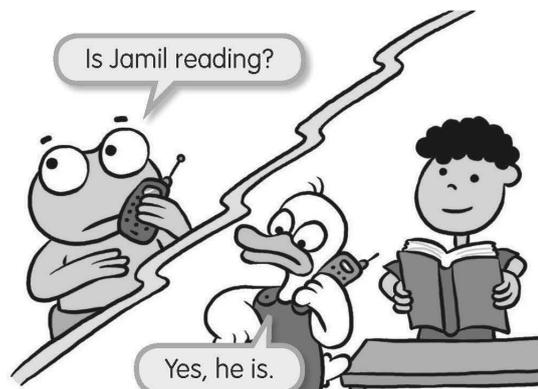


look



listen

2. Look, listen and say. 82 



3. Look, listen and write the correct letter in the box. 83 

1. 

4. 

2. 

5.

3. 

6.

- a) Yes, he is.
- b) No, he isn't.
- c) Yes, they are.
- d) No, they aren't.
- e) Yes, I am.
- f) No, I'm not.

4. Write the questions and answer them.

1.  (write) Is he writing? No, he isn't.

2.  (drink) \_\_\_\_\_

3.  (jump) \_\_\_\_\_

4. (you/write) \_\_\_\_\_

Play a mime game!



**Look!**

He's writing. = He is writing.

? Is he writing? Yes, he is.

They're reading. = \_\_\_\_\_ reading.

? \_\_\_\_\_

You're eating. = \_\_\_\_\_ eating.

? \_\_\_\_\_

### 3. Look, listen, and write the correct letter in the box. 🎧 Track 83

Draw the students' attention to Activity 3. Explain that the boys in the pictures are miming verbs.

Tell the students to listen and write the correct letter in the box. Tell students they can use a letter more than once. Explain that the students must answer questions 5 and 6 about themselves.

Play the track a first time and have the students listen only. Play the track again, pausing so that students can write. Play the track a final time for students to check their work. Check answers as a class.

#### Answers

1. b); 2. c) ; 3. c); 4. b); 5. f) No, I'm not.; 6. e) Yes, I am.

### 4. Write the questions and answer them.

Have the students look at the pictures of the boys miming in Activity 4. Draw attention to the example and explain that the last question is about the students. Have the students complete the task individually. Check answers.

#### Answers

2. Are they drinking? Yes, they are. 3. Is he jumping? Yes, he is.  
4. Are you writing? Yes, I am.

Get the students to read the speech bubble below Activity 4. Divide the class into small groups. Tell one student in each group to think of a verb and mime. The other students guess by saying, e.g. *eating* or *asking*, e.g. *Are you eating?* The student who guesses the verb is the next to mime. Walk around monitoring the game.

### Look!

Draw students' attention to the *Look!* box. Explain that the question mark means that they must write a question and the cross means a negative answer.

Get the students to complete the box individually. Tell them to reply truthfully! Check answers together as a class.

#### Answers

They are reading.  
Are they reading? No, they aren't.  
You are eating.  
Are you eating? Yes, I am./No, I'm not. (students' own answers)

 The students do page 59 in the Activity Book.

#### Answers

##### Activity 1

read – reading    jump – jumping    play – playing  
take – taking    write – writing    ride – riding  
look – looking    run – running    drink – drinking

##### Activity 2

1. Yes, he is. 2. He's eating. 3. No, he isn't. 4. They're playing with a ball.

##### Activity 3

2. Possible answer: Are they drinking milkshakes? 3. What are they doing?  
4. What are you doing? I'm (students' own answers).

### Wrapping Up

Write the following words on the board: *photo, buy, read, diary, burgers, take, sell, carousel, jump, balloons, sandwich, walk, ride, soda, play, listen, ball, write, run*. Call volunteers to circle the verbs. Remind the students that verbs are action words. (The verbs are *buy, read, take, sell, jump, walk, ride, play, listen, write, run*.)

### Extension

Dictate the following sentences:

1. *They're riding on the roller coaster.*
2. *He's taking a photo.*
3. *You're reading a book.*
4. *She's buying a soda.*

Tell the students to write the sentences in their notebooks and change them into questions. Check together as a class.

#### Answers

1. Are they riding on the roller coaster? 2. Is he taking a photo?
3. Are you reading a book? 4. Is she buying a soda?

### Homework Assignment

Write two verbs that begin with L. Write two verbs that begin with R. Write two verbs that begin with W.

### Teacher's Knowledge Bank

Dictation is useful, but students can find it very challenging. Dictate sentences several times, pausing as necessary. Provide help by giving the correct number of words or writing up a key word. Students can also compare their work in pairs or groups.

### Task Card

Write the *-ing* forms of these verbs:

*write run ride listen look read buy walk*

# Lesson 4

## Objectives

- To identify and learn vocabulary for feelings
- To practice asking and answering questions about feelings with *Why are you...?*
- To listen to and read descriptions of how different children spend their free time

## Materials

- Student's Book pages 84–85
- Audio tracks 84–87
- Activity Book page 60

## Vocabulary

*excited, happy, nervous, sad*  
*crying, shaking, smiling*

## Functions

Talking about feelings

## Language

*Why are you smiling? Because I'm happy.*  
*How are you feeling now? I'm excited!*

## Warm-up

Dictate the following letter chain and get the students to write it in their notebooks:

PLAYTAKERIDEWRITELOOKEATJUMPLISTENLOOKDRINK

Tell the students to circle the verbs and find the repeated verb.

## Answers

Verbs: *play, take, ride, write, look, eat, jump, listen, look, drink*

Repeated verb: *look*

## 1. Look, listen, and say. 🎧 Track 84

Draw the students' attention to Activity 1. Have them look at the faces and talk about the feelings. Tell the students they are going to learn to describe some feelings in English.

Play the track. Get the students to point to the pictures and words. Play the track a second time and get the students to repeat the words. Get the class to say the words without the track as they point.

## 2. Listen and follow. 🎧 Track 85

Books closed. Draw the faces in Activity 1 on the board. Write *Why are you \_\_\_\_\_? Because I'm \_\_\_\_\_.* on the board.

Ask two confident volunteers to come to the front of the class. Using the students' mother tongue, whisper to the first volunteer to look very happy. Get the class to describe the student's expression. Write *smiling* on the board in the empty space in the question. Ask the student *Why are you smiling, (student's name)?*

Elicit *happy* using the picture on the board. Fill in the sentence *Because I'm happy.*

Using the students' mother tongue, whisper to the second volunteer to pretend to cry.

Get the class to describe the student's feelings. Ask *Why are you crying (student's name)?* Write the question on the board. Elicit *sad* using the picture on the board. Write on the board *Because I'm sad.* Repeat the process for *excited* and *nervous*.

Draw the students' attention to Activity 2. Explain that the characters are still in the amusement park but that they are all experiencing different emotions.

Play the track once to familiarize the students with content and pronunciation.

Play the track again and pause after each picture, asking questions to check understanding.

Play the track again and get the students to repeat.

## 3. Act out the situations.

Explain that the students are going to act out the situations in Activity 2. Divide the class into groups of five. Give each student in the group a role – one student must ask the questions, the others are Ducky, Majid, Jamil and Froggy.

Monitor the activity, encouraging the students to use exaggerated mimes, facial expressions and gestures. The students can use their Student's Books as scripts, but encourage everyone to have confidence. Some of the students may put down their books when they have learned their lines.

Have the individual groups show their scenes.

Draw the students' attention to the man at the bottom of the page. Ask volunteers the question and elicit *I'm happy/sad/excited/nervous*.

# Lesson 4

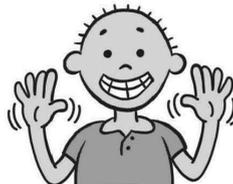
1. Look, listen and say. 84 



happy



sad



excited



nervous

2. Listen and follow. 85 

1. Why are you smiling?

Because I'm happy.

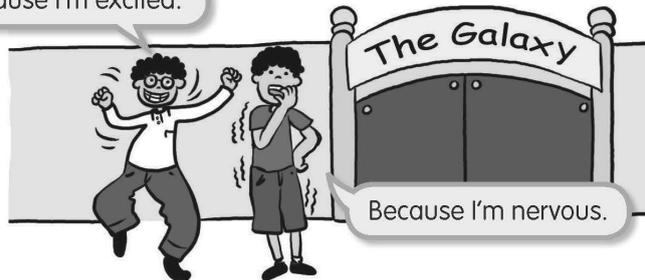


2. Why are you jumping?

Because I'm excited.

3. Why are you shaking?

Because I'm nervous.



4. Why are you crying?

Because I'm sad.



3. Act out the situations.

How are you feeling now?



4. Listen and read. 86 

Free Time!

1. We're making a necklace. We're painting the beads now. They're pretty and very colorful. The necklace is for our best friend, Leila.
2. I'm reading a magazine. It's very good! It's about dinosaurs. I like dinosaurs. Do you like dinosaurs too? My favorite dinosaur is the T-Rex.
3. I'm making a scrapbook. I'm sticking the photographs of my trip to the amusement park in it. This is me. I'm riding on the roller coaster. This is me again. I'm eating cotton candy.
4. It's hot today. Are you thirsty? I'm making lemonade in our kitchen. The lemonade is sweet and delicious. Try it! I'm making cupcakes too.



**My new words**

_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Listen to the questions and answer them. 87 

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**4. Listen and read.** 🎧 Track 86

Have a short discussion about free time. Have the students talk about their hobbies, sport interests or collections. Talk about what is happening in each picture in Activity 4. Tell the students that they are going to listen to the children talking about how they spend their free time.

Play the track for the students to listen and read.

Play the track again and pause after the first paragraph. Have the students underline the *ing* words. Play the rest of the track, pausing after each paragraph for the students to underline the *ing* words.

**Answers**

1. making, painting; 2. reading; 3. making, sticking, riding, eating;
4. making, making

**My new words**

Remind students that they can write any new words they have come across in the descriptions in this box. Encourage the students to guess the meaning of new words, use a dictionary, and write a translation and/or sentence for each new word.

Words which they might write down include: *cupcakes, necklace, magazine, beads, lemonade, roller coaster, cotton candy.*

**5. Listen to the questions and answer them.**

## 🎧 Track 87

Explain that the students are going to hear four questions about the children in Activity 4.

Play the track for the students to listen to without writing.

Play the track again and pause after the first question for the students to write their answers and check.

Play the rest of the track, pausing after each question.

Play the track a final time, pausing to check answers.

**Answers**

1. No, they aren't. (They're making necklaces.) 2. Yes, he does.
3. Yes, he is. 4. No, she isn't. (She's making lemonade.)

**AB** The students do page 60 in the Activity Book.

**Answers****Activity 2**

I'm nervous – 2, I'm sad – 1, I'm happy – 4, I'm excited – 3

**Activity 3**

1. Why are you shaking? d) Because I'm nervous.
2. Why are you smiling? c) Because I'm happy. 3. Why are you crying?  
a) Because I'm sad. 4. Why are you jumping? b) Because I'm excited.

**Wrapping Up**

Divide the class into two teams. Say a sentence from the text in Activity 4 with one word missing, e.g. *I'm riding on the \_\_\_\_\_.*

The first student to complete the sentence wins a point (the answer for the example is *roller coaster*). Possible sentences (answers in brackets):

*The necklace is for our best \_\_\_\_\_.* (friend)

*My favorite \_\_\_\_\_ is the T-Rex.* (dinosaur)

*I'm selling lemonade in my father's \_\_\_\_\_.* (garage)

*I'm reading a \_\_\_\_\_.* (magazine)

*We're painting the \_\_\_\_\_ now.* (beads)

*I'm selling \_\_\_\_\_ too.* (cupcakes)

*I'm eating \_\_\_\_\_.* (cotton candy)

**Extension**

Teach the students the following chant. Encourage them to clap where shown and mime the emotions as they chant.

*If you're happy and you know it, clap your hands!* [clap, clap]

*If you're happy and you know it, clap your hands!* [clap, clap]

*If you're happy and you know it, then your face is going to show it.*

*If you're happy and you know it, clap your hands!* [clap, clap]

Chant more verses changing the words and sounds: *sad* [sniff, sniff], *excited* [hooray!], *angry* [stomp, stomp].

*If you're sad and you know it, cry a tear.* [sniff sniff] ...

*If you're excited and you know it, shout hooray!* [Hooray!] ...

*If you're angry and you know it, stomp your feet.* [stomp stomp] ...

**Homework Assignment**

Write the following on the board. Tell the students to copy the sentences and draw faces.

*I'm happy. I'm nervous. I'm excited. I'm sad.*

**Teacher's Knowledge Bank**

Activities where students listen to a question and write a short response are useful preparation for tasks in exams and formal tests. Although your students may find it hard to listen and write at first, these tasks help them to develop intensive listening skills. The focus should be on understanding what they hear – accept short answers without focusing on spelling or grammatical errors.

**Task Card**

Draw a picture with the title *My Free Time*.

# Lesson 5

## Objectives

- To review language from the unit in a game
- To listen to and say a chant

## Materials

- motivational stickers
- Student's Book pages 86–87
- Audio track 88
- Activity Book pages 61–63
- (Extension: bingo grids)

## Vocabulary

Revision from Unit 8 and previous units

## Language

Revision from Unit 8 and previous units

## Warm-up

Ask the students what makes them happy, sad, nervous, and excited.

Ask a confident student to stand in front of the others, choose an emotion and make a face to show the emotion. Ask the class to guess the emotion and to copy the face.

Continue with other students.

### 1. Play "Spot the Difference".

Divide the class into small groups. Direct the students' attention to Activity 1.

Explain that they must look at the two pictures and write as many sentences as they can about the differences they see in their notebooks.

For example: *A man is wearing a scarf in picture 1.*

*He isn't wearing a scarf in picture 2.*

*A girl is sad in picture 1.*

*A girl is happy in picture 2.*

Walk around the classroom monitoring the game as it progresses.

Ask groups to read out their sentences. The group with the most sentences wins the game.

## Answers

A selection of example sentences:

The clown has a red nose in picture 1.

The clown has no nose in picture 2.

The balloon on the left is red in picture 1.

The balloon on the left is blue in picture 1.

The man on stilts is wearing a red hat in picture 1.

The man on stilts isn't wearing a hat in picture 1.

The boy in blue shorts is drinking in picture 1.

The boy in blue shorts is eating an ice-cream in picture 2.

There are three children on the trampoline in picture 1.

There are two children on the trampoline in picture 2.

Ducky is on the roller coaster in picture 1.

Ducky isn't on the roller coaster in picture 2.

The man in the brown sweater has nine balloons to sell in picture 1.

The man in the brown sweater has five balloons to sell in picture 2.

The boy is buying blue cotton candy in picture 1.

The boy is buying blue cotton candy in picture 2.

There is a dinosaur on the staircase in picture 2.

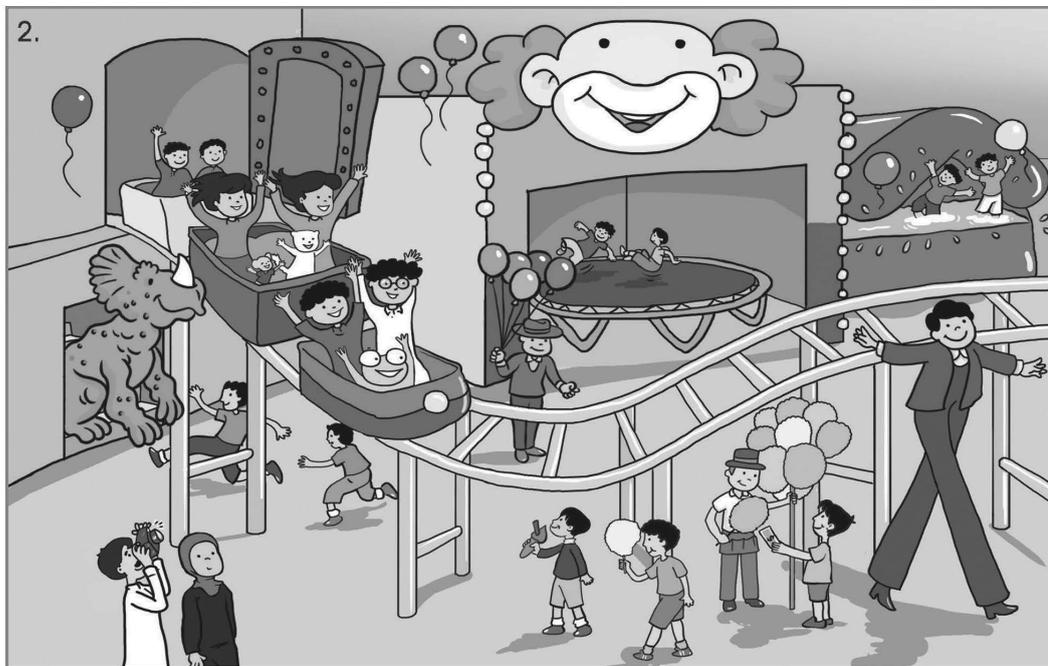
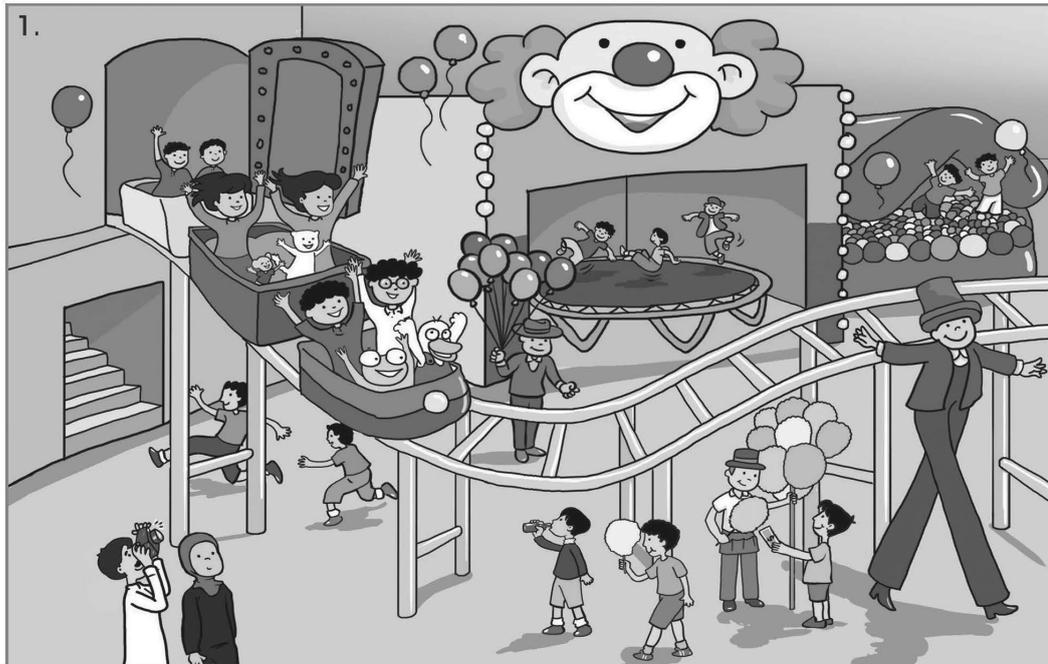
There is no dinosaur on the staircase in picture 1.

The children are playing in a pool of balls in picture 1.

The children are playing in a pool of water in picture 2.

# Lesson 5

1. Play "Spot the Difference".



2. Listen and mime the underlined verbs. 88 

## Amusement Park!

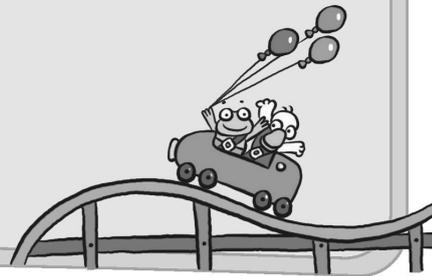


Amusement Park!  
Amusement Park!  
Riding, eating,  
Drinking, playing!  
Here's your ticket,  
I am paying!  
Amusement Park!  
Amusement Park!

Majid's buying a hot dog.  
Jamil's riding the carousel.  
Velvet's drinking a milkshake.  
Kiko's ringing the train's bell.  
There is Majid and there is Farid.  
They are eating cotton candy.  
And high up in the sky,

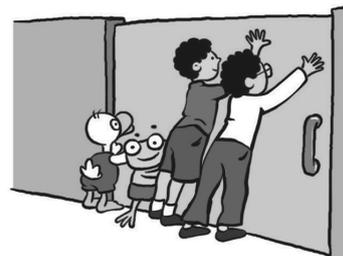
Ducky and Froggy are riding high!  
Excited, scared ...  
Flying through the air,  
With the wind in their hair!

Amusement Park!  
Amusement Park!  
Riding, eating,  
Drinking, playing!  
Here's your ticket,  
I am paying!  
Amusement Park!  
Amusement Park!



3. Chant "Amusement Park!". 88 

You're doing  
very well!



**2. Listen and mime the underlined words.****🔊 Track 88**

Divide the class into small groups. Refer them to Activity 2. Tell the students they are going to listen to a chant and that, working together, they must create mimes for all the words underlined in the lyrics.

Play the chant a first time to familiarize the students with the lyrics.

Play the chant a second time, pausing after the underlined verbs for the groups to create and rehearse their mimes.

Play the chant again, pausing for the students to practice their mimes.

Play the chant again for individual groups to show their mimes to the class.

Play the chant again and ask all the students to perform their mimes together.

**3. Chant “Amusement Park!” 🔊 Track 88**

Play the chant again for the students to chant along for enjoyment.

**AB** The students do pages 61–63 in the Activity Book. See page 190 of this Teacher’s Book for guidance and answers.

**Wrapping Up**

At the end of this lesson, discuss the unit with your students. Find out which activities they enjoyed the most and which they found difficult. Review the language if necessary.

Tell the students that they have finished the eighth unit in *Gateway 2* – and they have been amazing! Tell the students to put the corresponding sticker for this unit in the box next to the man on stilts on page 87.

Draw the students’ attention to the pink door on the bottom right-hand side of the page. Ask them where they think the door will lead.

**Extension**

Play “Verb Bingo”. Get the students to draw a bingo grid in their notebooks with nine squares (three squares by three squares).

Write the following verbs on the board: *eat, drink, walk, take, run, jump, ride, play, sell, buy, read, write, listen, look.*

Students choose nine of these verbs and write one verb in each box of their bingo board.

Call out a verb. Students who have this verb on their grids put a cross through it. Repeat with the remaining verbs.

The first student to mark all the verbs on his or her board shouts *Bingo!* and is the winner.

**Homework Assignment**

Tell the students to draw a picture of themselves and three friends at an Amusement Park. Ask them to write sentences about what they are doing.

**Teacher’s Knowledge Bank**

Doing writing activities in groups encourages collaboration and allows the students to share ideas and give writing tips to each other. Group writing also involves integrating reading, listening, and speaking skills.

**Task Card**

Read the chant “Amusement Park!” again. Unscramble the questions and answer them.

1. *Majid / What / is / doing / ?*
2. *milkshake / a / Is / drinking / Kiko / ?*

# Activity Book self-evaluation and craft

You may wish to devote an additional full lesson to the *I can...!* self-evaluation and the *Do and Share!* craft activity on pages 61–63 of the Activity Book.

## I can ...!

The tasks in the *I can...!* section of the Activity Book on pages 61–62 should not be set as a formal test. Students should be encouraged to complete as much of the material as possible, but the emphasis should be on ensuring that it provides a sense of achievement. The tasks are designed to help students reflect on what they have learned and recognize areas that they still need to work on. Students are thus encouraged to recognize and take responsibility for their own learning.

Spend time going through new task-types, using students' mother tongue to explain where necessary. Have students compare answers with a partner, if you wish.

### Answers

*Write a verb that starts with "e".*

eat

*Write two verbs that start with "w".*

walk, write

*Write two verbs that start with "r".*

read, ride, run

*Write a verb that starts with "t".*

take

*Write the -ing forms of the verbs above.*

eating, walking, writing, reading, riding, running, taking

*Unscramble the questions and answer them.*

What is he doing? He's eating a burger.

What are they doing? They're running.

*Ask Majid the question.*

Why are you crying?

## Do and Share!

This section at the end of each unit links English with other areas of students' lives. It provides an opportunity for your students to involve themselves in craft and project work while using English as the medium of communication.

### Materials

camera cut-out (TB page 259)

scissors

construction paper

six small pieces of paper

crayons

a glue stick

Photocopy the picture of the camera on page 259. Hand out a copy to each student together with the rest of the materials above. Demonstrate what you want the students to do using the pictures in the book and giving the instructions in English.

First the students cut out the camera picture then stick it onto the construction paper. The students take imaginary pictures of six friends and then draw the pictures on six pieces of paper (the pieces of paper need to be smaller than the pocket on the back of the camera). Show the students how to make a pocket – they should cut out the template from the cutout and stick the tabs onto the back of their camera. They can keep their "pictures" in this pocket.

Have the students show and talk about their pictures in small groups, using the boy's speech bubble at the bottom of the page as a model.

### TB Assessment page

There is a more formal assessment test on page 247 of the Teacher's Book.

### Answers

1.

1. drink; 2. write; 3. jump; 4. eat; 5. read

2.

1. Ducky is reading.

3. Jamil and Majid are taking photos.

2. Kiko isn't eating a hot dog.

4. Velvet and Froggy aren't running.

3.

1. Is/Yes, he is. 2. Is/No, he isn't. 3. What/eating; 4. Are/Yes, they are.

5. What are/They are playing

## Unit

# 9

# Hobbies

### Functions

Talking about what you and others can/can't do  
Using ordinal numbers

### Language

*What can you do?*

*I can read stories.*

*I can't paint pictures.*

*Can you use a computer? Yes, I can./No, I can't.*

*Can he/she play soccer? Yes, he/she can./No, he/she can't.*

*Can they swim? Yes, they can./No, they can't.*

*And the (first) prize goes to...*

### Vocabulary

*reading books, painting, swimming, riding horses, making cakes,  
rollerskating, playing tennis, gardening*

*cook, play soccer, speak Spanish, swim, use a computer*

*first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth  
prize*

### Gateway Grammar Level 2

*For parents/teachers: page 53*

*For students: pages 54–58*

### Gateway Phonics Book 1

*"ph": pages 44–45*

# Lesson 1

## Objectives

- To identify and learn more verbs
- To practice reading and writing verbs

## Materials

- verb flashcards
- colored pencils or crayons
- Student's Book pages 88–89
- Audio tracks 89–90
- Activity Book page 64
- (Extension: balls or bean bags)

## Vocabulary

*gardening, making cakes, painting, playing tennis, reading books, rollerskating, riding horses, swimming*

## Warm-up

Draw the students' attention to page 88. Explain that this unit is about hobbies. Elicit the translation of *hobby* in the student's first language. Talk about the pictures and the activities they can see. Ask the following questions, using mime and gesture to convey meaning and translating words into the students' first language if necessary:

*What hobbies do you have?*

*Does anyone in your family have a hobby?*

Encourage the students to share their experiences and praise their attempts to answer in English. Help them to expand on their answers using scaffolding techniques.

## 1. Look, listen, and say. 🎧 Track 89

Tell the students to look carefully at the pictures.

Play the track for Activity 1. Have the students follow in their Student's Book.

Play the track twice more and tell the students to repeat each word or phrase.

## 2. Read, say, and point.

Stick the verb flashcards on the board. Direct the students' attention to Activity 2. Point to the first item (*read books*) and read it aloud. Point to the flashcard of *read books* on the board.

Ask a student to read the second word (*paint*) aloud to the class. Get him/her to point to the flashcard of *paint*.

Continue like this with the rest of the new words and phrases.

Remove the flashcards from the board. Get the students to read, say and point to the verbs seen in the picture in pairs.

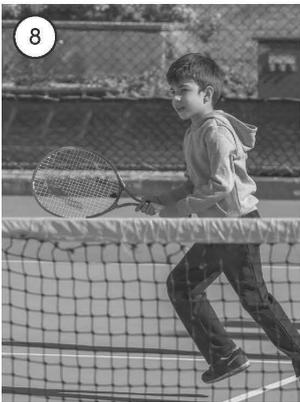
Walk around the classroom monitoring the activity carefully. Correct pronunciation if necessary.

# Unit 9

# Hobbies

## Lesson 1

1. Look, listen and say. 89 



2. Read, say and point.

reading books

painting

swimming

riding horses

making cakes

rollerskating

playing tennis

gardening

3. Listen and circle using the correct colors. 90 



4. Find seven verbs. Underline them and complete the words.



r \_ \_ \_

d \_ \_

p \_ \_ \_ \_

s \_ \_ \_

p \_ \_ \_

m \_ \_ \_

r \_ \_ \_

### 3. Listen and circle using the correct colors.

#### Track 90

Draw the students' attention to Activity 3. Point at each photo and elicit the verb.

Play the track a first time and have students listen to all the instructions without coloring.

Play the track again and pause after *gardening* – Circle the picture in orange. Tell the students to follow the instructions. Walk around and check everyone is on task.

Play the track again pausing after each instruction.

Have the students compare their answers in pairs, then check as a class.

#### Answers

garden – orange, make cake – blue, paint – green, read books – purple, play tennis – pink, rollerskate – black, ride horses – red

### 4. Find seven verbs. Underline them and complete the words.

Tell the students to look at Activity 4. Explain that there are ten verbs hidden in the banner. Get the students to find and underline the verbs in pairs. Then ask the students to write the verbs in the spaces under the banner. Check answers.

#### Answers

read, paint, play, ride, do, swim, make

 The students do page 64 in the Activity Book.

#### Answers

##### Activity 1

The order from left to right, top to bottom is 1, 6, 8, 9, 4, 3, 5, 2, 10, 7.

##### Activity 2

ride, read, play, do, tell.

##### Activity 4

1. make; 2. play; 3. rollerskate; 4. paint; 5. read

### Wrapping Up

Divide the class into two teams. Invite a student to the front, whisper one of the verbs from the lesson and tell him/her to mime the action. Ask the rest of the class to guess. Give a point to the team who guess correctly first. Repeat with different students.

### Extension

Stick the verb flashcards on the board and number them 1–10. Divide the class into small groups. Have the students stand in a circle and give each group a ball. A student in each group (A) throws the ball to another student (B) and says a number from the board, e.g. *three*. Student B catches the ball and says the correct verb. He/She then throws the ball to another student, saying a different number and the game continues.

### Homework Assignment

Tell the students to find items they use for their own “talents” at home, e.g. sport equipment. They should draw a picture of the items and label them with appropriate verbs, e.g. *play tennis*, *swim*.

### Teacher's Knowledge Bank

Working in teams helps to motivate students and makes revision and controlled activities more fun. Ensure that your students do not become overly competitive by establishing clear rules before they start the activity. Ensure teams are balanced (with members of all abilities) and avoid putting too much emphasis on winning games.

### Task Card

Correct the spelling mistakes.

*rolerskate maek peint gardn*

# Lesson 2

## Objectives

- To learn and practice using *can/can't* to talk about ability
- To practice writing sentences with *can*

## Materials

- verb flashcards
- Student's Book pages 90–91
- Audio track 91
- Activity Book page 65

## Vocabulary

As Lesson 1

## Functions

Talking about what you and others *can/can't* do

## Language

*What can you do? I can read stories.*

*I can't paint pictures.*

## Warm-up

Divide the class into two teams. Invite a student from each team to the front. Show the two students a verb flashcard from Lesson 1 and ask them to write the word on the board.

The student to write the verb first with correct spelling, wins a point for his or her team.

### 1. Look, listen, and say. 🎧 Track 91

Books closed. Stick the verb flashcards on the board. Point to the flashcard of *paint*. Pretend to paint a picture on an imaginary easel. Stand back and look proudly at your "work" and say *I can paint pictures*.

Mime swimming and say *I can swim*. Ask for a round of applause.

Mime making a cake badly. Make it clear you are unable to do so. Shake your head and say *I can't make cakes*.

Write *I can* \_\_\_\_\_ and *I can't* \_\_\_\_\_ on the board.

Make some more example sentences about what you can and can't do using the flashcards on the board.

Ask a volunteer student *What can you do?*

Elicit the answer by pointing to the *can/can't* prompts on the board.

Ask the students to open their books at Activity 1 on page 90. Have the students look very carefully at the pictures. Explain that Majid, Leila and Ducky are thinking of entering the talent show and trying to think of all their talents and skills.

Play the track once to familiarize the students with content and pronunciation.

Play the track twice more and get the students to repeat the characters' lines.

Get the students to work in pairs, taking turns to read the characters' lines as they point to the speech bubbles.

### 2. Language practice.

Get the students to look at Activity 2 and Ducky holding up the cards.

Have the students work in pairs, making sentences using the pictures and *I can...* or *I can't...*

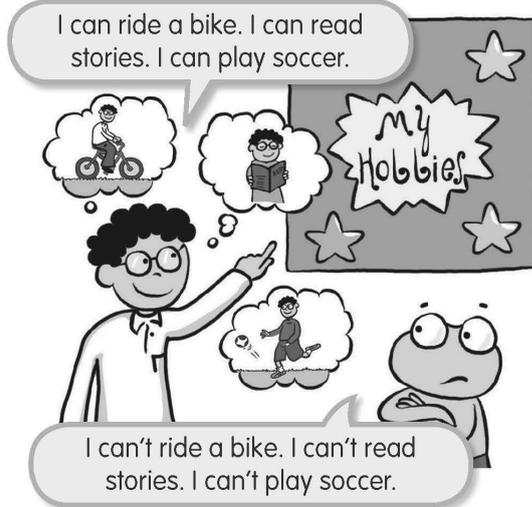
Walk around the classroom listening to students and ask confident individuals *What can you do?*

Have volunteer pairs say their sentences for the class.

# Lesson 2

## 1. Look, listen and say.

I can ride a bike. I can read stories. I can play soccer.



My Hobbies

I can't ride a bike. I can't read stories. I can't play soccer.

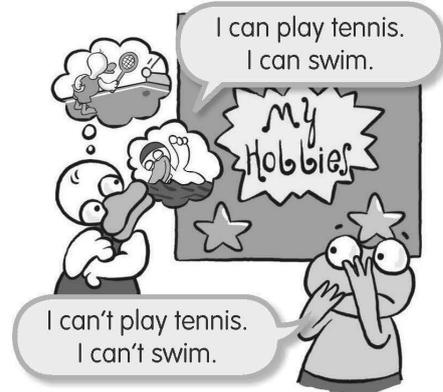
I can read stories. I can make a cake. I can paint.



My Hobbies

I can't read stories. I can't make a cake. I can't paint.

I can play tennis. I can swim.

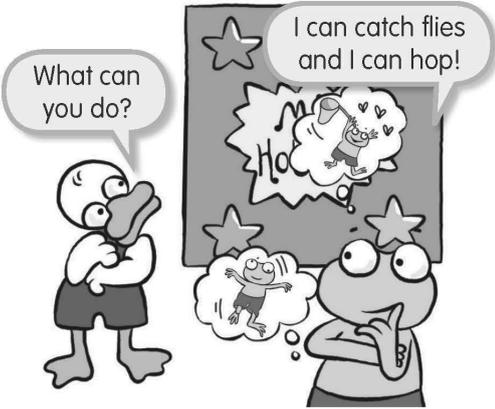


My Hobbies

I can't play tennis. I can't swim.

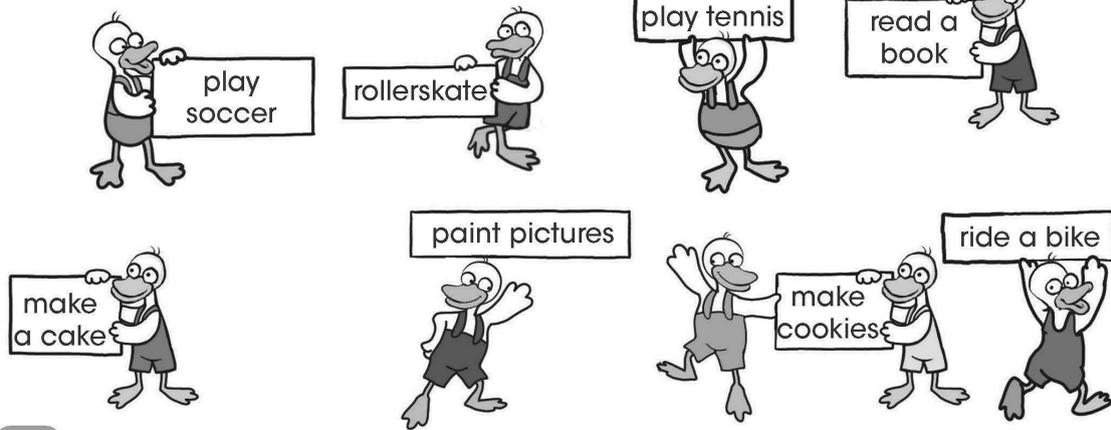
What can you do?

I can catch flies and I can hop!



My Hobbies

## 2. Language practice.



play soccer

rollerskate

play tennis

read a book

make a cake

paint pictures

make cookies

ride a bike

3. Read and circle what Ali can do. Underline what he can't do.

Ali has many hobbies. Ali can't swim or cook.  
 He can't make a cake. Ali is good at sports.  
 He can ride horses. Ali likes soccer and  
 basketball. He can play soccer very well.  
 He plays soccer with his friends every weekend.



4. Complete the sentences using *can* or *can't*.

1.



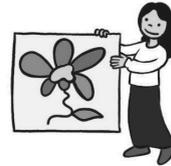
He \_\_\_\_\_ roller skate.

2.



She \_\_\_\_\_ read.

3.



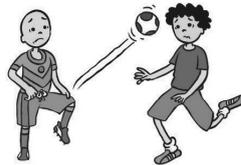
She \_\_\_\_\_ paint.

4.



He \_\_\_\_\_ ride horses.

5.



They \_\_\_\_\_ play soccer.

6. I \_\_\_\_\_ swim.

7. I \_\_\_\_\_ make cakes.

**Look!**

can't = cannot

I can \_\_\_\_\_.

I can't \_\_\_\_\_.



### 3. Read and circle what Ali can do. Underline what he can't do.

Refer the students to Activity 3 and tell them that the boy is called Ali. Tell the students that they are going to read about what he *can* and *can't* do.

Read the paragraph to the class. Have the students follow. Read the paragraph again and have the students read along with you.

Tell the students that, in pairs, they must circle what Ali *can do*, and underline what he *can't do*.

Write the paragraph on the board. Ask volunteers to circle and underline the appropriate verbs, using their Student's Books for reference.

#### Answers

Circled verbs: ride horses, play soccer, basketball.  
Underlined verbs: swim, cook, make.

### 4. Complete the sentences using *can* or *can't*.

Draw the students' attention to pictures 1–5 in Activity 4. As a class, discuss whether the people *can* or *can't* do. There may be some disagreement!

Get the students to complete sentences 1–5 individually. Have five students read their sentences and check answers.

Get the students to look at sentences 6 and 7. Explain that the students must complete these two sentences about themselves. Ask several students to read their sentences for numbers 6 and 7.

#### Answers

Possible answers: 1. can't; 2. can; 3. can; 4. can; 5. can't

#### Look!

Draw students' attention to the *Look!* box. Have them complete the sentences with activities they *can* and *can't* do individually.

Explain that *can't* is a contraction of *cannot*.

**AB** The students do page 65 in the Activity Book.

#### Answers

##### Activity 1

1. can; 2. can; 3. can't; 4. can't

### Wrapping Up

Call a volunteer student (Student 1) to the front of the class. Tell the student to make a sentence with *I can* and mime the action, e.g. *I can rollerskate*. Then Student 1 calls another student (Student 2) to the front. Student 2 repeats Student 1's sentence and mime, then adds an *I can* sentence and mime of his/her own (e.g. *I can make cakes*). Student 2 then calls a third student to the front and the process is repeated. Continue with six or seven more students.

### Extension

Get the students to sit in a circle and pass out the verb flashcards. Ask the students to pass the flashcards around the circle while you clap. When you stop clapping, say 'stop'. The students stop passing the flashcards. Ask each student who is holding a flashcard to say a sentence using *can* or *can't* about the flashcard (e.g. *I can't paint*).

### Homework Assignment

Write the following sentences on the board for the students to copy and complete using *can* or *can't*:

1. I \_\_\_\_\_ make cakes.
2. I \_\_\_\_\_ run fast.
3. I \_\_\_\_\_ paint pictures.
4. I \_\_\_\_\_ jump high.
5. I \_\_\_\_\_ take good photos.

### Teacher's Knowledge Bank

It is important to vary the interaction patterns in your classes. Most students enjoy working collaboratively, although a few students may prefer to work alone. Make sure these quieter or more independent students take part in pairwork, but also ensure they have opportunities to work on their own.

### Task Card

Complete the sentences.

1. My teacher *can* \_\_\_\_\_.
2. My best friend *can* \_\_\_\_\_.
3. My teacher *can't* \_\_\_\_\_.
4. My best friend *can't* \_\_\_\_\_.

# Lesson 3

## Objectives

- To identify and learn more verbs
- To practice asking and answering questions with *can*
- To practice writing questions and short answers with *can*

## Materials

- crayons
- sticky tape
- verb flashcards
- Student's Book pages 92–93
- Audio tracks 92–94
- Activity Book page 66

## Vocabulary

*cook, play soccer, speak Spanish, swim, use a computer*

## Language

*Can you use a computer? Yes, I can./No, I can't.*

*Can he/she play soccer? Yes, he/she can./No, he/she can't.*

*Can they swim? Yes, they can./No, they can't.*

## Warm-up

Divide the board in half. Write *I can* on one side and *I can't* on the other.

Get the students to write a sentence using *I can* and another one using *I can't* on separate pieces of paper. They should draw a picture for each sentence. Call on students to come and stick their pictures on the corresponding side of the board with sticky tape and say the sentences aloud.

## 1. Look, listen, and say. 🎧 Track 92

Tell the students to open their books at page 92. Get them to look at Activity 1.

Draw their attention to the five pictures and talk about what the activities are. Explain that the third picture shows *speak* (speak a foreign language) in this case, Spanish.

Play the track a first time and have the students listen to all the verbs as they point to the pictures.

Play the track twice more and tell the students to repeat each verb or phrase.

## 2. Look, listen, and say. 🎧 Track 93

Write *swim* on the board. Ask four confident volunteers to come to the front of the class. Explain to the rest of the class that a swimming competition is going to take place – in the classroom!

Ask the first student in a whisper to mime swimming well. While the student is miming, ask the class *Can (student's name) swim?* Elicit *Yes, he/she can*. Write the question and the answer on the board.

Ask the second student in a whisper to mime not swimming very well. Ask the class *Can (student's name) swim?* Elicit the answer *No, he/she can't*. Write the question and the answer on the board.

In the same way, ask the other two students to mime swimming very badly (encourage them to exaggerate, e.g. spluttering, clinging on to each other and disappearing under the water!). Ask the class *Can (students' names) swim?* Elicit *No, they can't*. Write the question and the answer on the board.

Ask the students to look at Activity 2. Explain that they are going to listen to questions and answers about what Majid, Leila, Ducky and Froggy can do.

Have the students look very carefully at the pictures.

Play the track once to familiarize the students with content and pronunciation.

Play the track twice more and get the students to repeat the questions and answers.

Get the students to take turns reading the questions and answers in pairs as they point to the speech bubbles.

# Lesson 3

1. Look, listen and say. 92 



swim



play soccer



speak Spanish



use a computer

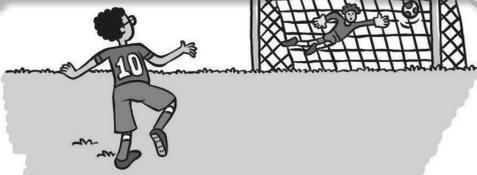


cook

2. Look, listen and say. 93 

Can Majid play soccer?

Yes, he can.



Can Majid swim?

No, he can't.



Can Leila speak Spanish?

No, she can't.



Can Leila cook?

Yes, she can.



Can Ducky and Froggy use a computer?

No, they can't.



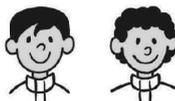
Can you use a computer?



3. Listen and check (✓) or cross (X). 94 



Yasmeen



Laith and Jasem



You

swim			
play soccer			
speak Spanish			
use a computer			
cook			

4. Complete the questions and the answers.

- \_\_\_\_\_ Laith and Jasem swim? \_\_\_\_\_, they \_\_\_\_\_.
- \_\_\_\_\_ Yasmeen cook? \_\_\_\_\_, she \_\_\_\_\_.
- \_\_\_\_\_ Yasmeen \_\_\_\_\_ Spanish? \_\_\_\_\_.
- \_\_\_\_\_ Laith and Jasem \_\_\_\_\_ soccer? \_\_\_\_\_.
- \_\_\_\_\_ you swim? \_\_\_\_\_, I \_\_\_\_\_.
- \_\_\_\_\_ you \_\_\_\_\_ a computer? \_\_\_\_\_.

**Look!**

\_\_\_\_\_?

He can swim.



\_\_\_\_\_?

They can swim.



### 3. Listen and check or cross. Track 94

Draw the students' attention to Activity 3. Ask them to draw a picture of themselves in the empty box. Explain that they are going to listen and put a tick in the chart if the child/children *can* do each activity and a cross if they *can't*.

Play the track a first time and have students listen without writing.

Play the track again and pause after *Yasmeen can't swim*. Have the students place a cross in the appropriate part of the table. Check that everyone knows what to do.

Play the rest of the track, pausing after each sentence.

Tell the students to put ticks or crosses in the "You" column to show what they can/can't do.

To check the activity, ask volunteers *Can Yasmeen cook?* etc. and elicit answers. For the last column, ask different students *Can you cook?* etc.

Answers			
	Yasmeen	Laith and Jasem	You
swim	✗	✓	Students' own answers
play soccer	✓	✗	
speak Spanish	✗	✗	
use a computer	✓	✓	
cook	✓	✗	

### 4. Complete the questions and the answers.

Draw the students' attention to Activity 4. Explain that they must refer to the chart in Activity 3 to complete it. Do number 1 on the board as an example. Have the students complete the task individually. Check answers.

#### Answers

1. Can Laith and Jasem swim? Yes, they can. 2. Can Yasmeen cook? Yes, she can. 3. Can Yasmeen speak Spanish? No, she can't. 4. Can Laith and Jasem play soccer? No, they can't. 5. Can you swim? (Students' own answers.) 6. Can you use a computer? (Students' own answers.)

#### Look!

Draw students' attention to the *Look!* box. Get the students to write the questions individually. Check as a class.

#### Answers

Can he swim?      Can they swim?

 The students do page 66 in the Activity Book.

#### Answers

##### Activity 1

play soccer – third picture; use a computer – first picture; cook – fourth picture; swim – last picture; speak English – second picture

##### Activity 2

1. Can Rick and Ed do Math? (Yes, they can.)
2. Can Jamil play soccer? (Yes, he can.)
3. Can Farid swim? (No, he can't.)
4. Can Salma and Zahra use a computer? (No, they can't.)

### Wrapping Up

Put all the verb flashcards face down on the floor. Ask a student to come and pick a flashcard. He/she then chooses a student and asks him/her a question using the verb on the flashcard, e.g. *Can you swim, Yasser?* The other student answers, e.g. *Yes I can.* then takes over by picking up a flashcard, and the game continues.

### Extension

Get the students to write five questions using *Can you...?* in their notebooks individually. Divide the class into pairs. Get the students to answer their partner's questions.

### Homework Assignment

Write the following on the board for the students to copy. Tell them to unscramble the questions and answer for themselves.

1. *computer / Can / you / a / use / ?*
2. *tennis / you / play / Can / ? / ?*

### Teacher's Knowledge Bank

It is important to spend time giving simple explanations of the rationale behind activities to our classes. The students need to know why lesson topics and tasks are important, interesting and worthwhile so that they have clearer goals.

### Task Card

Find the answers to these questions:

1. *Can your best friend swim?*
2. *Can your teacher cook?*

# Lesson 4

## Objectives

- To learn and practice ordinal numbers *first to tenth*
- To learn to recognize abbreviations for ordinal numbers *1st to 10th*
- To listen to and read a story about professions

## Materials

- crayons
- Student's Book pages 94–95
- Audio tracks 95–97
- Activity Book page 67
- (Extension: bean bag)

## Vocabulary

*first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth prize*

## Functions

Using ordinal numbers

## Language

*And the (first) prize goes to...*

## Warm-up

Tell the students they are going to play a game in which they will answer *Yes* or *No* with different parts of their bodies. Create and practice gestures to mean *Yes* and *No* with arms, shoulders, hands, feet, etc. Ask *Can you play soccer?* Get the students to answer with their feet. Continue like this with other questions.

### 1. Look, listen and say. 🎧 Track 95

Draw a simple sketch of ten people running a race on the board. The runners need only be stick figures but the order has to be clear. Draw a finishing line at the end, with the first runner at the line. Number the figures 1–10.

First, count the number of runners. Explain that a *cardinal* number is a number that says how many of something there are e.g. one, two, three, etc.

Then point to the winner and write *1st* and *first* next to him/her. Write *2nd* and *second* alongside the next competitor. Explain that *first* (abbreviated form *1st*) is called an *ordinal* number. Explain that an *ordinal* number tells the position of something in a list.

Tell the students that they are going to listen to more numbers like this in Activity 1. Play the track and get the students to point as they listen.

Play the track a second time for the students to listen and repeat.

Get the class to say the ordinal numbers without the track.

Write all the ordinal numbers above or next to the runners on your race on the board or have volunteer students do the task using their Student's Books as a reference.

## Gateway to Math

### 2. Complete the tables.

Draw the students' attention to the tables in Activity 2.

Explain that the students must complete the first table (ordinal numbers) with the missing numbers and words, by referring back to Activity 1.

They should also fill in the second table as revision. Get the students to complete the task individually. Copy the tables on the board. Ask volunteers to complete the tables, using their Student's Books for reference.

### Answers

Cardinal numbers		Ordinal numbers	
1	one	1st	first
2	two	2nd	second
3	three	3rd	third
4	four	4th	fourth
5	five	5th	fifth
6	six	6th	sixth
7	seven	7th	seventh
8	eight	8th	eighth
9	nine	9th	ninth
10	ten	10th	tenth

### 3. Listen and follow. 🎧 Track 96

Draw the students' attention to the pictures in Activity 3. Explain that the judge of the talent show is giving out the prizes and congratulating the winners. Referring back to the previous lesson, ask students how Ducky feels. (Elicit *sad*.)

Play the track once to familiarize the students with content.

Play the track again and pause after each picture to ask questions.

Play the track again and get the students to repeat the characters' lines after they have heard them, emphasizing the ordinal numbers.

# Lesson 4

1. Look, listen and say. 95 

<b>1<sup>st</sup></b> first	<b>2<sup>nd</sup></b> second	<b>3<sup>rd</sup></b> third	<b>4<sup>th</sup></b> fourth	<b>5<sup>th</sup></b> fifth
<b>6<sup>th</sup></b> sixth	<b>7<sup>th</sup></b> seventh	<b>8<sup>th</sup></b> eighth	<b>9<sup>th</sup></b> ninth	<b>10<sup>th</sup></b> tenth

## Gateway to Math - 21<sup>st</sup> Century Skills

2. Complete the tables.

Cardinal numbers		Ordinal numbers	
1	one	1st	<u>first</u>
2	_____	_____	second
3	_____	_____	_____
_____	_____	4th	_____
_____	five	_____	_____
_____	six	_____	sixth
7	_____	_____	_____
_____	_____	8th	_____
9	_____	_____	_____
ten	_____	_____	_____

3. Listen and follow. 96 

<p>And the third prize goes to Majid! Congratulations!</p>  <p>Thanks.</p>	<p>And the second prize goes to Yasmeen! Well done!</p>  <p>Thank you very much.</p>	<p>And the first prize goes to Froggy!</p>  <p>Oh, thank you! Yippee!</p>
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4. Show your hobbies in class.

5. Read and listen. Draw a picture <sup>97</sup>  for the story.

I'm a pilot! I'm very brave. I'm wearing a white scarf and big goggles. I'm flying a plane. I can see the sun. I can see many clouds. I can see my friends on the ground. They're waving at me!

Ducky's friends are in the plane.

Ducky's friends aren't in the plane.

I'm a dentist. I am wearing a long white jacket and a mask on my mouth. I can fix your teeth and I can make them shine. I have a big office with a big chair for you to sit on. Open your mouth! Let me see your teeth.

People like Ducky.

People don't like Ducky.

I'm a soccer player. I can play soccer very well. I'm tall. I have very long legs. I'm wearing a green T-shirt and black shorts. My socks are white and my sneakers are blue. I'm running very fast now. Watch me score! Goal!

Ducky can run.

Ducky can't run.

6. Read the story again and check the correct sentences.

7. Choose a title for the story.

The Incredible Ducky.

Ducky's Dream.

### My new words

_____	_____	_____
_____	_____	_____

#### 4. Show your hobbies in class.

On the board write (*name of your class*)'s *Hobbies!* Tell the students that they are going to show, either individually, in pairs, or in small groups. They can choose any skill. Give the students time to rehearse. This could be part of their Homework Assignment.

#### 5. Read and listen. Draw a picture for the story. Track 97

Direct the students' attention to Activity 5. Remind the students that Ducky was sad because he didn't get a prize, but say that now he is imagining he has many talents and a lot of success. Say *Ducky is daydreaming* and pretend that you are daydreaming (imagining that you are somewhere else doing something else, but with your eyes open).

Play the track for the students to listen to all three descriptions. Play the track again, pausing after paragraph 1. Get the students to underline the sentences with *can*. In the box next to the paragraph, have the students draw a picture about the paragraph. Repeat with the other two paragraphs.

#### 6. Read the story again and tick the correct sentences.

Draw the students' attention to the three pairs of sentences below the picture boxes in Activity 5. Ask them to complete the task individually. Check as a class.

#### Answers

Ducky's friends aren't in the plane. People like Ducky. Ducky can run.

#### 7. Choose a title for the story.

Read the two titles aloud. Explain the meaning of *incredible* and *dream*. Get the students to complete the task individually, then compare in small groups.

#### My new words

Remind the students that they can write any new words in the box. Encourage them to guess the meaning of new words, use dictionaries and write examples and translations as usual. Words which they might write down include: *brave, goggles, ground, waving, silver, gold, clap, cheer, tall, fast, score.*

 The students do page 67 in the Activity Book.

#### Answers

##### Activity 1

8; 1st, 10th; 4

##### Activity 2

9th – ninth, 2nd – second, 4th – fourth, 1st – first,  
10th – tenth, 7th – seventh, 8th – eighth, 5th – fifth

#### Wrapping Up

Copy the following paragraph on the board:

*I'm a \_\_\_\_\_. I can \_\_\_\_\_ very well. I'm wearing a \_\_\_\_\_ jacket and a white \_\_\_\_\_. People are \_\_\_\_\_. Get the students to complete the dream individually, using their own words and draw a picture. Have different students read their stories and show their pictures.*

#### Extension

Hold a bean bag in your hand and get the students to sit around your chair. Say *one*. Toss the bean bag to a student. Get him/her to say the ordinal equivalent (*first*). Get the student to toss the bean bag back. Continue with different students and other numbers.

#### Homework Assignment

Tell the students to read Ducky's dream again and answer the following questions:

1. *What's Ducky wearing in his first dream?*
2. *What's Ducky doing in his third dream?*
3. *What can Ducky see in his first dream?*
4. *Is Ducky wearing a black jacket in his second dream?*

#### Teacher's Knowledge Bank

Students who find it hard to express themselves in English may become demotivated. Linking the content of your lessons to other subjects and activities will help to ensure that students whose talents lie elsewhere (e.g. Sports or Math) maintain motivation.

#### Task Card

Read and write *C* (cardinal) or *O* (ordinal).

five      first      eight      sixth      two      tenth

# Lesson 5

## Objectives

- To review language from the unit in a game
- To listen to and say a chant

## Materials

- motivational stickers
- Student's Book pages 96–97
- Audio track 98
- Activity Book pages 68–70
- (Extension: card, white polystyrene packing chips or cotton wool, glue)

## Vocabulary

Revision from Unit 9

## Language

Revision from Unit 9

## Warm-up

Play "Alphabet Line Up!" Invite ten volunteers to come to the front of the class. Tell them they are going to arrange themselves in alphabetical order according to their first names.

Have each student say his/her name. Then ask the class *Who's first?* Encourage the students to reply, for example, *(Ana) is first*. Continue until all the students are lined up in alphabetical order. Repeat the activity with different students.

## 1. Play "Find someone who...".

Direct the students to Activity 1. Explain that they are going to go around the classroom asking their classmates questions about their talents. Draw their attention to the questions at the bottom of page 96. Give some examples of the questions they will ask (e.g. 1. *Can you make a cake?* 2. *Can you ride a bicycle?*).

When they find someone who can do one of the things they must write the person's name on the line provided in their Student's Book (e.g. for someone who can make a cake, they would write on the line in box 1). The first person to find 15 people who can do the things wins the game.

## Lesson 5

1. Play "Find someone who ...".

### Find someone who ...

1. can make a cake.  
\_\_\_\_\_

2. can swim.  
\_\_\_\_\_

3. can read well.  
\_\_\_\_\_

4. can play soccer.  
\_\_\_\_\_

5. can cook well.  
\_\_\_\_\_

6. can grow flowers.  
\_\_\_\_\_

7. can play tennis.  
\_\_\_\_\_

8. can swim.  
\_\_\_\_\_

9. uses a computer.  
\_\_\_\_\_

10. can speak two languages.  
\_\_\_\_\_

11. can ride a horse.  
\_\_\_\_\_

12. can run fast.  
\_\_\_\_\_

13. can write stories.  
\_\_\_\_\_

14. can paint pictures.  
\_\_\_\_\_

Can you swim?

Laith can.

Can you use a computer?

Dania and Maha can.

2. Listen, read and discuss the questions as a class. 98 

## My Best Friend

Why is Ducky sad?

I can see you crying,  
Behind your wing.  
Don't be sad, dry your tears,  
And listen to everything.  
Ducky, you're a special duck,  
You're my best friend.  
Ducky, we're together,  
Until the very end.

Ducky, you can't cook,  
But you can fly a plane.  
You can play soccer and tennis,  
And read a book from page to page!  
Ducky, you can swim very fast,  
Straight across the pool!  
You can paint and rollerskate  
And I think you're cool!

Is Ducky talented?  
What can he do?

Is Froggy a good friend?

Now, I see you smiling,  
So, please wipe your eyes.  
Laugh with me, give me a hug,  
For we can share the prize!  
Ducky, you're a special duck,  
You're my best friend.  
Ducky, we're together,  
Until the very end.



3. Chant "My Best Friend". 98 

Gateway to Values

21<sup>st</sup> Century Skills

Winning feels good, but the taking part in activities is what really counts. Even if we don't always win, it's important to give our best.



You can do it!!



## 2. Listen, read, and discuss the questions as a class. Track 98

Refer the students to Activity 2. Tell them that they are going to listen to a chant and that they will be talking about some of the lyrics.

Play the chant a first time to familiarize the students with the lyrics.

Divide the class into small groups. Play the chant a second time, but pause after the first verse for the groups to discuss the question in the box on the left. The students may wish to make notes in their groups. Monitor and help with language as necessary.

Repeat the process with the other two verses, making sure that the students understand key words in the questions (e.g. *talented, a good friend*).

As a whole class, discuss the comments made in the small groups. You may wish to explain the other new words and phrases in the chant (for example, *wing, dry your tears, together, until the very end, across the pool, cool, wipe your eyes, laugh, give me a hug, share*).

## 3. Chant “My Best Friend”. Track 98

Play the chant again and get the class to chant along for enjoyment.

### Gateway to Values

Have the students read Yasmeen’s comments in her speech bubble under the chant. Explain the meaning of *feel good, take part, count* and *give our best*. Translate the whole statement for your students if necessary. Discuss as a group. Does everyone agree?

 The Students do pages 68–70 in the Activity Book. See page 212 of this Teacher’s Book for guidance and answers.

### Wrapping Up

At the end of this lesson, discuss the unit with your students. Find out which activities they enjoyed the most and which they found difficult. Review the language if necessary.

Tell the students that they have finished the ninth unit in *Gateway 2* – and they have been stars! Tell the students to put the corresponding sticker for this unit in the box next to Esther on page 97.

Draw the students’ attention to the blue door on the bottom right-hand side of the page. Ask them where they think the door will lead.

## Extension

Write the second verse of the chant on the board with words missing, as follows:

*Ducky, you can't \_\_\_\_\_,  
But you can \_\_\_\_\_ in a plane.  
You can \_\_\_\_\_ soccer and tennis,  
And \_\_\_\_\_ a book from page to page!  
Ducky, you can \_\_\_\_\_ very fast,  
Straight across the pool!  
You can \_\_\_\_\_ and rollerskate  
And I think you're \_\_\_\_\_!*

Ask the students to work in pairs to complete the verse. Write the missing words in random order on the board to help them if necessary. Check answers.

### Answers

juggle, tell stories, play, read, swim, paint, cool

## Homework Assignment

Tell the students to read the chant “*My Best Friend*” again and write sentences about Ducky using *He can/can't...*

## Teacher’s Knowledge Bank

Positive feedback is very motivating for students. Students remember lessons more effectively when they have been able to discuss their ideas and feelings and when they have been praised for their efforts. Ensure you allow time for whole, class feedback on games and activities. For example, after playing *Find someone who...* take an interest in and discuss what the students found out about each other.

## Task Card

Complete the verb chain (five verbs).  
S \_\_ MD \_ N \_\_\_ OO \_ P \_\_\_ Y \_\_\_ NG

# Activity Book self-evaluation and craft

You may wish to devote an additional full lesson to the *I can...!* self-evaluation and the *Do and Share!* craft activity on pages 68–70 of the Activity Book.

## I can...!

The tasks in the *I can...!* section of the Activity Book on pages 68–69 should not be set as a formal test. Students should be encouraged to complete as much of the material as possible, but the emphasis should be on ensuring that it provides a sense of achievement. The tasks are designed to help students reflect on what they have learned and recognize areas that they still need to work on. Students are thus encouraged to recognize and take responsibility for their own learning.

Spend time going through new task-types, using students' mother tongue to explain where necessary. Have students compare answers with a partner, if you wish.

### Answers

*Circle the verbs.*

write, swim, make, speak, read, eat, use, do

*Write the ordinal numbers in order.*

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth

*What do you say to Froggy?*

Congratulations!

## Do and Share!

This section at the end of each unit links English with other areas of students' lives. It provides an opportunity for your students to involve themselves in craft and project work while using English as the medium of communication.

### Materials

construction paper	a marker
a ruler	crayons

Assign a question from the list below to individual students or pairs of students:

<i>Can you swim?</i>	<i>Can you play tennis?</i>
<i>Can you use a computer?</i>	<i>Can you play soccer?</i>
<i>Can you paint?</i>	<i>Can you rollerskate?</i>
<i>Can you cook?</i>	

The students walk around and ask everyone in the class their question, keeping a count of the name and number of students who answer *Yes, I can*. Work out the results for the class on the board by writing a list of the verbs and phrases (*swim, play tennis*, etc.) and asking *How many students can...?* Ask one student or one in each pair to report back. Then have the students draw a bar graph on the construction paper, with eight columns, each labeled with a verb or phrase showing how many students can do the activity. Tell the students to color each column a different color.

Have students talk about the graph and their notes, using the girl's speech bubble at the bottom of the page as a model.

Note: In a large class, divide the students into two groups and produce two graphs.

## TB Assessment page

There is a more formal assessment test on page 248 of the Teacher's Book.

### Answers

1.

1. no; 2. yes; 3. no; 4. yes; 5. yes

2.

1. Can Robbie make cakes?      2. Can Robbie use a computer?

3.

1. can; 2. can't; 3. can't; 4. can

4.

third, fifth, ninth, tenth

## Unit

# 10

# The Village

### Functions

Talking about the jobs people do

Talking about what someone does vs. what he/she is doing now

Talking about what you want to do when you grow up

### Language

*What does ... do? He/She's a dentist. He/She looks after my teeth.*

*A chef cooks food.*

*Dean's a pilot. He flies planes.*

*He isn't flying a plane now. He's buying a book.*

*What do you want to be when you grow up? I want to be an astronaut.*

*Do you want to be a scientist when you grow up? Yes, I do./No, I don't.*

### Vocabulary

*bus driver, carpenter, chef, dentist, fisherman, gardener, greengrocer,*

*hairstylist, mechanic, teacher*

*catch fish, cook food, cut my hair, drive a bus, fix cars, look after plants,*

*look after my teeth, make wooden furniture, sell fruit and vegetables,*

*work with children*

*now*

*astronaut, dentist, reporter, scientist*

### Gateway Grammar Level 2

*For parents/teachers: page 59*

*For students: pages 60–64*

### Gateway Phonics Book 1

*"qu": pages 46–47*

# Lesson 1

## Objectives

- To identify and learn jobs
- To practice reading and writing names of jobs

## Materials

- jobs flashcards
- Student's Book pages 98–99
- Audio tracks 99–100
- Activity Book page 71

## Vocabulary

*bus driver, carpenter, chef, dentist, fisherman, gardener, greengrocer, hairstylist, mechanic, teacher*

## Warm-up

Direct the students' attention to page 98. Show them that Majid, Jamil, Ducky and Froggy are stepping onto a street in a village by the sea. Point out that there are many people doing their daily jobs in the picture. Tell the students that Jamil comes from this village and he is returning home. Talk about the picture and the different jobs they can see. Explain the meaning of *job* in the students' first language. Elicit any jobs the students already know in English and write them on the board.

Ask the following questions using gesture and mime to help convey meaning:

*What jobs do you like?*

*What jobs are very difficult?*

*What jobs are fun?*

Encourage the students to share their opinions. Help with new vocabulary as necessary.

## 1. Look, listen, and say. 🎧 Track 99

Tell the students to look very carefully at the picture on page 98 again.

Play the track for Activity 1. Have the students follow in their Student's Book.

Play the track twice more and tell the students to repeat each word.

## 2. Read, say, and point.

Stick the jobs flashcards on the board.

Direct the students' attention to Activity 2. Point to the first word (*fisherman*) and read it aloud. Point to the flashcard of the fisherman on the board.

Ask a student to read the second word (*carpenter*) aloud. Get him/her to point to the flashcard of the carpenter.

Continue like this with the rest of the new words.

Remove the flashcards from the board. Get the students to read, say and point to the jobs in the picture in pairs.

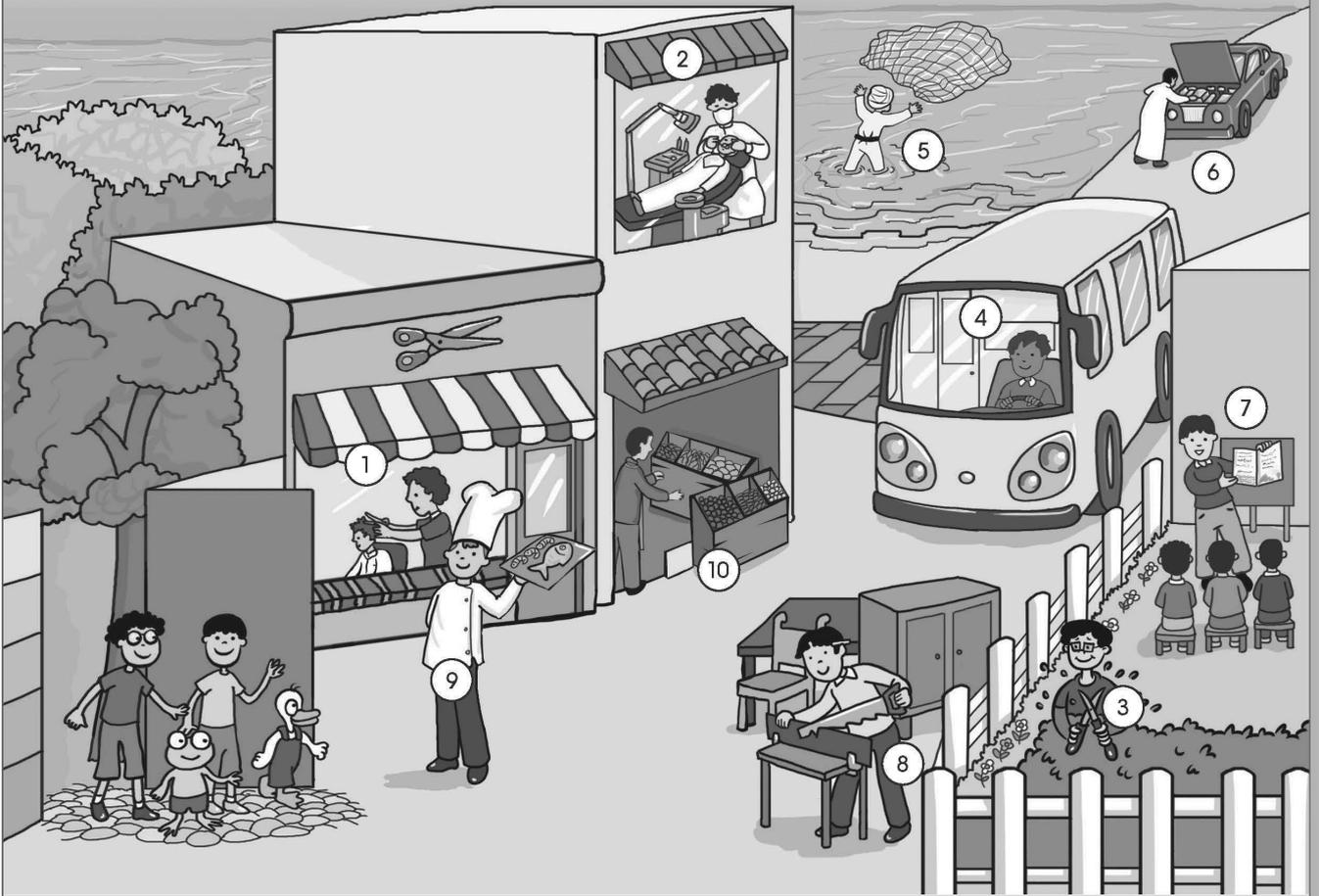
Walk around the classroom monitoring the activity carefully. Correct pronunciation if necessary.

# Unit 10

## The Village

### Lesson 1

1. Look, listen and say. 99



2. Read, say and point.

greengrocer

hairstylist

chef

teacher

bus driver

fisherman

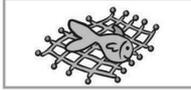
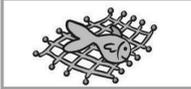
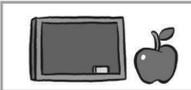
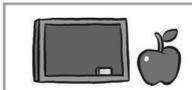
carpenter

dentist

gardener

mechanic

3. Listen and underline the correct illustrations. 100 

1.			6.		
2.			7.		
3.			8.		
4.			9.		
5.			10.		

4. Read the clues. Follow the lines and write the words for jobs.

1. This word starts with a <i>c</i> and ends with an <i>f</i> .		<input type="text"/>
2. This word ends in <i>man</i> .		<input type="text"/>
3. This word starts with an <i>h</i> .		<input type="text" value="chef"/>
4. This word has nine letters.		<input type="text"/>
5. This word has eleven letters.		<input type="text"/>
6. This word starts with a <i>t</i> and ends with an <i>r</i> .		<input type="text"/>
7. This word starts with a <i>g</i> and ends with an <i>r</i> .		<input type="text"/>
8. This word ends in <i>ist</i> .		<input type="text"/>
9. There are two words in this job.		<input type="text"/>
10. This word starts with an <i>m</i> and ends with a <i>c</i> .		<input type="text"/>

### 3. Listen and underline the correct illustrations. 🎧 Track 100

Draw the students' attention to Activity 3. As a class, work out which jobs are shown. (Fruit and vegetables = *greengrocer*, roast chicken = *chef*, blackboard, chalk and apple = *teacher*.)

Tell the students' they must listen, look at the two pictures and underline the correct one.

Play the track a first time and have the students listen only. Play the track again and pause after *hairstylist*. Have the students underline the scissors and hairstylist cape (the second picture). Play the track again pausing after each instruction. Check answers.

#### Answers

1. picture 2 – gardener; 2. picture 2 – fisherman; 3. picture 1 – chef;
4. picture 1 – teacher; 5. picture 2 – greengrocer; 6. picture 1 – dentist;
7. picture 2 – mechanic; 8. picture 1 – hairstylist; 9. picture 2 – bus driver;
10. picture 2 – carpenter

### 4. Read the clues. Follow the lines and write the words for jobs.

Tell the students to look at Activity 4. Explain that the sentences give clues about different jobs and that the students must work out the clues, trace along the lines and write the job.

Read the first clue and elicit the job (*chef*). Get the students to follow the yellow line and write the word in the third box. Ask the students to complete the task in pairs. Check answers as a class.

#### Answers

The answers to the clues are 2. fisherman; 3. hairstylist; 4. carpenter; 5. greengrocer; 6. teacher; 7. gardener; 8. dentist; 9. bus driver; 10. mechanic.

The order of the words in the boxes is: gardener, fisherman, chef, bus driver, mechanic, dentist, hairstylist, teacher, carpenter, greengrocer.

**AB** The students do page 71 in the Activity Book.

#### Answers

##### Activity 1

The order from left to right, top to bottom is 9, 1, 2, 4, 5, 7, 6, 8, 3, 10.

##### Activity 2

cher (teacher), ver (bus driver), ter (carpenter)

#### Activity 3

fisherman, carpenter, gardener, mechanic

#### Activity 4

1. bus driver; 2. greengrocer; 3. hairstylist; 4. dentist; 5. chef

### Wrapping Up

Write the jobs from the lesson on the board. Get the students to write the words in alphabetical order and draw a small picture to show the meaning of each.

### Extension

Choose a volunteer student (Student A). As Student A walks around the classroom everybody chants:

*I'm thinking. I'm thinking. Who am I going to choose?*

*And now... I choose you!*

At this point Student A taps someone on the head and says a job, e.g. *chef*. The chosen student mimes the job, then changes places with Student A as the chant begins again.

### Homework Assignment

Tell the students to create a word chain using all the jobs in Lesson 1. In a subsequent lesson, ask the students to give their word chain to a friend for him/her to find and circle the words.

### Teacher's Knowledge Bank

It can be tempting to use the students' first language (L1) when introducing a new topic. The students may find it easier to engage with the topic and give their opinions. On the other hand, using too much L1 reduces the amount of communication in English and can give the message that you don't feel your students are capable of talking about the topic in English. Good planning helps you maximize communication in English. Plan eliciting questions and explanations in English before the lesson and check that the language you use is sufficiently simple. Also plan how to use visual aids and gestures to clarify what you say.

### Task Card

Unscramble the words.

*trcraepne*

*atherce*

*lyhiassrtit*

*cimheacn*

# Lesson 2

## Objectives

- To practice asking and answering questions about jobs people do
- To practice using verbs in the present simple (third person)

## Materials

- Student's Book pages 100–101
- Audio tracks 101–102
- Activity Book page 72

## Vocabulary

As Lesson 1

*catch fish, cook food, cut my hair, drive a bus, fix cars, look after plants, look after my teeth, make wooden furniture, sell fruit and vegetables, work with children*

## Functions

Talking about the jobs people do

## Language

*What does... do?*

*He/She's a dentist. He/She looks after my teeth.*

*A chef cooks food.*

## Warm-up

Divide the class into two teams. Spell out the word *dentist* slowly, pausing after each letter. Let the students guess the word at any point. The first student to guess the word gets a point for his/her team. Repeat with the rest of the jobs from Lesson 1.

## 1. Look, listen, and say. 🎧 Track 101

Ask the students to open their books to page 100. Have the students look very carefully at the pictures in Activity 1. Explain that Jamil is showing Majid around his village. They are looking through the windows of various workplaces, talking about different people and the jobs they do.

Play the track once to familiarize the students with content and pronunciation.

Play the track again and get the students to repeat Majid's questions and Jamil's answers.

Get the students to work in pairs, taking turns to read the questions and answers as they point to the speech bubbles.

## 2. Read and match.

Draw the students' attention to Activity 2.

Read the jobs (*A greengrocer*, etc.) aloud together. Then point to the phrases on the right and explain that they are descriptions of what people do in their jobs. Say *A greengrocer* – and ask the students to read the phrases and guess which is the matching phrase. Tell them not to worry about new words but to see if there is a word in the phrase which helps them guess the meaning. (They should be able to guess the answer *sells fruit and vegetables*.)

Have the students draw a line between *A greengrocer* and *sells fruit and vegetables*. Say the whole sentence and have the students repeat.

Get the students to complete the task in pairs. Walk around and monitor, helping as necessary.

Copy the two columns as they are on page 100 on the board. Have six volunteers draw lines matching the halves of the sentences for the rest of the class to check their answers. Read all the completed sentences and explain the meaning of any new words. Read the sentences again for the students to repeat.

## Answers

A teacher works with children.

A bus driver drives a bus.

A mechanic fixes cars.

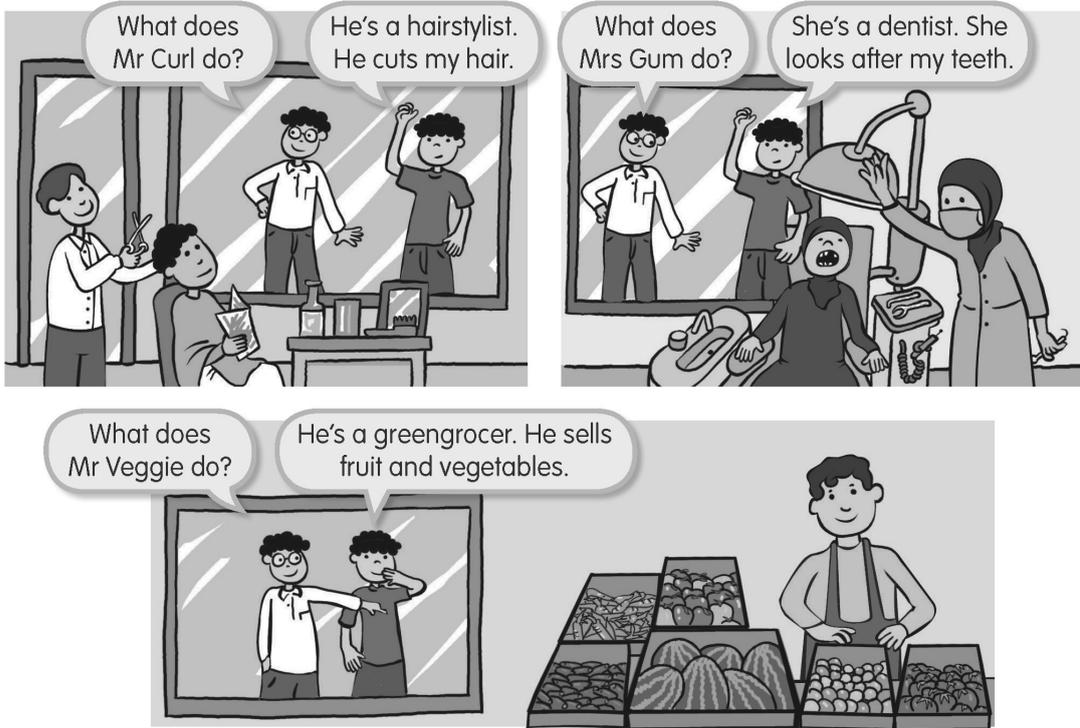
A fisherman catches fish.

A chef cooks food.

A carpenter makes wooden furniture.

# Lesson 2

1. Look, listen and say. 101 

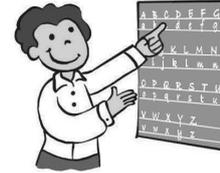


2. Read and match.

A greengrocer	fixes cars.
A teacher	cooks food.
A bus driver	catches fish.
A mechanic	works with children.
A fisherman	makes wooden furniture.
A chef	sells fruits and vegetables.
A carpenter	drives a bus.

*Note: A line connects 'A greengrocer' to 'sells fruits and vegetables.'*

3. Listen and number the pictures. 102 



4. Write the questions or the answers.



What does Mr Wheeler do?  
He's a bus driver. He drives a bus.



\_\_\_\_\_?  
 He's a mechanic. He fixes cars.



What does Mr Prime do?  
 \_\_\_\_\_.



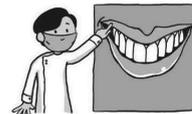
\_\_\_\_\_?  
 He's a chef. He cooks food.

**Look!**

What \_\_\_\_\_ Woody do?  
 He's a carpenter.  
 He make \_\_\_ wooden furniture.



What \_\_\_\_\_ Mr Teethy \_\_\_\_\_?  
 He's a dentist. He \_\_\_\_\_ teeth.



### 3. Listen and number the pictures.

#### Track 102

Refer the students to the three pictures in Activity 3. Explain that they are going to listen to Majid and Jamil answering questions about more people from their village. Tell the students to listen carefully and write 1, 2 or 3, in the boxes.

Play the track a first time and have the students listen without writing.

Play the track again and pause after the first exchange. Ask the students to point to the correct picture (the second picture) and have them write the number 1 in the box.

Play the track again, pausing after each exchange. Check answers in pairs then as a class.

#### Answers

The pictures should be numbered 3, 1, 2.

### 4. Write the questions or the answers.

Draw the students' attention to Activity 4. Discuss what the people's jobs are.

Read the sentences in number 1 aloud together. Then ask volunteers to read the sentence in number 2. Elicit the question *What does he do?* Write it on the board and have students copy it on the line provided. Ask volunteers to read through the questions and answers in these first two questions. Ask students to complete 3 and 4 individually.

Check answers.

#### Answers

3. He's a teacher. He works with children. 4. What does he do?

#### Look!

Draw the students' attention to the *Look!* box. Have them complete it individually.

#### Answers

What does Woody do?

He's a carpenter. He makes wooden furniture.

What does Mr Teethy do?

He's a dentist. He looks after teeth.

 The students do page 72 in the Activity Book.

#### Answers

##### Activity 1

2. Mrs H is a dentist. 3. Mr Y is a bus driver. 4. Mr G is a carpenter.  
5. Mr K is a greengrocer. 6. Mr E is a fisherman. 7. Mr X is a mechanic.  
8. Mr I is a hairstylist. 9. Mr W is a chef. 10. Mr J is a gardener.

##### Activity 2

2. What does Mrs A do? She works with children. 3. What does Mr K do? He sells fruit and vegetables. 4. What does Mr G do? He makes wooden furniture. 5. What does Mr W do? He cooks food. 6. What does Mrs H do? She looks after my teeth. 7. What does Mr J do? He looks after plants. 8. What does Mr I do? He cuts my hair. 9. What does Mr E do? He catches fish. 10. What does Mr Y do? He drives a bus.

### Wrapping Up

Draw a stethoscope on the board and say *This is a stethoscope. My dad is a doctor. He helps people.* Review *doctor* (from Level 1, Unit 7). Have the students draw a picture of an object that one of their parents/grandparents uses for work. Ask them to prepare short presentations like yours. Move around the classroom giving help. The students take turns showing their pictures and speaking.

### Extension

Invite the students' relatives or people from the local community to visit the class and tell students about their jobs. Encourage the speakers to bring things that are related to their work. Help the students to make sentences about the people in English.

### Homework Assignment

Write the following sentences on the board for the students to correct:

1. *A fisherman makes wooden furniture.*
2. *A gardener drives a bus.*
3. *A greengrocer repairs cars.*

### Teacher's Knowledge Bank

*Eliciting* is an important technique that ensures the students are actively involved in lessons and helps you to assess which words and structures they already know. Encourage your students to guess the meaning of new structures and vocabulary.

### Task Card

Unscramble the questions and answer them.

1. *does / What / a / do / teacher / ?*
2. *chef / does / What / a / do / ?*

# Lesson 3

## Objectives

- To practice using the present simple and the present progressive (third person)
- To practice asking and answering questions with the present simple, present progressive and *can* (third person)
- To practice choosing the present simple or progressive to complete sentences

## Materials

- Student's Book pages 102–103
- Audio tracks 103–104
- Activity Book page 73

## Vocabulary

Revision from Levels 1 and 2  
*now*

## Functions

Talking about what someone does vs. what he/she is doing now

## Language

*Ali's a pilot. He flies planes.*

*He isn't flying a plane now. He's buying a book.*

## Warm-up

Elicit jobs and write them on the board. Divide the class into two teams. Call a volunteer from each team out and ask them to stand with their backs to the board. Explain that you are going to say a sentence describing a job and the students have to say the job (only the two students at the front can speak). Say, for example, *This person looks after plants.* The first student to say *gardener* wins a point. The two students sit down and two more students take their place (one from each team). Continue with more sentences, for example: *This person catches fish. (fisherman); This person flies planes. (pilot); This person uses a ball in his job. (soccer player); This person works in a hospital. (doctor).*

## 1. Look, listen, and say. 🎧 Track 103

Ask the students to open their books to page 102. Have the students look very carefully at the pictures in Activity 1. Explain that Jamil is telling Majid about some more people's jobs, but these people are not working at the moment. Play the track once to familiarize the students with content and pronunciation. Explain *now*. Play the track again and get the students to repeat. Get the students to work in pairs, reading the characters' lines.

## 2. Language practice.

Ask the students to look at Activity 2. Draw their attention to the first picture. Write the following on the board:

*Mr Prime's a \_\_\_\_\_. He \_\_\_\_\_ children.  
He isn't \_\_\_\_\_ing with children now. He's \_\_\_\_\_ing.*

As a class, using Activity 1 as a model, fill in the blank spaces. Elicit the jobs of the people in the other pictures (*bus driver, chefs, mechanic*), and ask the students what they are all doing. Have the students talk about the other three pictures in pairs. Remind the students that the man in the second picture is called Mr Wheeler (write the name on the board), but tell them to use 'they' and 'he' for the other pictures. Walk around the classroom monitoring the activity.

## Answers

Mr Wheeler's a bus driver. He drives a bus.

He isn't driving a bus now. He's using a computer.

They're chefs. They cook food.

They aren't cooking food now. They're taking photos.

He's a mechanic. He fixes cars.

He isn't fixing cars now. He's reading a book.

## 3. Listen and answer the questions.

### 🎧 Track 104

Draw the students' attention to Activity 3. Explain that they are going to listen and underline the correct answer. Play the track a first time and have the students listen only. Play the track again and pause after the information about Mr. Badge. Have the students underline the correct sentences for questions 1–3. Play the track again pause after the information about Susan and Salma. Have the students underline the correct sentences for questions 4–6. Check answers as a class.

## Answers

1. b) He's a police officer. 2. a) He's in the park. 3. a) Yes, he can.

4. b) They're doctors. 5. b) No, they aren't. 6. b) No, they can't.

## Lesson 3

### 1. Look, listen and say. 103

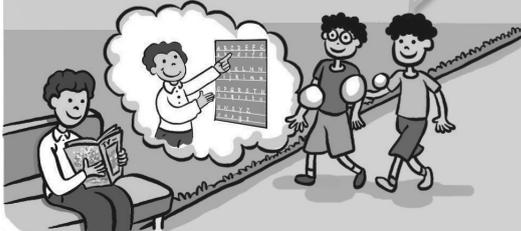
Ali's a pilot. He flies planes. He isn't flying a plane now. He's buying a book.



Nadir and Fred are soccer players. They play soccer. They aren't playing soccer now. They're eating sandwiches.



Ahmad is a teacher. He teaches at our school. He isn't teaching now. He's reading a magazine.

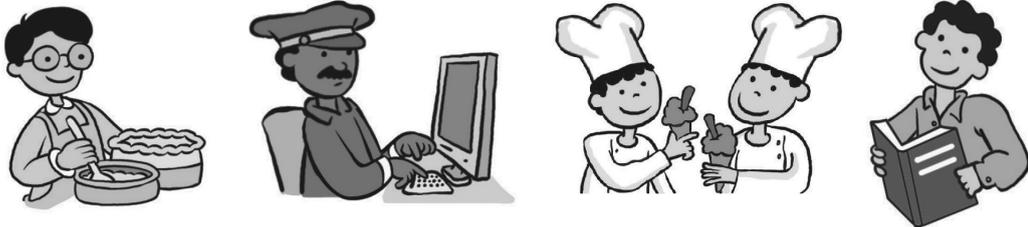


Look at the chef. He isn't working now. He's running.

Yes. He's chasing Froggy and Ducky.



### 2. Language practice.



### 3. Listen and answer the questions. 104

1. What does Mr Safety do?

- a) He's a soccer player.                      b) He's a police officer.

2. Where's Mr Safety now?

- a) He's in the park.                              b) He's working.

3. Can Mr Safety play soccer?

- a) Yes, he can.                                      b) No, he can't.

4. What do Susan and Salma do?  
 a) They're dentists.                      b) They're doctors.
5. Are Susan and Salma working?  
 a) Yes, they are.                            b) No, they aren't.
6. Can Susan and Salma cook?  
 a) Yes, they can.                            b) No, they can't.

## 4. Read and complete.



1. Rami is a teacher.

He \_\_\_\_\_ (work) in the village school.

He isn't in the school now.

He \_\_\_\_\_ (read) a book.



2. Laith and Tamir are dentists.

They \_\_\_\_\_ (fix) teeth. They aren't working now.

They \_\_\_\_\_ (play) soccer in the park.



3. Jasim \_\_\_\_\_ (buy) apples and oranges now.

He is a chef. He \_\_\_\_\_ (cook) delicious food.

**Look!**

Mr Haddock catches fish.

Mr Haddock is writing an e-mail now.

Woody and Bolton are drinking a soda.

Woody and Bolton work in the village.

#### 4. Read and complete.

Draw the students' attention to Activity 4. Give them time to read. Explain that they must use the verbs in brackets to complete the sentences. Work through the first paragraph on the board. Ask the students to complete the rest of the sentences individually. Check answers as a class.

#### Answers

- Rami is a teacher. He works in the village school.  
He isn't in the school now. He's reading a book.
- Laith and Tamir are dentists. They fix teeth.  
They aren't working now. They're playing soccer in the park.
- Jasim is buying apples and oranges now.  
He is a chef. He cooks/can cook delicious food.

#### Look!

Draw the students' attention to the *Look!* box.

Read each sentence aloud and ask the students if it is about a routine action or something that is happening now.

**AB** The students do page 73 in the Activity Book.

#### Answers

##### Activity 1

2. N; 3. R; 4. N; 5. N; 6. N

##### Activity 2

- She's a dentist. She looks after our teeth.
- No, she isn't.
- She's reading a book.
- He's a chef. He cooks food.
- No, he isn't.
- He's eating a burger.

#### Wrapping Up

Write the following on a piece of paper and hide it:

*My dad is a pilot. He flies planes.*

Draw a small line for each of the letters in the words on the board. Put the full stop between the sentences. The students take turns calling out letters and try to guess the sentences. If the letter is part of the sentences write it in; if not, write the letter on one side of the board. Give the students 10 "lives" to guess the sentence. If they guess 10 wrong letters, you win and tell them the sentences you wrote.

#### Extension

Write the following sentences on the board:

- John is eating a burger now.*
- John is a teacher. He works with children.*
- Tom and Tim are chefs. They can cook well.*
- Tom and Tim aren't cooking now. They're buying food.*

Divide the class into pairs. Tell the students to write questions for the answers. Invite different students to come to the board and write the questions.

#### Answers

- What is John doing (now)?
- What does John do?
- What do Tom and Tim do?
- What are Tom and Tim/they doing (now)? / Are Tom and Tim/they cooking now?

#### Homework Assignment

Write the following sentences on the board for the students to complete using the verbs in brackets.

- (catch)* A fisherman \_\_\_\_\_ fish.
- (play)* They're \_\_\_\_\_ with balloons.
- (cook)* My mom is a chef. She \_\_\_\_\_ nice food.
- (eat)* I'm hungry. I'm \_\_\_\_\_ my lunch.

#### Teacher's Knowledge Bank

As the dialogs in the stories become longer, the students will find it harder to memorize the conversation. They now need to rely more on reading the lines. Some students will find this challenging, but they should be encouraged to read what they can, rather than trying to memorize everything word for word.

#### Task Card

Read and match.

- Dan is playing soccer.*
  - My mom works here.*
  - She plays tennis.*
  - We're reading a book.*
- Present Progressive  
Present Simple

Note: You may wish to prepare a sock puppet (see Activity Book page 77) to show your students in the next lesson.

# Lesson 4

## Objectives

- To identify and learn more jobs
- To practice asking and answering questions about what you want to be
- To listen to a short play
- To act out a short play

## Materials

- Student's Book pages 104–105
- Audio tracks 105–107
- Activity Book page 74

## Vocabulary

*astronaut, dentist, reporter, scientist*

## Functions

Talking about what you want to do when you grow up

## Language

*What do you want to be when you grow up? I want to be an astronaut.*

*Do you want to be a scientist when you grow up?  
Yes, I do. / No, I don't.*

## Warm-up

Get the students to stand up. Tell them you are going to say some words. When they hear words which are jobs the students must walk around the classroom. If they hear a word that isn't a job, for example, *book*, they must stand completely still. Say a list of the jobs the students know as they walk around, in different orders (*bus driver, carpenter, chef, dentist, doctor, fisherman, gardener, greengrocer, hairstylist, mechanic, pilot, police officer, soccer player, teacher*), occasionally saying a word from a different category. Make the game competitive if you wish – any student who walks when he/she should stand still or stands still when he/she should be walking is “out” and sits down.

## 1. Look, listen, and say. 🎧 Track 105

Draw the students' attention to Activity 1 and elicit the jobs they can see. Play the track a first time and have the students listen and point to the pictures.

Play the track twice more and tell the students to repeat each word. Have the students point to the pictures and say the jobs in pairs without the track.

## 2. Listen and follow along. 🎧 Track 106

Have the students look very carefully at the pictures in Activity 2. Explain that the two girls, Ducky and Froggy are talking about the jobs they want to do when they grow up.

Play the track once to familiarize the students with content and pronunciation.

Play the track again and get the students to repeat.

Tell the students to work in pairs, taking turns to read the characters' lines.

Write the following questions and answers on the board:

*Do you want to be a(n) \_\_\_\_\_ when you grow up?*

*Yes, I do. No, I don't.*

*What do you want to be? I want to be a \_\_\_\_\_.*

Ask volunteer students the questions. Point at the models on the board to elicit answers. Leave the models on the board for the next activity.

## 3. Find out about your classmates.

Draw the students' attention to the charts in Activity 3. Explain that they are going to ask their classmates the questions on the board and complete the charts.

Tell them they must walk around the class asking the questions and put a single mark in the “Tally” column for each classmate who wants to do a particular job. When they have asked every student, they add up the marks and write the totals in the “Total” column.

Give an example by asking a student about the jobs in the charts: *Do you want to be a dentist when you grow up? Do you want to be a reporter? etc. or What do you want to be?*

Monitor the activity and make sure everyone is using English and is on task. With a larger class, you may want to divide the class into two groups and have students only ask the students in their group.

Copy the charts on the board. Collate the information from the students and write the totals in the last column. Read the example sentences at the bottom of the page aloud. Choose volunteer students to make sentences about the results in the charts.

# Lesson 4

1. Look, listen and say. 105 



**astronaut**



**dentist**



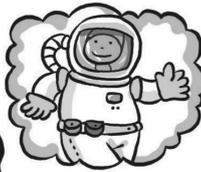
**reporter**



**scientist**

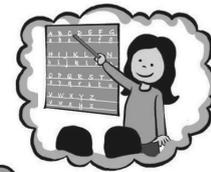
2. Listen and follow along. 106 

What do you want to be when you grow up?



I want to be an astronaut.

What about you?



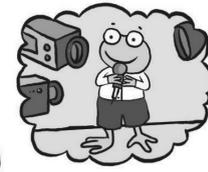
I want to be a teacher.

Do you want to be a scientist when you grow up?



Yes, I do.

Do you want to be a scientist too, Froggy?



No, I don't. I want to be a reporter.

3. Find out about your classmates.

Job	Tally	Total
Dentist		
Reporter		
Doctor		
Astronaut		
Chef		

Job	Tally	Total
Vet		
Carpenter		
Teacher		
Scientist		
Soccer Player		

Six students in the class want to be soccer players.

One student wants to be a scientist.

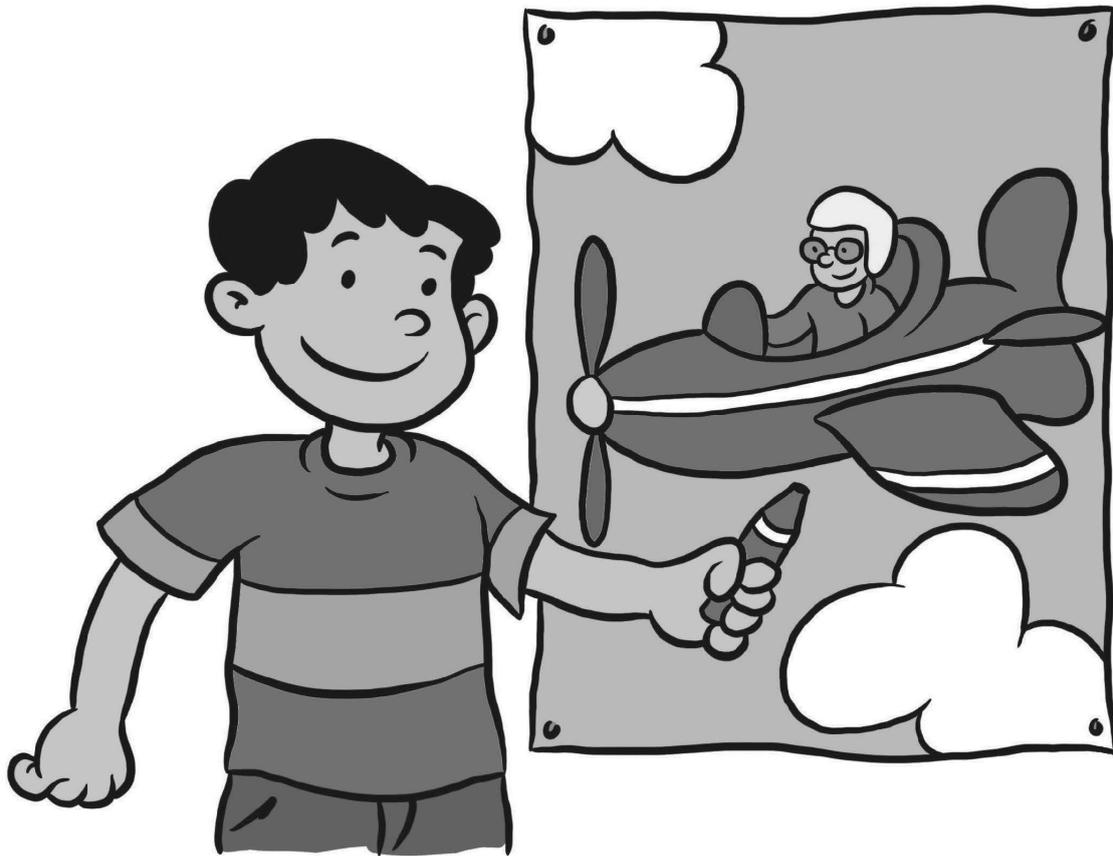
## Gateway to

## Art

21<sup>st</sup>

## Century Skills

4. What do you want to be when you get older?
5. Draw a big poster of what you want to be in the future?
6. Hang the poster on the wall of your classroom.



## Gateway to Art

### 4. What do you want to be when you get older?

Ask students to think about what job they would like to do when they are older. It can be one of the jobs featured in this unit or you could give them the translation for any other jobs they think of.

### 5. Draw a big poster of what you want to be in future?

Give the students large sheets of paper and colored pens and pencils. Give them time to make a poster showing what they want to be when they are older. They should draw images and write the job and any other key words in English.

### 6. Hang the poster on the wall of your classroom.

Display the students' posters on the wall of the classroom. Encourage students to look at each other's work and make positive comments.

 The students do page 74 in the Activity Book.

## Answers

### Activity 2

1. Do you want to be a pilot when you grow up?
2. Do you want to be a reporter?
3. What do you want to be when you grow up?

## Homework Assignment

Write these jobs on the board. Tell the students to number the jobs in order of preference.

*pilot reporter gardener astronaut dentist chef*

### Task Card

Draw a picture of what you want to be when you grow up.

# Lesson 5

## Objectives

- To review language from the unit in a game
- To listen to and say a chant

## Materials

- dice
- tracing paper
- scissors
- motivational stickers
- Student's Book pages 106–107
- Audio track 108
- Activity Book pages 75–77

## Vocabulary

Revision from Unit 10

## Language

From previous lessons in Unit 10

## Warm-up

Divide the class into two teams. Assign the letter *W* to one team and the letter *S* to the other. Give the teams three minutes to look in their Student's Books for words that begin with the letter they were assigned. Tell members from each team to come up to the board one by one and write the words they found. The winner is the team that wrote the most words correctly. Repeat the game with other common letters.

## 1. Play the "First to the Beach!" game.

Direct the students to Activity 1.

Divide the class into pairs. Have them trace and cut out the flip-flops above the game to use as counters.

Read the rules of the game aloud and check that the students understand what to do.

Have the students play the game together in their pairs.

Walk around the classroom monitoring the game.

## Answers

- |   |  |
|---|--|
| 1. He's a dentist.  | 12. M-E-C-H-A-N-I-C  |
| 2. mechanic   | 13. Students' own answers.   |
| 3. He's a carpenter.  | 14. She's a chef.  |
| 4. What does a fisherman do?  | 15. P-O-L-I-C-E O-F-F-I-C-E-R  |
| 5. Do you want to be a police officer when you grow up?<br>Students' own answers. | 16. What does a teacher do?  |
| 6. Students' own answers.   | 17. She's eating.  |
| 7. They are drawing.  | 18. What do you want to be when you grow up?<br>Students' own answers. |
| 8. What's he drinking?/<br>What's he doing?                                       | 19. fisherman  |
| 9. A-S-T-R-O-N-A-U-T  | 20. What are they doing/playing?                                       |
| 10. He's reading.   | 21. hairstylist  |
| 11. What do you want to be when you grow up?.                                     | 22. S-C-I-E-N-T-I-S-T  |
|   | 23. He's a bus driver.   |

# Lesson 5

## 1. Play the "First to the Beach!" game.

Choose a counter.

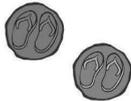
Throw the die.

Do the task.

The first one to get to the beach wins the game.



**START**



1



**Answer the question:**  
What does he do?

2

**Unscramble the word:**  
a c c m i e h n

3

**Say and spell:**



4

**Write a question for this answer:**  
He catches fish.



9

**Say and spell:**



8

**Write a question for this answer:**  
He's drinking a milkshake.

7



**Answer the question:**  
What are they doing?

6

**Answer the question:**  
What does your grandfather do?

5

**Unscramble the question and answer it:**  
to/a/officer/you/up/Do/want/be/you/police/grow/when/?

10



**Answer the question:**  
What is he doing?

11

**Write a question for this answer:**  
I want to be a dentist.

12

**Say and spell:**



13

**Answer the question:**  
What are you doing now?

14

**Answer the question:**  
What does she do?



18

**Unscramble the question and answer it:**  
you/you/be/up/What/when/want/to/do/grow/?

17

**Answer the question:**  
What is he doing?



16

**Write a question for this answer:**  
She works with children.

15

**Say and spell:**



19

**Unscramble the word:**  
m r n h e f s i a

20

**Write a question for this answer:**  
They're playing soccer.

21

**Unscramble the word:**  
l r i i s t t h s a y

22

**Say and spell:**



23

**Answer the question:**  
What does he do?



**FINISH!**

2. Listen, read and chant. 107 

## When You Grow Up

I wonder what I'll be,  
I wonder what I'll be,  
I wonder what I'll be,  
When I am all grown up.

I want to be a pilot,  
Flying planes up high,  
Taking people on holiday,  
Way up in the sky.

I want to be a teacher,  
Teaching children ABC,  
Math, History and Science,  
And numbers 123.

I want to be a gardener,  
Caring for plants big and small,  
Flowers, trees, and bushes  
I'll look after them all!

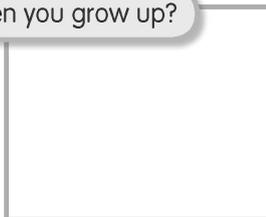
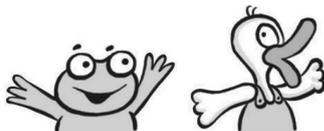
I want to be chef,  
Cooking vegetables, meat and fish,  
Working in a restaurant,  
Cooking everyone's favorite dish!

I wonder what I'll be,  
I wonder what I'll be,  
I wonder what I'll be,  
When I am all grown up.



3. Chant "When You Grow Up". Mime the underlined words. 107 

What do you want to be when you grow up?



**2. Listen, read, and chant.** 🎧 **Track 107**

Refer the students to Activity 2. Tell them that they are going to listen, read and mime the four underlined words.

Play the chant a first time to familiarize the students with the lyrics. You may wish to explain the meaning of some of the new language (e.g. grown up, way up, bushes) but do not spend too long trying to explain all the language (see *Teacher's Knowledge Bank*, below).

Play the chant again and encourage all the students to mime the jobs.

**3. Chant “When You Grow Up”. Mime the underlined words.** 🎧 **Track 107**

Play the chant again for the students to join in for enjoyment. Demonstrate miming the underlined words in the chant, and encourage the students to copy you.

**AB** The students do pages 75–77 in the Activity Book. See page 234 of this Teacher's Book for guidance and answers.

**Wrapping Up**

At the end of this lesson, discuss the unit with your students. Find out which activities they enjoyed the most and which they found difficult. Review the language if necessary.

Tell the students that they have finished *Gateway 2*! Tell the students to put the corresponding sticker for this unit in the box next to Ducky and Froggy on page 107.

Draw the students' attention to the multi-colored door on the bottom right hand side of the page. Ask them where they think the door will lead.

**Extension**

Make the last day a memorable occasion. Emphasize the completion of a fruitful year in your class.

Take a class picture before the last day and have copies made for each student. Include a note from you wishing him or her every success in the future.

Suggest that your students collect their classmates' autographs.

**Teacher's Knowledge Bank**

Some of the chants in *Gateway 2* contain words and phrases that will be unfamiliar to your students. It is not necessary to worry too much about these terms or spend too long explaining them. Remember that children are used to encountering unknown words in their first language and that being able to “tolerate ambiguity” is necessary for successful language learning.

**Task Card**

Draw Ducky and Froggy playing in the park.

# Activity Book self-evaluation

You may wish to devote an additional full lesson to the *I can...!* self-evaluation and the *Do and Share!* craft activity on pages 75–77 of the Activity Book.

## I can...!

The tasks in the *I can...!* section of the Activity Book on pages 75–76 should not be set as a formal test. Students should be encouraged to complete as much of the material as possible, but the emphasis should be on ensuring that it provides a sense of achievement. The tasks are designed to help students reflect on what they have learned and recognize areas that they still need to work on. Students are thus encouraged to recognize and take responsibility for their own learning.

Spend time going through new task-types, using students' mother tongue to explain where necessary. Have students compare answers with a partner, if you wish.

### Answers

*Complete the sentences.*

A mechanic fixes cars.

A chef cooks food.

A gardener looks after plants.

*Answer the questions*

He/She makes wooden furniture.

He/She cooks food.

*Circle the correct sentence.*

I am answering an activity.

## Do and Share!

This section at the end of each unit links English with other areas of the students' lives. It provides an opportunity for your students to involve themselves in craft and project work while using English as the medium of communication.

### Materials

an old sock

crumpled newspaper

scraps of material

scissors

a glue stick

Talk about what students want to be when they grow. Tell them they are going to make a sock puppet of this job. Make sure every student has an old sock to make their puppet. Hand out pieces of newspaper to each student together with the rest of the materials above. Demonstrate what you want the students to do using the pictures in the book and giving the instructions in English. First the students crumple the newspaper and put it into the sock (one piece should be enough). The students then cut the scraps of material into the shapes of eyes, a nose, a mouth and some hair. Tell them to stick these onto the sock to make the face of their puppet. Once the glue has dried, tell the students to remove the newspaper – the puppet is now ready.

## TB Assessment page

There is a more formal assessment test on page 249 of the Teacher's Book.

### Answers

1.

1. chef; 2. dentist; 3. greengrocer; 4. mechanic; 5. hairstylist; 6. carpenter; 7. gardener

2.

1. N; 2. N; 3. R; 4. R; 5. N; 6. R

3.

What do you want to be when you grow up?

Student's own answers.



# Review

# Review 2

## Warm-up

Refer the students to page 108. Show them that the characters are stepping through a striped door. Write *Review 2* on the board. Tell the students they are looking at more of the scrapbook Ducky has made during his adventures with his friends. Elicit the places Ducky, Froggy, Jamil and Majid have visited in the second part of *Gateway 2*: the farm house, the mountain, the amusement park and the village. They have also looked at different hobbies.

## Activity 1

Draw the students' attention to the empty frame on the left. Tell the students to draw their ideal house in the frame. Divide the class into pairs. Have the students talk about their houses using *There is/isn't...* and *There are/aren't...* (for example, *There's a living room. There isn't a garage. There are ten bedrooms.*).

## Extension

Tell the students to write two affirmative and two negative sentences about their houses in their notebooks individually.

## Activity 2

Ask the students to look at the photographs in the second frame. Ask *Are there any planes?* Elicit the answer (*No, there aren't.*) Ask *Is there a Frisbee?* Elicit the answer (*Yes, there is.*) Get the students to ask and answer questions with *Is there a...?* and *Are there any...?* in the same way in pairs. Monitor the activity and help the students with language as necessary.

## Activity 3

Direct the students' attention to the picture of Majid, Jamil and Ducky on the mountain. Get the students to write six sentences about what the characters are wearing. Ask them to write about individual characters (e.g. *Jamil's wearing...*) as well as more than one character (e.g. *Majid and Jamil are wearing...*). Invite different volunteers to read their sentences to the class.

### Answers

Possible sentences: Majid, Jamil and Ducky are wearing hats. Jamil, Majid and Ducky are wearing scarves.; Jamil is wearing a coat. Majid is wearing a sweater. Jamil, Majid and Ducky are wearing boots. Jamil and Ducky are wearing ties. Jamil and Majid are wearing gloves. Jamil and Majid are wearing jeans.

## Activity 4 Track 108

Draw the students' attention to the six pictures of Froggy in the next frame. Point out the small box in the corner of each picture. Tell the students they are going to listen to sentences about the weather and that they must number the pictures appropriately.

Play the track a first time and have the students listen carefully without writing.

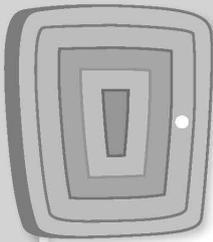
Play the track twice for the students to complete the task.

Play the track a final time for the students to check their work.

Check answers together as a class.

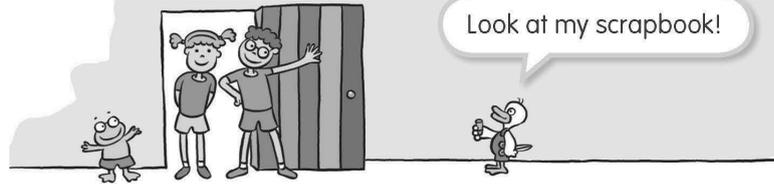
### Answers

From left to right, top to bottom, the pictures should be numbered: 3, 4, 6, 1, 5, 2.

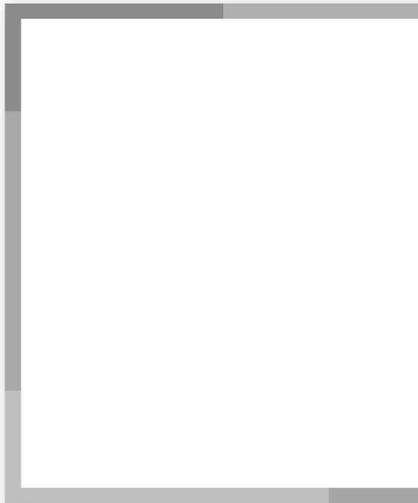


# Review 2

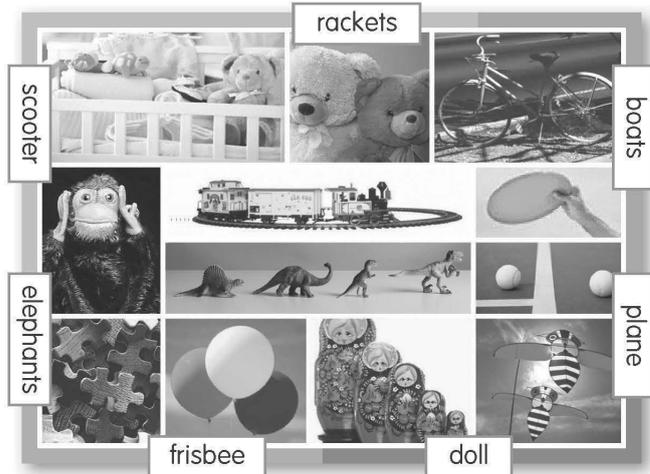
5 \_\_\_\_\_



1. Draw your dream house.



2. Ask and answer.



2 \_\_\_\_\_

3. Write six sentences.



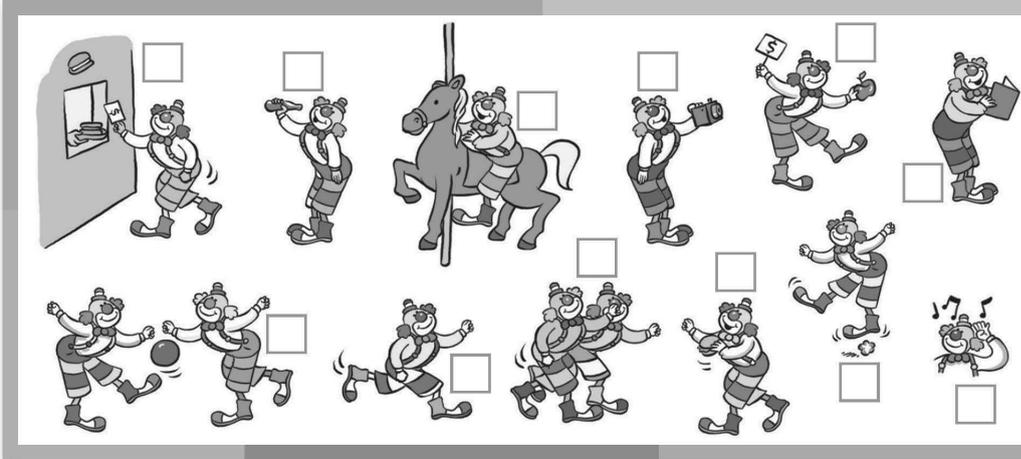
4. Listen and number. 109



5. Number the clowns.

6. Ask and answer.

8 \_\_\_\_\_



7 \_\_\_\_\_

7. Listen and write answers. 110

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____

8. Ask and answer.

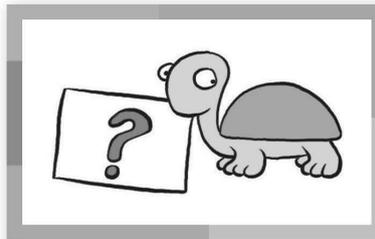
3 \_\_\_\_\_



10 \_\_\_\_\_

1 \_\_\_\_\_

9. Listen and answer. 111



4 \_\_\_\_\_

10. Find and write.

## Activity 5

Draw the students' attention to the pictures of the clowns. Write the following on the board: *play (1), eat (2), buy (3), sell (4), run (5), jump (6), walk (7), read (8), ride (9), take (10), drink (11)*.

Get the students to number the clowns in the picture 1 to 11 according to what they are doing.

### Answers

From left to right, top to bottom, the clowns should be numbered:  
3 (buy), 11 (drink), 9 (ride), 10 (take a photo), 4 (sell),  
8 (read), 1 (two clowns – play), 5 (run), 7 (two clowns – walk), 2 (eat),  
6 (jump)

## Activity 6

Get the students to look at the clowns again. Point to the clown selling the apple and ask *Is he buying a hot dog?* Elicit the answer (*No, he isn't*). Ask *What's he doing?* Elicit the answer (*He's selling apples*).

Divide the class into pairs and have students ask and answer questions about what the clowns are doing in the same way.

## Activity 7 Track 109

Direct the students' attention to the list of numbers. Explain that they are going to listen to questions and they must write *Yes, I can* or *No, I can't* on each line.

Play the track a first time and have the students listen without writing. Play the track twice, pausing after each question to give the students time to write their answers.

Play the track again for the students to check their work.

Play the track a final time, checking answers after each question.

## Activity 8

Write the following scrambled question on the board: *does / he / What / do / ?*. Call a student up to the board to write the words in the correct order (*What does he do?*).

Draw the students' attention to the box with the picture of people with different jobs. Point to the man holding the garden tool and to the question on the board. Encourage the students to answer *He's a gardener. He looks after plants*. Have the students ask and answer questions about the other people in the picture in pairs. Call volunteer pairs to say some of their questions and answers.

### Answers

From left to right:  
He's a chef. He cooks food.  
He's a bus driver. He drives a bus.  
He's a gardener. He looks after plants.  
He's a carpenter. He makes wooden furniture.  
He's a mechanic. He fixes cars.

## Activity 9 Track 110

Tell the students that the turtle wants to ask them some questions. They are going to listen and answer.

Play the track and pause after the first question. Choose five students to answer.

Play the track again and pause after the second question. Choose five students to answer.

Continue like this with the remaining three questions.

## Activity 10

Draw the students' attention to the numbers scattered around the pages. Say *one* and have the students point to the number. Elicit the ordinal equivalent (*first*). Tell the students to write it on the line next to number 1. Continue like this with the other numbers.

### Answers

1 – first; 2 – second; 3 – third; 4 – fourth; 5 – fifth; 6 – sixth; 7 – seventh;  
8 – eighth; 9 – ninth; 10 – tenth

 The students do pages 78–79 in the Activity Book.

### Answers

#### Activity 1

2. teacher; 3. camera; 4. seagull; 5. pail; 6. seven; 7. Computing

#### Activity 2

2. family members; 3. clothes; 4. verbs; 5. emotions and feelings;  
6. ordinal numbers; 7. jobs

#### Activity 3

2. Is Farid using a computer? 3. Why are you crying? 4. Who is wearing green boots? 5. How many bedrooms are there? 6. What are they doing now? 7. What's the weather like today? 8. What does your father do?

#### Activity 4

He's a doctor. – question 8; They're playing soccer. – question 6; I can swim. – question 1; There are two. – question 5; Farid and Jamal are. – question 4; It's raining. – question 7; Because I'm sad. – question 3; No, he isn't. – question 2

#### Activity 5

An action happening now: She's making a cake. I'm reading a book. They're drinking sodas and milkshakes. She's buying an ice-cream. A routine action: He plays soccer and tennis. Rami fixes my father's car. He drives the school bus.

#### Activity 6

1. b) Can; 2. b); 3. b) eating; 4. a) any; 5. a) Who; 6. b) Do; 7. b) is;  
8. a) wearing



# Unit 1 Test

## 1. Look and circle.

1.



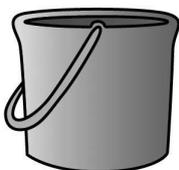
shovel  
shell

2.



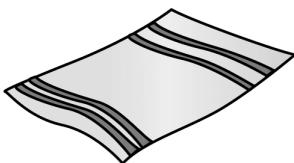
T-shirt  
seagull

3.



surfboard  
pail

4.



umbrella  
towel

5.



horse  
turtle

/2

## 2. Look and write see or don't see.

1.



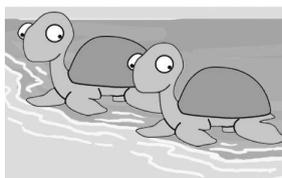
I see \_\_\_\_\_  
a surfboard.

2.



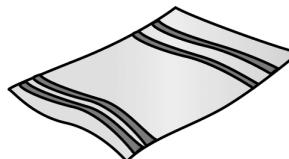
I \_\_\_\_\_  
a pail.

3.



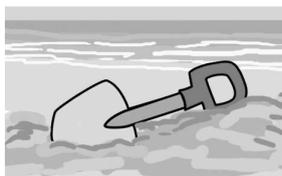
I \_\_\_\_\_  
two turtles.

4.



I \_\_\_\_\_  
any shells.

5.



I \_\_\_\_\_  
a shovel.

/2

## 3. Look at Activity 2. Complete the questions and answer them.

Use the words in the box.

How many      Do      What

1. \_\_\_\_\_ you see an umbrella in number 2? \_\_\_\_\_

2. \_\_\_\_\_ turtles do you see in number 3? \_\_\_\_\_

3. \_\_\_\_\_ do you see in number 1? \_\_\_\_\_

/6

/10

# Unit 2 Test

## 1. Look and complete.

1.



m o n k e y

2.



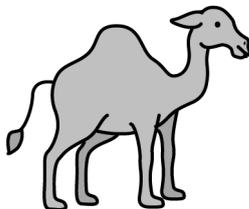
\_ e \_ r \_

3.



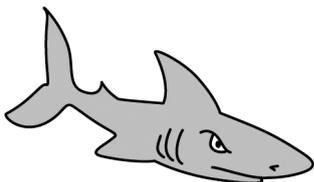
\_ n \_ \_ l

4.



c \_ \_ e \_

5.



\_ h \_ r \_

/2

## 2. Complete the sentences. Use *like* or *don't like*. Circle a face for each sentence.

1. I \_\_\_\_\_ elephants.



2. I \_\_\_\_\_ hippos.



3. I \_\_\_\_\_ frogs.



4. I \_\_\_\_\_ giraffes.



/2

## 3. Unscramble the questions and answer them.

1. you / What / do / like / animals / ?

---



---



---

2. Are / of / you / scared / snakes / ?

---



---



---

3. like / you / parrots / Do / ?

---



---



---

/6

/10

# Unit 3 Test

## 1. Read and draw.



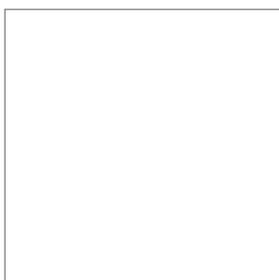
spaghetti



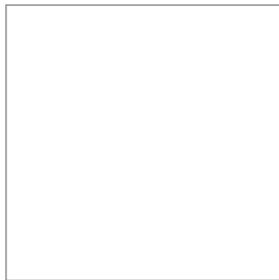
chicken



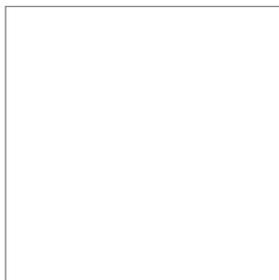
cheese



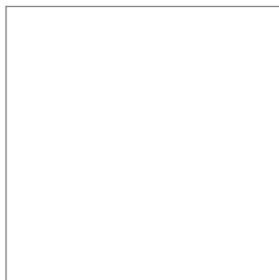
ice-cream



sausages



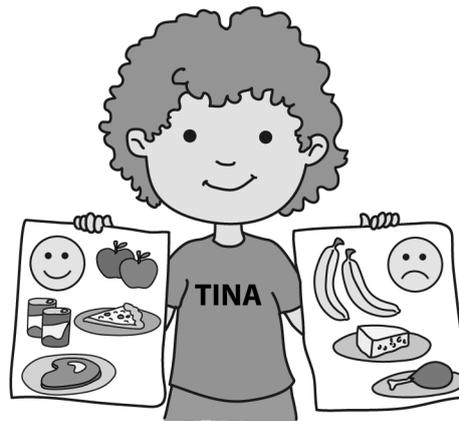
eggs



pizza

/3

## 2. Look and write four sentences about Tina. Use *likes* or *doesn't like*.



1. Tina likes pizza. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

/4

## 3. Look at Activity 2. Complete the questions and match them to the answers.

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1. <u>Does</u> Tina like bananas? | a) Yes, she does.                    |
| 2. _____ does Tina like?          | b) No, she doesn't.                  |
| 3. _____ Tina like apples?        | c) No, she doesn't.                  |
| 4. Does Tina _____ chicken?       | d) She likes meat, apples and sodas. |

/3

/10

# Unit 4 Test

1. Unscramble the words and match them to the pictures.

1. nietlevsio

television

2. cwtah

\_\_\_\_\_

3. recmaa

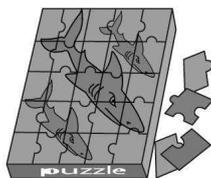
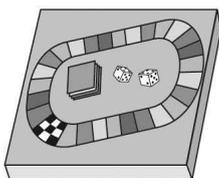
\_\_\_\_\_

4. robad game

\_\_\_\_\_

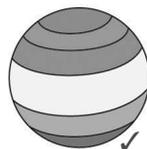
5. epulzz

\_\_\_\_\_



/2

2. Look and write sentences. Use *wants* or *doesn't want*.



1. Pete wants a ball.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

/2

3. Answer the questions.

1. When's our national day

\_\_\_\_\_

2. What do you want?

\_\_\_\_\_

\_\_\_\_\_

/2

4. Write the missing months of the year.

January, February, \_\_\_\_\_,

April, May, June, \_\_\_\_\_,

August, \_\_\_\_\_,

October, \_\_\_\_\_,

December.

/4

/10

# Unit 5 Test

## 1. Look and complete.



1. C o m p u t e r s



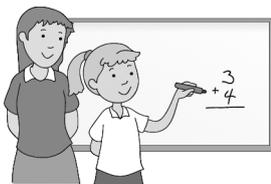
2. A \_ \_ \_



3. G \_ \_ g \_ a \_ h y



4. P h \_ s \_ \_ a l E \_ \_ \_ c \_ t \_ \_ \_ n



5. \_ a t \_

## 2. Unscramble the questions and answer them.

1. good / What / at / are / you / ?

\_\_\_\_\_

\_\_\_\_\_

2. at / Math / you / Are / good / ?

\_\_\_\_\_

\_\_\_\_\_

3. Arabic / have / you / do / When / ?

\_\_\_\_\_

\_\_\_\_\_

4. do / you / Mondays / What / on / have / ?

\_\_\_\_\_

\_\_\_\_\_

5. favorite / is / subject / your / What / ?

\_\_\_\_\_

\_\_\_\_\_

/5

## 3. Write the missing days of the week.

Saturday, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_,

and \_\_\_\_\_.

/3

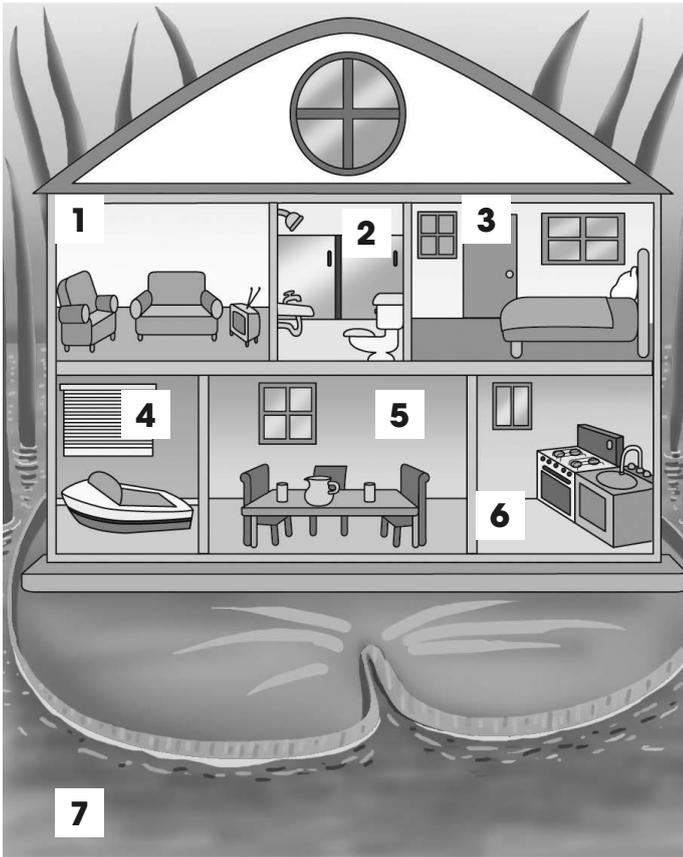
/10

/2

# Unit 6 Test

1. Label Froggy's house. Use the words in the box.

kitchen   dining room   pond  
 living room   bathroom  
 bedroom   garage

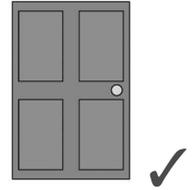


1. living room \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

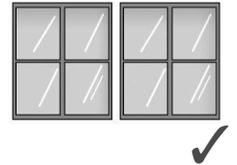
/3

2. Write about Froggy's bedroom. Use the picture cues.

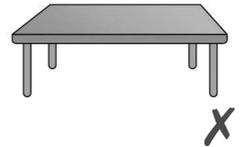
1. There's \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



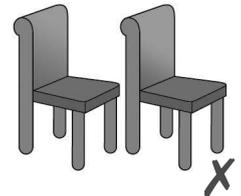
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



/4

3. Complete the questions about Froggy's bedroom. Use *How many, Is there or Are there*. Then answer the questions.

1. \_\_\_\_\_ a desk in Froggy's bedroom? \_\_\_\_\_.

2. \_\_\_\_\_ any chairs in his bedroom? \_\_\_\_\_.

3. \_\_\_\_\_ windows are there?  
 \_\_\_\_\_.

/3

/10

# Unit 7 Test

## 1. Look and circle.

1.



coat

raincoat

2.



jacket

vest

3.



tie

scarf

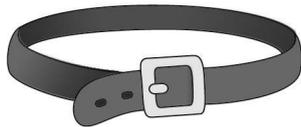
4.



jeans

gloves

5.



belt

boots

/2

## 2. Read, draw and color.

1.



Sam is wearing gray gloves.

2.



Sam is wearing a black hat.

3.



Tom is wearing a red scarf.

4.



Emma is wearing blue gloves.

5.



Emma is wearing a purple jacket.

/4

## 3. Look and answer the questions.

1. What's the weather like?

\_\_\_\_\_



2. What's the weather like?

\_\_\_\_\_



/4

/10

# Unit 8 Test

## 1. Look and match.

1.



2.



3.



4.



5.



jump

drink

read

eat

write

/2

## 2. Look and check (✓) the correct sentence.



1. Ducky is reading.

Ducky isn't reading.

2. Kiko is eating a burger.

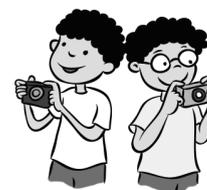
Kiko isn't eating a burger.

3. Jamil and Majid are taking photos.

Jamil and Majid aren't taking photos.

4. Velvet and Froggy are running.

Velvet and Froggy aren't running.

/4

## 3. Look at Activity 2. Complete the questions and the answers.

1. Is \_\_\_\_\_ Ducky reading a book?

Yes, he is \_\_\_\_\_.

2. \_\_\_\_\_ Kiko buying a balloon?

No, \_\_\_\_\_.

3. \_\_\_\_\_ is Kiko doing?

He's \_\_\_\_\_ a sandwich.

4. \_\_\_\_\_ Jamil and Majid taking photos?

\_\_\_\_\_

5. \_\_\_\_\_ Velvet and Froggy doing?

\_\_\_\_\_ with a ball.

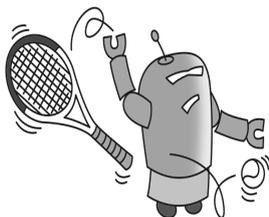
/4

/10

# Unit 9 Test

## 1. Look and circle yes or no.

1. play tennis  
yes  no



2. play soccer  
yes  no



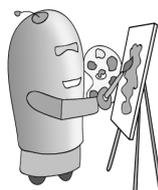
3. swim  
yes  no



4. cook  
yes  no



5. paint  
yes  no



## 2. Unscramble the questions.

1. cakes / Can / make / Robbie / ?

\_\_\_\_\_

\_\_\_\_\_

2. a / Can / use / Robbie /  
computer / ?

\_\_\_\_\_

\_\_\_\_\_

/2

/2

## 3. Complete the sentences. Use *can* or *can't*.

1. Robbie \_\_\_\_\_ use  
a computer.



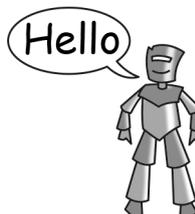
2. Robbie \_\_\_\_\_  
rollerskate.



3. Robbie \_\_\_\_\_  
make cakes.



4. Robbie \_\_\_\_\_  
speak English.



/2

/4

## 4. Write the missing numbers.

first, second, \_\_\_\_\_, fourth,  
\_\_\_\_\_, sixth, seventh, eighth,  
\_\_\_\_\_, \_\_\_\_\_.

/10

# Unit 10 Test

## 1. Look and number.

1.  greengrocer

2.  mechanic

3.  gardener

4.  hairstylist

5.  dentist

6.  carpenter

7.  chef

## 2. Read and write *R* for a routine action or *N* for an action happening now.

1. Steve and Sami are doing magic tricks.     N    

2. Mr Adams is fixing our car.           

3. Julia looks after children.           

4. Billy drives a bus.           

5. Tommy is swimming in the pool.           

6. Elena sells fruit and vegetables.           

/5

## 3. Unscramble the question and answer it.

up / you / What / when / do / be / you / to / want / grow / ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/2

/3

/10

# Scripts

## Unit 1

### Lesson 1

#### 1. Look, listen and say. (Track 2)

- Number one - seagull
- Number two - umbrella
- Number three - towel
- Number four - turtle
- Number five - shell
- Number six - pail
- Number seven - shovel
- Number eight - surfboard
- Number nine - T-shirt
- Number ten - horse

#### 3. Listen and write Yes or No. (Track 3)

- Number one - It's a seagull
- Number two - It's a towel.
- Number three - It's a surfboard.
- Number four - It's a turtle.
- Number five - It's a shell.
- Number six - It's a shovel.
- Number seven - It's a pail.
- Number eight - It's a shell.
- Number nine - It's a T-shirt.
- Number ten - It's a horse.

### Lesson 2

#### 1. Look, listen and say. (Track 4)

- I see a pail. (Crab 1)
- I see five shells. (Crab 1)
- I don't see a pail. (Crab 2)
- I don't see any shells. (Crab 2)
- I see three turtles. (Crab 1)
- I see an umbrella. (Crab 1)
- I don't see any turtles. (Crab 2)
- I don't see an umbrella. (Crab 2)
- Oh! Now I do. (Crab 2)

#### 3. Listen, draw and color. (Track 5)

It's a beautiful day. I see nine shells on the sand. They're gray. I don't see any seagulls but I see a horse. It's black. I see two turtles. They're big. They aren't green. They're brown. I see a pail and I see a shovel. Let's make a sandcastle!

### Lesson 3

#### 1. Look, listen and say. (Track 6)

- What do you see? (Majid)
- Do you see a table? (Jamil)
- Yes, I do. (Jamil)

- Do you see a lamp? (Majid)
- No, I don't. (Jamil)
- I see mirrors. (Jamil)
- How many mirrors do you see, Majid? (Majid)
- I see three. (Jamil)
- Let me see! (Majid)

#### 3. Listen and circle. (Track 7)

- Number one - I see three chairs.
- Number two - I don't see any clocks.
- Number three - I see a bed.
- Number four - I don't see any lamps.
- Number five - I see a doll.
- Number six - I see a pen.

### Lesson 4

#### 1. Listen and follow along. (Track 8)

- What's your name? (man)
- Majid. Majid Jassim. (Majid)
- How old are you? (man)
- I'm seven. (Majid)
- Where do you live? (man)
- I live at 53, Washim Street. (Majid)
- What's your telephone number? (man)
- It's 52-80-89-37 (Majid)

- Do you have an e-mail address? (woman)
- No, I don't. (Majid)
- Well, Majid, good luck! (man)
- Thanks. (Majid)

#### 3. Listen, read and circle the correct picture. (Track 9)

This is a painting. Its name is *Scenic morning surf on the rocky shore*. It's a picture of the beach. I see a boat with a white sail on the sea. I don't see the sun in the picture. The sky is blue, the rocks are gray and the waves are big.

### Lesson 5

#### 2. Listen and read. Number the pictures in the correct order. (Track 10)

##### Ducky's Day by the Sea!

Oh, what a day,  
Down by the sea,  
For Majid and Jamil and  
Froggy and me!

We step through  
The sandcastle door,  
We see sea shells,  
On the sea shore!

We don't see rain clouds,  
Up in the sky.  
The air is hot.  
The sun is high!

We see a shovel.  
We see a pail.  
We don't see a shark,  
But we see a whale!

We see a friend.  
Her name's Myrtle.  
And, guess what?  
She's a turtle!

We see a crab.  
His name's Fred.  
He has seaweed,  
On his head!

We play all day,  
Until - rain!  
But, there's a new door!  
Let's move on again!

Oh, what a day,  
Down by the sea,  
For Majid and Jamil and  
Froggy and me!

## Unit 2

### Lesson 1

#### 1. Look, listen and say. (Track 11)

- Number one - zebra
- Number two - crocodile
- Number three - hippo
- Number four - giraffe
- Number five - parrot
- Number six - monkey
- Number seven - lion
- Number eight - tiger
- Number nine - elephant
- Number ten - camel

#### 3. Listen and match. (Track 12)

- Green - camel
- Blue - tiger
- White - monkey
- Red - crocodile
- Purple - zebra
- Yellow - lion
- Pink - hippo
- Brown - parrot
- Orange - elephant
- Black - giraffe

## Lesson 2

### 1. Look, listen and say. (Track 13)

I like monkeys. (Jamil)  
I like elephants. (Jamil)  
I don't like hippos! (Jamil)

### 3. Listen. Check (✓) or Cross. (Track 14)

I like hippos. (boy)  
I don't like giraffes. (boy)  
I like monkeys. (girl)  
I like zebras too. (girl)  
I don't like elephants. (girl)  
I don't like camels. (girl)  
I don't like lions. (boy)  
I like tigers. (boy)  
I like crocodiles. (girl)  
I like parrots too. (girl)

## Lesson 3

### 1. Look, listen and say. (Track 15)

Look at my hat. It's an elephant.  
Do you like elephants? (Jamil)  
No, I don't. (Majid)  
I have a pencil, too.  
Do you like snakes? (Jamil)  
No, I don't. (Majid)  
Do you like lions, Majid? (Jamil)  
Yes, I do! (Majid)

### 3. Listen and color the correct answer. (Track 16)

Number one – Do you like crocodiles?  
Number two – Do you like lizards?  
Number three – Do you like elephants?  
Number four – Do you like hippos?  
Number five – Do you like snakes?  
Number six – Do you like giraffes?

## Lesson 4

### 1. Look, listen and say. (Track 17)

frog snail bat rat shark

### 2. Listen and follow along. (Track 18)

Are you scared of snails? (Ducky)  
No, I'm not. (Froggy)  
I'm not scared of bats.  
I'm not scared of rats.  
I'm not scared of sharks. (Froggy)  
Are you scared of crocodiles? (Ducky)  
Yes, I am. I am scared of crocodiles. Why? (Froggy)  
Look! (Ducky)  
Run! (Froggy)

### 3. Listen, read and match. (Track 19)

I start with an S and end with an R.  
I'm not very big. I'm small. I'm black. I have eight legs. I live in your garden. Many people are scared of me. Are you scared of me too?

I'm a fish. I live in the sea. I'm very big. I'm gray and white. Look at my teeth! Do you like them? Be careful because I'm very hungry now! Oh! I start with an S and end with a K.

Hi! There are eight letters in my name. I'm not small. I'm very big and fat. I'm gray. I have very big ears and a long, long nose. I'm scared of mice. I don't like them. Do you like mice?

I start with a G and end with an E. I'm very tall. I have long legs and a very long neck. I like leaves from trees. That's my favorite food. What's your favorite food?

I'm a big cat. I'm very strong and very fast. I'm the king of all animals. I start with an L and end with an N. What am I?

I start with an L and end with a D. I'm a reptile. I'm ugly. My tail is very long. I have four legs. I live in your garden too. Look! An insect! I like insects for my lunch. Bye!

## Lesson 5

### 2. Look, listen and complete. (Track 20)

**Tiptoe, Tiptoe!**

Tiptoe, tiptoe,  
Into the night.  
Through the park,  
Under stars so bright.  
Lions? Tigers?  
What animals do you like?  
As we tiptoe,  
And see the sights ...

I like elephants,  
And giraffes, too.  
I like all the hippos,  
In the zoo.  
I like monkeys,  
They're such fun!  
But now – oh, dear!  
Let's start to run!  
For, in the shadows,  
Can you hear the sound?  
It's a creature that scares,  
Everyone around!

Run! Run!  
Into the night  
Through the park,  
Under stars so bright.  
With its yellow eyes,  
And nasty smile  
Here it comes ...  
a CROCODILE!

## Unit 3

### Lesson 1

#### 1. Look, listen and say. (Track 21)

Number one – pizza  
Number two – spaghetti  
Number three – eggs  
Number four – chicken  
Number five – meat  
Number six – sausages  
Number seven – French fries  
Number eight – potato chips  
Number nine – cheese  
Number ten – ice-cream

#### 4. Listen and join. (Track 22)

sausages – cheese – potato chips –  
chicken – ice-cream – spaghetti –  
eggs – French fries – meat – pizza

### Lesson 2

#### 1. Look, listen and say. (Track 23)

Jamil doesn't like chicken. (Ducky)  
Majid likes chicken. (Froggy)  
Jamil doesn't like sausages. (Ducky)  
Majid likes sausages. (Froggy)  
Jamil doesn't like French fries. (Ducky)  
Majid likes French fries. (Froggy)  
Jamil likes cheese. (Ducky)  
Majid doesn't like cheese. (Froggy)

#### 3. Listen and complete the faces. (Track 24)

Do you like ice-cream, Vicky? (woman)  
Yes, I do. (girl 1)  
Do you like eggs? (woman)  
No, I don't. (girl 1)  
Hi! I'm Bilal. I like potato chips but I don't like spaghetti. (boy 1)  
My name's Simon. I like sausages and I like cheese too. (boy 2)  
Do you like pizza, Maisoon? (woman)  
No, I don't. (girl 2)  
Do you like chicken? (woman)  
No, I don't. (girl 2)

Hello! My name's Alia.  
I like French fries but I don't like meat.  
Yuck! (girl 3)

### Lesson 3

#### 2. Look, listen and say. (Track 25)

Does Ducky like cookies? (bee 1)  
Yes, he does. (bee 2)

Does Ducky like burgers? (bee 1)  
No, he doesn't. (bee 2)

What does Froggy like? (bee 2)  
He likes apples, soda, donuts,  
sausages, bananas and eggs. (bee 1)

#### 4. Listen and draw the lines. (Track 26)

Mom likes chicken. She doesn't like donuts. Mom likes sausages.  
Dad doesn't like soda. He doesn't like bananas. He likes burgers.

### Lesson 4

#### 1. Look, listen and say. (Track 27)

twenty	seventy
thirty	eighty
forty	ninety
fifty	one hundred
sixty	

#### 5. Listen to check your answers. (Track 28)

Get your ingredients together.  
Put some butter on the bread.  
Slice the tomato.  
Slice the onion.  
Put the cheese on the bread.  
Put the tomato and the onion on the cheese.  
Put the other piece of bread on the sandwich.  
Eat and enjoy!

### Lesson 5

#### 2. Listen and number. (Track 29)

**Yummy!**

(Chorus)  
Yummy! Yummy! Yummy!  
Lovely food in my tummy!  
Pizza? Chicken? Meat?  
What's your favorite treat?

Majid likes fish.  
It's his favorite dish.  
He also likes to make,  
Delicious chocolate cake.

But, what's *your* favorite food, Froggy?  
When you're in the mood, Froggy?  
Spaghetti or French fries?  
No, Froggy likes ...  
(Chorus)  
Yummy ...

Yasmeen likes cheese.  
Strawberries – yes, please!  
Yasmeen likes pizza – just a slice  
And potato chips are nice!  
But, what's *your* favorite food, Froggy?  
When you're in the mood, Froggy?  
Chicken or meat pies?  
No, Froggy likes ...  
(Chorus)  
Yummy ...

Froggy, do you like bread?  
Sausages? An egg?  
Do you like sandwiches – cold or hot?  
Burgers? Perhaps not!  
What's *your* favorite food, Froggy?  
When you're in the mood, Froggy?  
Surprise! Surprise! Surprise!  
Froggy likes ... FLIES!  
(Chorus)  
Yummy ...

## Unit 4

### Lesson 1

#### 1. Look, listen and say. (Track 30)

Number one	- camera
Number two	- laptop
Number three	- yo-yo
Number four	- watch
Number five	- computer game
Number six	- board game
Number seven	- puzzle
Number eight	- cell phone
Number nine	- top
Number ten	- television

#### 3. Listen and number. (Track 31)

computer game	- one
top	- two
laptop	- three
yo-yo	- four
board game	- five
cell phone	- six
camera	- seven
television	- eight
puzzle	- nine
watch	- ten

### Lesson 2

#### 1. Look, listen and say. (Track 32)

What do you want Froggy? (Ducky)  
I don't want a camera.  
I don't want a watch. (Froggy)

Do you want a cell phone? (Ducky)  
No, I don't. (Froggy)

What do you want? (Ducky)  
I want a yo-yo. (Froggy)  
Why do you want a yo-yo? (Ducky)  
For this! (Froggy)

#### 3. Listen to the questions and answer Yes or No. (Track 33)

Number one  
Do you want a yo-yo? (salesman)

Number two  
Do you want a computer game? (salesman)

Number three  
Do you want a cell phone? (salesman)

Number four  
Do you want a top? (salesman)

Number five  
Do you want a puzzle? (salesman)

Number six  
Do you want a watch? (salesman)

### Lesson 3

#### 1. Look, listen and say. (Track 34)

What does Mr Jasem want? (man 1)  
He wants a puzzle. (man 2)

Mrs Alia doesn't want a dress.  
She wants a hat. (woman)

Does Mr Fadi want a soda? (waiter 1)  
No, he doesn't. (waiter 2)

Does Mr Hashem want tennis shoes? (man 1)  
Yes, he does. (man 2)

#### 3. Look, listen and draw the lines. (Track 35)

Mrs Leila doesn't want a book. She wants a clock.  
Mr Dani is hungry. He wants a sandwich.  
Mr Fadi wants a sweater.  
Mrs Alia likes stories. She wants a book.  
Does Mrs Lamia want a racket? Yes, she does.  
Mr Sami is thirsty. What does he want?  
He wants a soda.

## Lesson 4

### 1. Look, listen and say. (Track 36)

January	July
February	August
March	September
April	October
May	November
June	December

### 2. Listen and follow. (Track 37)

When is our national day? (Girl 1)  
It's in September. (Girl 2)

### 3. Listen and chant. (Track 38)

It's our national day.  
We think our country is great.  
Let's laugh and cheer and have some fun,  
It's time to celebrate!

### 4. Listen and follow along. (Track 39)

Ducky has a school project for national day. It's in September. What does he want Froggy?  
(Female duck)

He wants some orange paint.  
(Froggy)

Are you sure? (Female duck)

Yes, I am. (Froggy)

Look! A sketchbook for Ducky!  
(Female duck)

No he doesn't want a sketchbook.  
He wants some orange paint.  
(Froggy)

Ducky, we got you the paint you needed so you can do your project!  
(Froggy)

I have lots of orange paint!  
(Ducky)

## Lesson 5

### 1. Play the "Go! Stop! Say!" game. (Track 40)

This is how we play  
Go! Stop! Say!  
Take the cards. Pass them around.  
Listen to the drums. Don't make a sound.  
The drums stop  
Ready or not?  
Five – Four – Three – Two  
Over to you!

### 2. Listen and number the pictures in the correct order. (Track 41)

#### Everything Ducky Wants!

One, Two, Three  
Let's see ...

I want some paper, some paper,  
some paper.

I want some scissors, some scissors,  
some scissors.

One, Two, Three  
Let's see ...  
I want some glue, some glue, some glue.

I want some paint, some paint,  
some paint.

One, two, Three,  
Let's see ...  
I want some colors, some colors,  
some colors.

I want some stickers, some stickers,  
some stickers.

One, Two, Three,  
How can you help me?

## Unit 5

### Lesson 1

#### 1. Look, listen and say. (Track 42)

- Number one - Math
- Number two - Science
- Number three - History
- Number four - Geography
- Number five - Physical Education
- Number six - Art
- Number seven - English
- Number eight - Computers
- Number nine - Religion

#### 3. Listen and circle. (Track 43)

1. (Sounds of a soccer ball being kicked)
2. (Sounds of chemicals bubbling)
3. The pyramids are around 4,500 years old
4. (Sounds of tennis racket hitting a ball)
5. Hello! I am good at English.

### Lesson 2

#### 1. Look, listen and say. (Track 44)

Jamil is good at Physical Education. (worm 1)  
Majid is good at Math. (worm 2)

Is Ducky good at Computers?

Yes, he is. (worm 1)  
(worm 2)

Is Froggy good at Science? (worm 1)  
No, he isn't. (worm 2)

I am bad at Science but I am good at Art. Are you good at Art? (Froggy)

#### 4. Listen and circle the correct answers. (Track 45)

Are you good at Math, Yasmeen?  
(worm 1)

No, I'm not. I'm bad at Math.  
I'm bad at Computers too. (Yasmeen)

Are you good at English? (worm 1)  
Yes, I am. (Yasmeen)

What are you good at, Majid? (worm 2)  
I'm good at Science and Arabic but I'm bad at Geography. (Majid)

### Lesson 3

#### 1. Look, listen and say. (Track 46)

Saturday Sunday  
Monday Tuesday Wednesday  
Thursday Friday

#### 2. Listen and follow. (Track 47)

Today is Monday. We have English on Mondays. (girl 1)

We don't have Computers today!  
(girl 2)

When do we have Computers? (girl 3)  
We have Computers on Tuesdays.

(girl 2)  
Oh!  
(girl 3)

What do we have today? (boy 1)  
We have Math, Art, Science, History, Geography and Physical Education.  
(boy 2)

#### 3. Listen and color. (Track 48)

This day is yellow. It starts with an M.  
This day is red. It has nine letters.  
This day is blue. It starts with S U.  
This day is orange. It starts with T H.  
This day is green. It is the last day of the week.

This day is purple. It starts with a T.  
Color this last day your favorite color.

### Lesson 4

#### 1. Listen and follow. (Track 49)

I love Science and I like Math too.  
What about you?  
Do you like Science? (boy 1)  
Not really. (boy 2)

Do you like Math? (boy 1)  
 No, I don't. (boy 2)

What's your favorite subject? (boy 1)  
 It's Physical Education! (boy 2)

**4. Listen, read and answer the questions. (Track 50)**

A soccer competition!  
 How exciting! (Majid)  
 Yes! Let's practice for it. (Jamil)

Why are you sad, Farid? (Majid)  
 Because I'm bad at soccer. (Jamil)

Don't be sad. Practice with us.  
 Join our team! (Majid)  
 Really? (Farid)  
 Of course. (Farid)

Goal! Congratulations, Farid!  
 We won! (children)  
 I'm good at soccer now.  
 Thank you. (Farid)

**6. Listen to Farid's rhyme. (Track 51)**

It's important to be kind,  
 It's important to care,  
 It's important to be nice,  
 It's important to share! (Farid)

**Lesson 5**

**2. Listen and answer the questions. (Track 52)**

**The School Week**

Listen to the bell!  
 Hear the children yell!  
 Ready to take a peek,  
 At the brand new week!  
 Sunday morning is such fun,  
 With our lesson number one.  
 Now it's time for school to start,  
 With painting. Yes, it's time for Art!

Listen to the bell!  
 Hear the children yell!  
 On Monday we have Math,  
 Then English – it's a laugh!  
 On Tuesday we all read ...  
 In Arabic – then it's Physical Education!  
 I'm bad at Science. I find it hard.  
 I stare out across the yard!

Listen to the bell!  
 Hear the children yell!  
 It's been fun,  
 But the week is done!  
 Now it's Thursday afternoon,  
 And it's home-time very soon.  
 Say goodbye to all our friends,  
 For the school week is at an end!

**Review 1**

**2. Listen and check or cross. (Track 53)**

Do you like spaghetti? (boy 1)  
 Mmm ... I love spaghetti.  
 And I like sausages too.  
 I like chicken and I like meat.  
 I like French fries and  
 potato chips and ... (boy 2)

You like everything! (boy 1)  
 No, I don't. I don't like eggs or cheese.  
 I don't like ice-cream and I don't like  
 pizza. Yuck! (boy 2)

**3. Listen and circle in the correct color. (Track 54)**

Circle number sixty-seven pink.  
 Circle number one hundred orange.  
 Circle number eighty-one blue.  
 Circle number seventeen red.  
 Circle number fifty-six green.  
 Circle number seventy brown.  
 Circle number nineteen yellow.  
 Circle number forty-four gray.  
 Circle number eleven purple.  
 Circle number ten black.

**4. Listen and circle. (Track 55)**

What does Leila want to buy  
 at the mall? (Majid)

She wants a new  
 laptop. (Froggy)

She wants a camera. (Ducky)

She wants a puzzle and  
 a new watch. (Froggy)

**7. Listen and answer. (Track 56)**

What's your name?  
 Where do you live?  
 What's your telephone number?  
 Do you like animals?  
 What's your favorite subject?

**Unit 6**

**Lesson 1**

**1. Look, listen and say. (Track 57)**

Number one – door  
 Number two – window  
 Number three – bedroom  
 Number four – bathroom  
 Number five – kitchen  
 Number six – dining room  
 Number seven – living room  
 Number eight – yard  
 Number nine – garage  
 Number ten – pond

**3. Listen and color. (Track 58)**

bedroom – orange  
 bathroom – pink  
 yard – red  
 kitchen – purple  
 living room – yellow  
 garage – black  
 door – blue  
 pond – brown  
 dining room – gray  
 window – green

**Lesson 2**

**1. Look, listen and say. (Track 59)**

There's a bathroom.  
 There are three bedrooms. (Jamil)

Look! There's a pond and  
 there are three ducks on it. (Jamil)

There isn't a door.  
 There aren't any windows. (Froggy)

This isn't Omar's house. We're  
 in the camel's house, Froggy. (Ducky)

**3. Listen and find Zeina's house. (Track 60)**

My house isn't big. It's very small but  
 I like it. There isn't a living room and  
 there isn't a dining room but there is  
 a kitchen and there is a bathroom.  
 There are two bedrooms too. There  
 isn't a pond. There isn't a garage.  
 There's a yard. There are ten windows  
 in my house but there aren't any  
 doors.

**Lesson 3**

**1. Look, listen and say. (Track 61)**

I'm hungry. Are there any  
 burgers in the kitchen? (Froggy)  
 No, there aren't.  
 (Ducky)

Are there any apples? (Froggy)  
 Yes, there are. (Ducky)

Is there a banana? (Froggy)  
 No, there isn't. (Ducky)

Is there a cake? (Froggy)  
 Yes, there is. (Ducky)

**2. Listen and match the questions to the answers. (Track 62)**

My bedroom is my favorite place in  
 the whole world! There's a toy box in a  
 corner. It's very big. There are many toys  
 in it. There's a ball, a bat and a jump  
 rope. There's a kite, a top and a yo-yo.  
 There are three board games. They're

great fun. There are dolls and boats and planes. There's a dinosaur too. Would you like to see it?

## Lesson 4

### 1. Look, listen and say. (Track 63)

grandfather grandmother  
father mother brother sister

### 2. Listen and follow. (Track 64)

This is my friend Ducky. Ducky,  
this is my grandfather and this  
is my grandmother. (Froggy)  
Nice to meet you. (Ducky)  
Nice to meet you too,  
Ducky. (grandmother)

This is my friend Ducky.  
This is my mother and  
this is my father. (Froggy)  
Nice to meet you. (Ducky)  
Nice to meet you too. (mother)

Ducky, this is my brother Fruggy and  
this is my sister Friggy and this is my  
baby sister Froglet and this is my  
brother ... (Froggy)

## Lesson 5

### 1. Play the "How many...?" game. (Track 65)

Number one  
How many spiders are there?

Number two  
How many teddy bears are there?

Number three  
How many snails are there?

Number four  
How many chairs are there?

Number five  
How many bicycles are there?

Number six  
How many dolls are there?

Number seven  
How many mirrors are there?

Number eight  
How many books are there?

Number nine  
How many hats are there?

Number ten  
How many mice are there?

### 2. Listen and match. (Track 66)

#### Cock-a-doodle-doo!

All are asleep,  
On Thistledown Farm,  
The horse in the stable,  
The sheep in the barn.  
There isn't a creature,  
Awake in the house  
An ant or spider,  
Or even a mouse.

Cock-a-doodle-doo!  
The rooster's morning cry!  
Wake up, everyone!  
The sun's in the sky!

Now, there's food on the table.  
Smell the fresh bread!  
Everyone's up now,  
No one's in bed.  
There are cows in the fields,  
There are eggs from the hens.  
Count them with me,  
seven, eight, nine and ten!

Cock-a-doodle-doo!  
The rooster's morning cry!  
Wake up, everyone!  
The sun's in the sky!

## Unit 7

### Lesson 1

#### 1. Look, listen and say. (Track 67)

Number one - jeans  
Number two - jacket  
Number three - scarf  
Number four - boots  
Number five - raincoat  
Number six - tie  
Number seven - vest  
Number eight - belt  
Number nine - coat  
Number ten - gloves

#### 3. Listen and complete the pictures. (Track 68)

Number one - It's a tie.  
Number two - They're gloves.  
Number three - It's a belt.  
Number four - They're boots.  
Number five - They're jeans.  
Number six - It's a raincoat.  
Number seven - It's a coat.  
Number eight - It's a jacket.  
Number nine - It's a scarf.  
Number ten - It's a vest.

## Lesson 2

### 1. Look, listen and say. (Track 69)

It's very cold! I'm wearing  
a coat and boots. I'm not  
wearing a jacket. (Ducky)

Froggy is wearing a cap and a tie!  
He isn't wearing boots. (Ducky)

Jamil and Majid are wearing  
jackets and scarves.  
They aren't wearing coats. (Ducky)

### 3. Listen and complete the diagram. (Track 70)

Look at Tariq! He's wearing a blue hat  
and a black sweater. He's wearing a  
yellow scarf too.

That's Teresa. Look at her clothes. She's  
wearing a green dress and a sweater.  
The sweater is yellow. She isn't wearing  
a scarf.

## Lesson 3

### 2. Look, listen and say. (Track 71)

Who's wearing a blue dress? (rabbit 1)  
Ducky is. (rabbit 2)

Who's wearing a  
yellow sweater? (rabbit 1)  
Ducky and Froggy are. (rabbit 2)

Who's wearing a pink tie? (rabbit 1)  
I am. (rabbit 2)

### 4. Listen and color the clothes. (Track 72)

Robbie isn't wearing a hat. He's  
wearing a cap. It's green. He's  
wearing a tie and a jacket. His tie  
is yellow and his jacket is brown.  
Robbie's wearing blue shoes.  
Rodney is wearing red shoes. He is  
wearing a hat. It isn't pink. It's purple.  
He's wearing a tie. It's yellow. He's  
wearing a black jacket.  
Rita's wearing a pink hat. She's wearing  
an orange scarf. She's wearing red  
shoes.

## Lesson 4

### 1. Look, listen and say. (Track 73)

It's cold.  
It's snowing.  
It's windy.  
It's cloudy.  
It's raining.  
It's hot.

## 2. Listen and follow. (Track 74)

What's the weather like, Froggy?  
(frog)

It's cold. It's windy and it's snowing.  
(Froggy)

## 4. Listen, read and match. (Track 75)

It's spring. It's a lovely day. I see small flowers on the grass. They are yellow and white. The trees have some leaves on their branches. They are green. The sun is in the sky but it's cold.

It's summer. The lake is bright and blue. It's very hot today. I see trees and flowers everywhere; some of them are red and others are yellow. Listen to the birds sing.

It's fall. It's windy today. There are clouds in the sky. The leaves on the trees are orange and red. The rabbits and the deer are in their homes. The lake is blue.

It's winter and it's very cold. Everything is white. There aren't any flowers and the trees are bare. I don't see any birds or rabbits or deer. Look at the land! It's white and icy!

## Lesson 5

### 2. Listen and complete the chant with a friend. (Track 76)

#### Winter

It's cold and ...  
It's snowing.  
The plants and flowers  
Aren't growing.  
But out of spring,  
Summer and fall,  
I like winter  
Most of all.  
But out of spring,  
Summer and fall,  
I like winter  
Most of all.

Yes, I think winter is rather nice,  
There's snow on the ground  
And the lake is ice!  
And I am wearing my warm clothes  
A hat on my head  
And socks on my toes.  
And I am wearing my warm clothes  
A hat on my head  
And socks on my toes.

Though I think spring ...  
Is quite fine,  
And in summer  
We have a good time,  
And I like the  
Leaves in fall,  
I like winter  
Most of all.  
Though I like the  
Leaves in fall,  
I like winter  
Most of all.

## Unit 8

### Lesson 1

#### 1. Look, listen and say. (Track 77)

Number one - jump  
Number two - play  
Number three - walk  
Number four - run  
Number five - buy  
Number six - sell  
Number seven - eat  
Number eight - drink  
Number nine - take  
Number ten - ride

#### 3. Listen and write the letters in the box. (Track 78)

Letter G - sell  
Letter A - run  
Letter H - ride  
Letter E - eat  
Letter J - jump  
Letter I - buy  
Letter K - walk  
Letter O - take  
Letter Q - drink  
Letter U - play

### Lesson 2

#### 1. Look, listen and say. (Track 79)

Look! Majid and Jamil aren't riding on the carousel.  
They're buying balloons. (boy 1)

What are Froggy and Ducky doing? (boy 2)  
They're eating burgers and drinking soda. (boy 1)

Kiko isn't playing with Velvet.  
He's jumping in the Fun House. (boy 2)

What's Velvet doing? (boy 1)  
She's running. (boy 2)

What are you doing? (Jamil)  
I'm taking a photo. Smile! (Majid)

## 3. Listen and match. (Track 80)

Look at Ali. He's thirsty. He's drinking a soda.  
Bilal and Basem are jumping on a trampoline.  
Salma and Sara aren't buying balloons. They're eating ice-creams.  
Jasem and Ahmad are playing with a ball.  
Kareema is taking a photograph.

## Lesson 3

#### 1. Look, listen and say. (Track 81)

read write look listen

#### 2. Look, listen and say. (Track 82)

Are Jamil and Majid looking at me? (Froggy)  
No, they aren't. (Ducky)

Is Jamil reading? (Froggy)  
Yes, he is. (Ducky)

Is Majid listening to his iPod? (Froggy)  
Yes, he is. (Ducky)

Are you writing your diary? (Froggy)  
Yes, I am. (Ducky)  
Yawn! I'm bored. (Froggy)  
Be quiet, Froggy. We're resting. (Ducky)

#### 3. Look, listen and write the correct letter in the box. (Track 83)

Number one - Is he reading?  
Number two - Are they walking?  
Number three - Are they drinking?  
Number four - Is he taking a photograph?  
Number five - Are you eating?  
Number six - Are you listening to an exercise?

## Lesson 4

#### 1. Look, listen and say. (Track 84)

happy sad excited nervous

#### 2. Listen and follow. (Track 85)

Why are you smiling?  
Because I'm happy. (Ducky)

Why are you jumping?  
Because I'm excited. (Majid)

Why are you shaking?  
Because I'm nervous. (Jamil)

Why are you crying?  
Because I'm sad. (Froggy)

#### 4. Listen and read. (Track 86)

##### Free Time!

We're making a necklace. We're painting the beads now. They're pretty and very colorful. The necklace is for our best friend, Leila.

I'm reading a magazine. It's very good! It's about dinosaurs. I like dinosaurs. Do you like dinosaurs too? My favorite dinosaur is the T-Rex.

I'm making a scrapbook. I'm sticking the photographs of my trip to the amusement park in it. This is me. I'm riding on the roller coaster. This is me again. I'm eating cotton candy.

It's hot today. Are you thirsty? I'm making lemonade in our kitchen. The lemonade is sweet and delicious. Try it! I'm making cupcakes too.

#### 5. Listen to the questions and answer them. (Track 87)

In picture number one, are the girls selling necklaces?

Does the boy in picture two like dinosaurs?

In picture number three, is the boy sticking photographs in his scrapbook?

In picture number four, is the girl buying lemonade?

### Lesson 5

#### 2. Listen and mime the underlined verbs. (Track 88)

##### Amusement Park!

Amusement Park!  
Amusement Park!  
Riding, eating,  
Drinking, playing!  
Here's your ticket,  
I am paying!  
Amusement Park!  
Amusement Park!

Majid's buying a hot dog.  
Jamil's riding the carousel.  
Velvet's drinking a milkshake.  
Kiko's ringing the train's bell  
There is Majid and there is Farid.  
They are eating cotton candy.  
And high up in the sky,  
Ducky and Froggy are riding high!  
Excited, scared ...  
Flying through the air,  
With the wind in their hair!

Amusement Park!  
Amusement Park!  
Riding, eating,  
Drinking, playing!  
Here's your ticket,  
I am paying!  
Amusement Park!  
Amusement Park!

I can play tennis. I can swim. (Ducky)  
I can't play tennis.  
I can't swim. (Froggy)  
What can you do? (Ducky)  
I can catch flies and I can hop!  
(Froggy)

## Unit 9

### Lesson 1

#### 1. Look, listen and say. (Track 89)

Number one - reading books  
Number two - swimming  
Number three - rollerskating  
Number four - painting  
Number five - gardening  
Number six - riding horses  
Number seven - making cakes  
Number eight - playing tennis

#### 3. Listen and circle using the correct colors. (Track 90)

Gardening. Circle the picture in orange.

Swimming. Circle the picture in brown.

Making cakes. Circle the picture in blue.

Painting. Circle the picture in green.

Rollerskating. Circle the picture in purple.

Riding horses. Circle the picture in pink.

Reading. Circle the picture in red.

Playing tennis. Circle the picture in yellow.

### Lesson 2

#### 1. Look, listen and say. (Track 91)

I can ride a bike. I can read stories.  
I can play soccer. (Majid)

I can't ride a bike.  
I can't read stories. I can't  
play soccer. (Froggy)

I can read stories. I can make  
a cake.  
I can paint. (Yasmeen)

I can't read stories.  
I can't make a cake.  
I can't paint. (Froggy)

### Lesson 3

#### 1. Look, listen and say. (Track 92)

swim  
play soccer  
speak Spanish  
use a computer  
cook

#### 2. Look, listen and say. (Track 93)

Can Majid play soccer?  
Yes, he can.

Can Majid swim?  
No, he can't.

Can Leila speak Spanish?  
No, she can't.

Can Leila cook?  
Yes, she can.

Can Ducky and Froggy use a  
computer?  
No, they can't.

Can you use a computer? (Ducky)

#### 3. Listen and tick or cross. (Track 94)

Yasmeen can't swim.  
Yasmeen can't play soccer.  
Yasmeen can speak Spanish.  
Yasmeen can use a computer.  
Yasmeen can cook.

Laith and Jasem can swim.  
Laith and Jasem can't play soccer.  
Laith and Jasem can't speak Spanish.  
Laith and Jasem can use a computer.  
Laith and Jasem can't cook.

### Lesson 4

#### 1. Look, listen and say. (Track 95)

first second third fourth fifth  
sixth seventh eighth ninth tenth

#### 3. Listen and follow. (Track 96)

And the third prize goes to Majid!  
Congratulations! (Judge)  
Thanks. (Majid)

And the second prize  
goes to Yasmeen! Well done! (Judge)  
Thank you very much. (Yasmeen)

And the first prize  
goes to Froggy! (Judge)  
Oh, thank you! Yippee! (Froggy)

**5. Read and listen. Draw a picture for the story. (Track 97)**

I'm a pilot! I'm very brave. I'm wearing a white scarf and big goggles. I'm flying a plane. I can see the sun. I can see many clouds. I can see my friends on the ground. They're waving at me! (Ducky)

I'm a dentist. I am wearing a long white jacket and a mask on my mouth. I can fix your teeth and I can make them shine. I have a big office with a big chair for you to sit on. Open your mouth! Let me see your teeth. (Ducky)

I'm a soccer player. I can play soccer very well. I'm tall. I have very long legs. I'm wearing a green T-shirt and black shorts. My socks are white and my sneakers are blue. I'm running very fast now. Watch me score! Goal! (Ducky)

**Lesson 5**

**2. Listen, read and discuss the questions as a class. (Track 98)**

**My Best Friend**

I can see you crying,  
Behind your wing.  
Don't be sad, dry your tears,  
And listen to everything.  
Ducky, you're a special duck,  
You're my best friend.  
Ducky we're together,  
Until the very end.

Ducky you can't cook,  
But you can fly in a plane.  
You can play soccer and tennis,  
And read a book from page to page!  
Ducky, you can swim very fast,  
Straight across the pool!  
You can paint and rollerskate  
And I think you're cool!

Now, I see you smiling,  
So, please wipe your eyes.  
Laugh with me, give me a hug,  
For we can share the prize!  
Ducky, you're a special duck,  
You're my best friend.  
Ducky we're together,  
Until the very end.

**Unit 10**

**Lesson 1**

**1. Look, listen and say. (Track 99)**

- Number one - hairstylist
- Number two - dentist
- Number three - gardener
- Number four - bus driver
- Number five - fisherman
- Number six - mechanic
- Number seven - teacher
- Number eight - carpenter
- Number nine - chef
- Number ten - greengrocer

**3. Listen and underline the correct illustrations. (Track 100)**

- Number one - gardener
- Number two - fisherman
- Number three - chef
- Number four - teacher
- Number five - greengrocer
- Number six - dentist
- Number seven - mechanic
- Number eight - hairstylist
- Number nine - bus driver
- Number ten - carpenter

**Lesson 2**

**1. Look, listen and say. (Track 101)**

- What does Mr Curl do? (Majid)  
He's a hairstylist.  
He cuts my hair. (Jamil)
- What does Mrs Gum do? (Majid)  
She's a dentist.  
She looks after my teeth. (Jamil)
- What does Mr Veggie do? (Majid)  
He's a greengrocer. He sells fruit and vegetables. (Jamil)

**3. Listen and number the pictures. (Track 102)**

- Number one  
And ... that's Woody!  
What does Woody do?  
He's a carpenter.  
He makes wooden furniture.
- Number two  
Who's that?  
That's Ahmed.  
What does he do?  
He's a teacher. He teaches children in a school. He's very clever.

Number three  
Who's that?  
That's Mr Haddock.  
What does he do?  
He's a fisherman. He catches fish.  
Do you like fish?

**Lesson 3**

**1. Look, listen and say. (Track 103)**

Ali's a pilot. He flies planes.  
He isn't flying a plane now.  
He's buying a book. (Jamil)

Nadir and Fred are soccer players.  
They play soccer.  
They aren't playing soccer now.  
They're eating sandwiches. (Jamil)

Ahmed is a teacher. He teaches at our school. He isn't teaching now he's reading a magazine. (Jamil)

Look at the chef. He isn't working now. He's running. (Jamil)  
Yes. He's chasing Froggy and Ducky. (Majid)

**3. Listen and answer the questions. (Track 104)**

Mr Safety is a police officer. He helps people. Mr Safety isn't working now. He's playing soccer with his children. They're in the park. Mr Safety can play soccer well.

Susan and Salma are doctors. They aren't dentists. They aren't working now. It's Sunday. They are cooking. They can't cook very well but they're trying. They are making burgers and French fries.

**Lesson 4**

**1. Look, listen and say. (Track 105)**

astronaut dentist reporter  
scientist

**2. Listen and follow along. (Track 106)**

What do you want to be when you grow up? (Girl 1)  
I want to be an astronaut. (Girl 2)

What about you? (Girl 2)  
I want to be a teacher. (Girl 1)

Do you want to be a scientist when you grow up? (Froggy)  
Yes, I do. (Ducky)

Do you want to be a scientist too, Froggy? (Ducky)  
No, I don't. I want to be a reporter. (Froggy)

## Lesson 5

### 2. Listen, read and chant. (Track 107)

#### When you grow up

I wonder what I'll be,  
I wonder what I'll be,  
I wonder what I'll be,  
When I am all grown up.

I want to be a teacher,  
Teaching children ABC,  
Math, History and Science,  
And numbers 123.

I want to be chef,  
Cooking vegetables, meat and fish,  
Working in a restaurant,  
Cooking everyone's favorite dish!

I want to be a pilot,  
Flying planes up high,  
Taking people on holiday,  
Way up in the sky.

I want to be a gardener,  
Caring for plants big and small,  
Flowers, trees and bushes,  
I'll look after them all!

I wonder what I'll be,  
I wonder what I'll be,  
I wonder what I'll be,  
When I am all grown up.

## Review 2

### 4. Listen and number. (Track 108)

Number one - It's hot.  
Number two - It's windy.  
Number three - It's snowing.  
Number four - It's raining.  
Number five - It's cold.  
Number six - It's cloudy.

### 7. Listen and write answers. (Track 109)

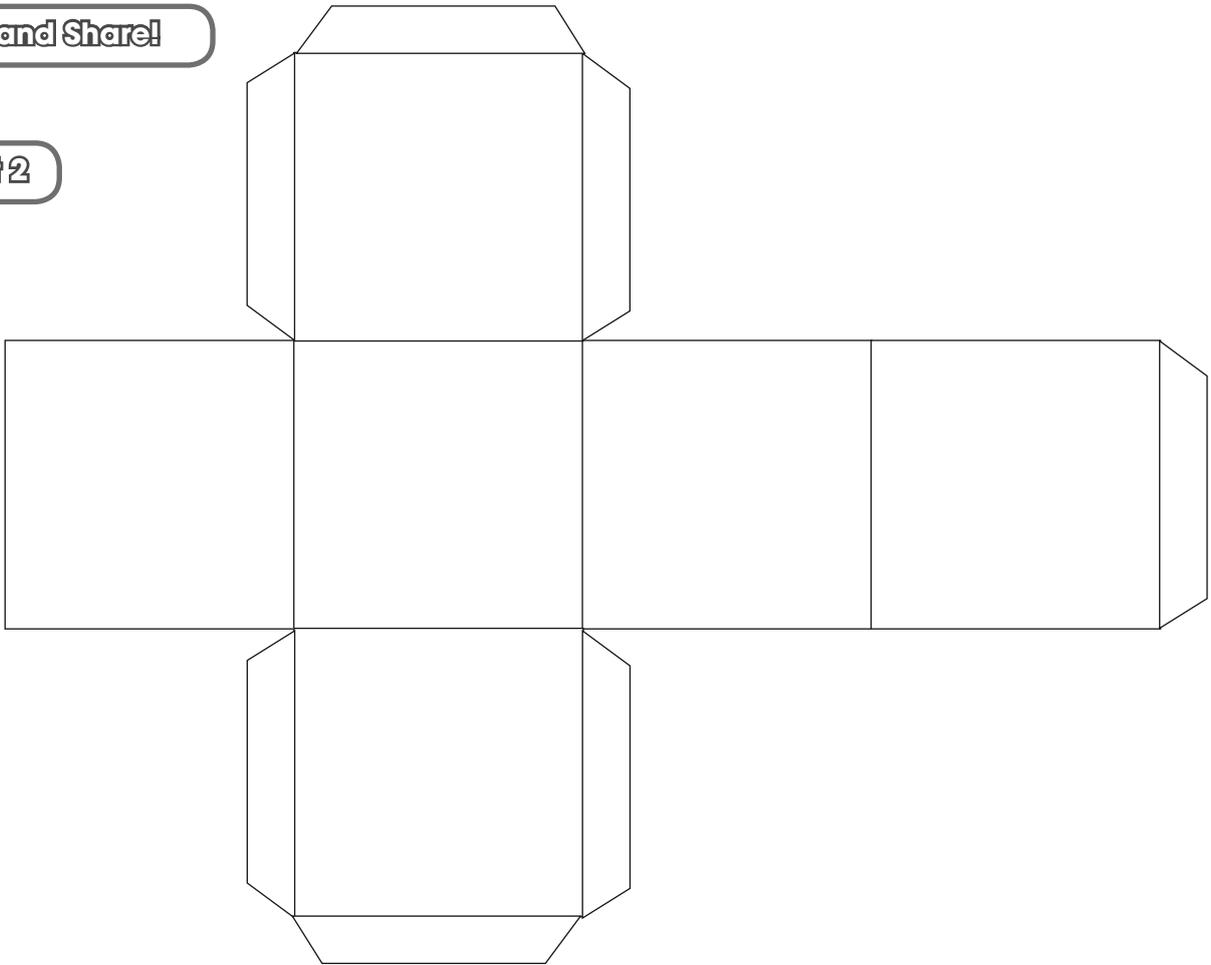
Number one - Can you swim?  
Number two - Can you rollerskate?  
Number three - Can you make cakes?  
Number four - Can you use a computer?  
Number five - Can you play soccer?  
Number six - Can you paint?

### 9. Listen and answer. (Track 110)

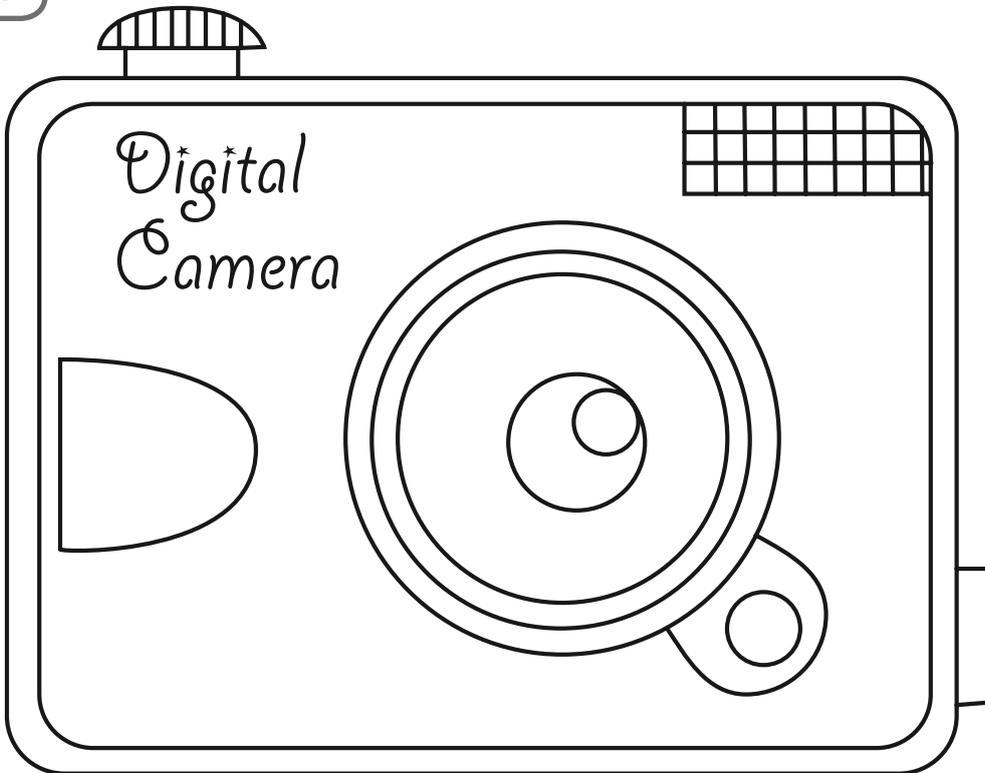
How many children are there in your classroom?  
How many teachers are there?  
Are you wearing white socks?  
Are you happy now?  
What can you do?

Do and Share!

Unit 2



Unit 8



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