

Unit 6

Children will learn how to:

- ◆ Name buildings in a community
- ◆ State what kind of home they live in
- ◆ Ask and answer questions about homes
- ◆ Talk about the relative size of homes
- ◆ Talk about places in a town and their location
- ◆ Ask and answer questions about the locations of people and buildings
- ◆ State what kind of community they live in
- ◆ Sight read these words:
souk, mosque, shop, police station, supermarket, clinic,
hospital, post office, toy shop, school, falaj, date palm,
house, flat, park, town, village

Main language

- ◆ Do you live in a house or a flat?
- ◆ I live in a [house].
- ◆ I live in a big [flat].
- ◆ Where's Sami? In the souk.
- ◆ Where's the shop? Opposite the mosque.
- ◆ I live in a [village].
- ◆ In my village there's a [falaj].
- ◆ Ali is next to Fatma.
- ◆ Muna is opposite Bader.
- ◆ Muna is between Fatma and Ali.

Vocabulary

- ◆ *Prepositions:* near in, next to, opposite
- ◆ *Buildings:* souk, mosque, shop, police station, supermarket, clinic, hospital, post office, toy shop, school, house, flat
- ◆ *Places:* park, town, village
- ◆ *Transport:* bus, car
- ◆ *Parts of a bus:* wheels, wipers, lights, horn
- ◆ *Other:* falaj, date palm

Skills

- ◆ Apply prior knowledge
- ◆ Read whole words
- ◆ Read whole sentences which have been learned orally
- ◆ Sequence letters of the alphabet
- ◆ Match spoken words and pictures
- ◆ Match written words and pictures
- ◆ Match oral information to a picture
- ◆ Match written information to a picture
- ◆ Match written questions and answers
- ◆ Identify a picture from aural information
- ◆ Identify a picture from written information
- ◆ Ask and answer questions about location
- ◆ Give a simple oral description of a town/village

- ◆ Spell building words
- ◆ Look for detail in pictures
- ◆ Listen for detail
- ◆ Recognise the rhythm and stress of English through songs

Literacy

- ◆ Revise the alphabet
- ◆ Say sounds \c\ g/p/d/g/l/b/t/nk/nd\
- ◆ Complete words with missing letters
- ◆ Find words in a string of letters
- ◆ Copy sentences
- ◆ Match pictures to sentences
- ◆ Fill in missing letters to complete names of places
- ◆ Label pictures
- ◆ Unscramble letters to make words
- ◆ Complete missing words in sentences
- ◆ Understand the use of commas
- ◆ Use 'next', 'opposite', and 'between' in sentences

Classroom language

- ◆ Look at [the picture of Sami's village].
- ◆ How do you spell [souk]?
- ◆ Which picture?
- ◆ How many [cars] can you see?
- ◆ Draw a [line from the question to the answer].
- ◆ Who is this? Where is this?
- ◆ Is this a town or a village?

Activities

- ◆ Listen and match
- ◆ Label pictures with words
- ◆ Order written letters of the alphabet
- ◆ Play a spelling game using letter cards/rack
- ◆ Read and match
- ◆ Draw and describe their town or village
- ◆ Play a place and building name game
- ◆ Sing songs
- ◆ Say the sounds, write
- ◆ Circle the words
- ◆ Copy

Town and Village

Lesson 1

Unit 6 Town and Village

Sing. Sami's in the Souk

Hey ho skip to my Lou,
Hey ho skip to my Lou,
Hey ho skip to my Lou,
Skip to my Lou my darling!

1 Sami's in the Souk
Skip to my Lou!

2 Paul's in the park
Skip to my Lou!

3 Vicky's in the village
Skip to my Lou!

4 Soot's in the shop
Skip to my Lou!

5 Maha's near the mosque
Skip to my Lou!

6 Biff's in the bus
Skip to my Lou!

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Unit Six

1 Say the sounds. Write. c g pl d

ake

ate

ate

ate

2 Say the sounds. Write. c gl bl t

ube

ube

ue

ue

3 Write the letters. Write the words.

nk
pi _____

dri _____

thi _____

nd
ha _____

ba _____

sa _____

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You will need:

- Flashcards: 1-6, 26, 94, 204-207 (Sami, Maha, Vicky, Paul, Soot, Biff, souk, mosque, shop, park, village.)

Children will:

- talk about different locations
- understand the difference between a town and a village
- make sentences
- listen to and join in with a song
- identify characters and places in a song
- ask and answer questions
- revise the alphabet
- say sounds and complete words with missing letters

Task One (15 minutes)

Step one

- ☆ Ask children to look at page 52 of their *Classbooks*. Give children some time to look at the pictures.
- ☆ Hold up your *Classbook*, point to Sami, and ask **Who is this?** Elicit **Sami** and say **Yes. Sami's in the souk** as you point to the picture of the souk. Get the class to repeat this with you. Put

the flashcard of **souk** on the board and put the flashcard of **Sami** next to it.

- ☆ Repeat this procedure with all the pictures until you have elicited: **Sami's in the souk, Maha's near the mosque, Soot's in the shop, Biff's in the bus, Paul's in the park, Vicky's in the village**. Put the corresponding flashcards of the places and characters on the board as you elicit the sentences. Check, in L1, that children understand the difference between a town and a village.

- ☆ Point to each pair of flashcards and say the appropriate sentence. Get the class to repeat the sentences with you. For example, point to the flashcards of **Paul** and **park** and say **Paul's in the park**. Get the class to repeat this. Make sure children talk about each pair of flashcards at least twice.

Step two

- ☆ Ask children to look at the pictures on page 52 again. Tell the class that you are going to teach them a song about the pictures.

Song Transcript 6.1 [Track19] Skip to my Lou

Chorus
Hey ho, skip to my Lou,
Hey ho, skip to my Lou,
Hey ho, skip to my Lou,
Skip to my Lou, my darling.

- ☆ Play the chorus of the song and ask children to listen carefully.
- ☆ Say the first line of the chorus **Hey ho, skip to my Lou** and get children to repeat the words with you. Say the last line of the chorus **Skip to my Lou, my darling** and get children to repeat the words.
- ☆ Play the chorus again. Encourage children to read the chorus in their *Classbooks* and join in with the words.
- ☆ Tell the class that they will hear about one of the characters on the next part of the CD. Ask them to listen carefully and point to the picture. Play verse 1.
- ☆ Pause after this verse and ask **Where's Sami?** Elicit **in the souk**.

Verse 1
Sami's in the souk, skip to my Lou,
Sami's in the souk, skip to my Lou,
Sami's in the souk, skip to my Lou,
Skip to my Lou, my darling.

Chorus
Hey ho, skip to my Lou,
Hey ho, skip to my Lou,
Hey ho, skip to my Lou,
Skip to my Lou, my darling.

- ☆ Play verse 1 again and encourage children to join in with the words. Play the chorus of the song and encourage children to join in with the words.
- ☆ Repeat the procedure above with the remaining five pictures. First, play the verse while children listen. Ask where the character is and elicit **in the [park]**. Then play the verse again and then the chorus, and encourage children to join in

with the words. Remember that the chorus comes after every verse.
This is a long song, but it teaches valuable

Verse 2
Paul's in the park, skip to my Lou,
Paul's in the park, skip to my Lou,
Paul's in the park, skip to my Lou,
Skip to my Lou, my darling.
Chorus

Verse 3
Soot's in the shop, skip to my Lou,
Soot's in the shop, skip to my Lou,
Soot's in the shop, skip to my Lou,
Skip to my Lou, my darling.
Chorus

Verse 4
Vicky's in the village, skip to my Lou,
Vicky's in the village, skip to my Lou,
Vicky's in the village, skip to my Lou,
Skip to my Lou, my darling.
Chorus

Verse 5
Maha's near the mosque, skip to my Lou,
Maha's near the mosque, skip to my Lou,
Maha's near the mosque, skip to my Lou,
Skip to my Lou, my darling.
Chorus

Verse 6
Biff's in the bus, skip to my Lou,
Biff's in the bus, skip to my Lou,
Biff's in the bus, skip to my Lou,
Skip to my Lou, my darling.
Chorus

vocabulary in an enjoyable way.

Step three

- ☆ Hold up your *Classbook* and point to the pictures of the characters on **page 52** in random order. Ask where the characters are. For example, point to the picture of Maha and ask **Where's Maha?** Ask questions about all the location of all the characters on the page.
- ☆ Point to the board again and ask **Where's ...[Vicky]?** Ask about all the characters again.

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Ask **Where's ...[Sami]?** and get the class to repeat the question with you. Answer the question yourself.

- ☆ Point to one of the characters and encourage the class to ask you the question **Where's ...[Maha]?** Answer the question. Get the class to ask you about all the characters on the board.
- ☆ Point to one of the characters and get one child to ask another child **Where's ...[Paul]?** Help the other child to reply **In the ...[park]**. Repeat this procedure until individual children have asked and answered questions about the location of all the characters.
- ☆ Organise children into pairs. Tell them to take turns asking and answering questions about where the characters are.

Task Two (5 minutes)

- ☆ Quickly chain the alphabet around the class. Make sure all children are included. Repeat the alphabet two or three times.
- ☆ Ask children to open their *Classbooks* at **pages 4 and 5** and say the letter of the alphabet with the name of the item, for example **a is for apple**. Chain this around the class.

Task Three (10 minutes)

- ☆ Ask children to open their *Skills Books* at **page 31**. Get children to look at activity 1 and to read the sounds. **\ake\ late**. Ask children to look at the pictures and to complete the words by using the letters **c, g, pl, d**. Help and support children as necessary. Get children to read and repeat the words several times.
- ☆ When children have completed the first activity, repeat the procedure for the second activity.
- ☆ Now ask children to look at activity 3. This time children should complete the endings of the words. Get children to read the endings/ sounds of the words **\nkl\ and \ndl**. Get children to complete the words, then read the words aloud several times. Get children to copy the words in full into the blank spaces.

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Lesson 2

Unit 6 Town and Village



Sing.

Sami's in the Souk

Hey ho skip to my Lou,
Hey ho skip to my Lou,
Hey ho skip to my Lou,
Skip to my Lou my darling!



Sami's in the Souk
Skip to my Lou!



Paul's in the park
Skip to my Lou!



Vicky's in the village
Skip to my Lou!



Soot's in the shop
Skip to my Lou!

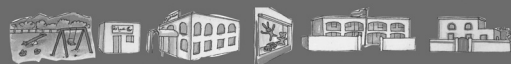


Maha's near the mosque
Skip to my Lou!



Biff's in the bus
Skip to my Lou!

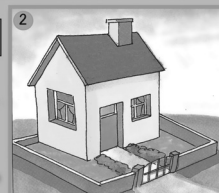
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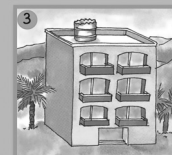
Listen and match.



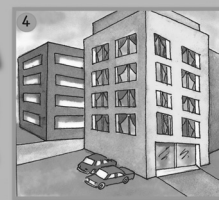
I live in a big house.



I live in a small house.



I live in a flat.



I live in a flat.



Write about yourself.

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4 Circle the words. Label the pictures.

souk mosque shop park village house flat



souk

5 Copy.



I live in a flat.



I live in a big house.



I live in a small house.

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You will need:

- **Flashcards:** 1-6, 26, 94, 204-209 (Sami, Maha, Vicky, Paul, Soot, Biff, park, bus, souk, mosque, shop, village, house, flat)
- **Word cards:** 1-6, 16, 78, 183-186 (Sami, Maha, Vicky, Paul, Soot, Biff, a park, a bus, a souk, a mosque, a shop, a village)

Children will:

- revise locations
- listen to and join in with a song
- match flashcards with word cards
- listen and identify where characters live and repeat sentences and dialogues
- talk about where they live
- write a sentence about where they live and copy the words
- find words in a string of letters
- copy sentences beginning 'I live in a ...'

Task One (5 minutes)

- ★ Tell children to look at page 52 of their *Classbooks*. Ask questions about the location of each character. As you elicit the answers, put the flashcards on the board.

- ☆ Tell the class that you are going to play the song *Skip to my Lou* (Song CD 6.1). Ask children to listen and join in with the words where they can. Play the song straight through.

Task Two (5 minutes)

- ☆ Put the flashcards of the characters on the board. Point them and ask **Where's ...[Vicky]?** As you elicit the response **in the ...[village]**, put the word card below the flashcard. Repeat this procedure until the location of all the characters has been identified again and the corresponding word cards have been put on the board.
- ☆ Ask questions about the location of all the characters again. As children name their location, point to the flashcard on the board and say **Yes ...[Sami's in the souk]**
- ☆ Point to each word card in turn and elicit the name of each place or thing.
- ☆ Take all the word cards and flashcards off the board. Distribute them randomly to one half of the class. Tell the class that you are going to say where one of the characters is. Children who have the flashcard of the character, or the flashcard or word card of the place, should come to the front of the class and show the rest of the class their cards. For example, if you say **Paul's in the park**, the child with the flashcard of Paul and the child with the flashcard for **park** and the word card for **park** should all come to the front of the class.
- ☆ The rest of the class should listen and look carefully and say **Yes** if children are correct and **No** if not. Describe where each of the characters is. Collect the cards on your desk as children come to the front of the class with the correct combinations of cards.
- ☆ When you have described where all the characters are, redistribute the cards to the other half of the class and repeat the activity.

Task Three (15 minutes)

Step one

- ☆ Tell the class to look at **page 53** of their *Classbooks*. Give children some time to study the pictures.

- ☆ Ask children if they can name the types of buildings in L1. Give them the names in English: **a house** and **a flat**. As you do this, put the flashcards on the board. Explain that two of the pictures show where Paul and Vicky live in England. Get children to guess which pictures these are. Let them give their reasons in L1. Tell the class they will hear the characters asking and answering questions about where they live.

- ☆ Play *Listening CD 6.1* straight through. Ask children to listen and look at the pictures on **page 53**.

Listening Transcript 6.1 [Track 39]

Paul: Do you live in a house or flat?

Sami: I live in a big house.

Maha: Do you live in a house or flat?

Vicky: I live in a small house

Sami: Do you live in a house or flat?

Paul: I live in a flat.

Vicky: Do you live in a house or flat?

Maha: I live in a flat.

- ☆ Tell children they will hear the listening again. This time, ask them to identify the character who is answering the question.
- ☆ Hold up your *Classbook* and point to Paul. Say **Paul. Which picture?** Get children to look at the number in their books and elicit number **three**. Repeat this procedure for the other pictures.
- ☆ Tell children they will hear the listening again. This time, ask them to listen and repeat the questions and answers after the characters.
- ☆ Play the listening again. Pause after each character speaks and encourage the class to repeat each line.
- ☆ Tell the class they will hear the listening again. Pause after each dialogue and encourage the class to repeat it.

Step two

- ☆ Divide the class in half. Tell one half they have to repeat the questions and the other half the answers. Play the listening. Pause after each

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question and answer, and get the class to repeat their part of the dialogue. Get children to switch roles.

- ☆ Ask an individual child **Do you live in a house or a flat?** Help them to respond with **I live in a house** or **I live in a flat**. Ask several other children this question.
- ☆ Get children to repeat the question **Do you live in a house or a flat?** with you and then answer the question yourself.
- ☆ Ask a confident child to ask another child about their home. Encourage them to use **Do you live in a house or a flat?** Repeat this with several other pairs of children.
- ☆ Get children to ask and answer questions with their friends about their homes.

Step three

- ☆ Tell children to look at **page 53** again. Ask the class to read the sentence under each picture. Tell children that you are going to say the number of one of the pictures and that they must read the sentence out loud. For example, you say **picture 2** and children read **I live in a small house**. Repeat this until children have read each sentence, in random order, at least twice
- ☆ Tell children to look at the box at the bottom of **page 53**. Ask children if they can guess what they have to do. They have to write about where they live on the writing lines.

Task Four (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 32**. Get children to look at activity 4. Read the rubric with children. Get children to tell you what they have to do. Children have to circle the individual words in a string of letters, then copy the words onto the lines under the pictures. This should be done in class and checked.
- ☆ Ask children to look at activity 5. This is a mechanical exercise to practise handwriting, legibility and speed. You can give this activity as homework if you are pressed for time.

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Lesson 3

Unit 6 Town and Village



Sing.

Sami's in the Souk

Hey ho skip to my Lou,
Hey ho skip to my Lou,
Hey ho skip to my Lou,
Skip to my Lou my darling!



Sami's in the Souk
Skip to my Lou!



Paul's in the park
Skip to my Lou!



Vicky's in the village
Skip to my Lou!



Soot's in the shop
Skip to my Lou!

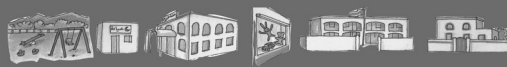


Maha's near the mosque
Skip to my Lou!



Biff's in the bus
Skip to my Lou!

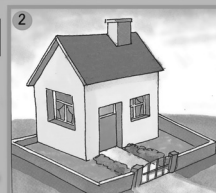
52



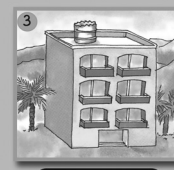
Listen and match.



I live in a big house.



I live in a small house.



I live in a flat.



I live in a flat.

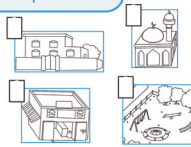


Write about yourself.

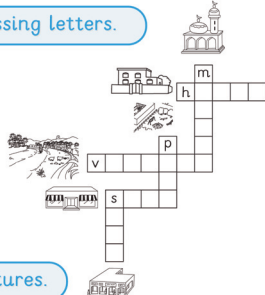
53

1 Match the sentences to the pictures.

- 1 I go to get food in this place.
- 2 I go to pray in this place.
- 3 I go to play in this place.
- 4 I live in this place.



2 Write the missing letters.



3 Label the pictures.



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You will need:

- **Flashcards:** 1-6, 26, 94, 204-209 (Sami, Maha, Vicky, Paul, Soot, Biff, park, bus, souk, mosque, shop, village, house, flat)
- **Word cards:** 1-6, 78, 183-188 (Sami, Maha, Vicky, Paul, Soot Biff, a park, bus, souk, mosque, shop, village, house, flat)

Children will:

- revise locations
- listen to and join in with a song
- listen and identify pictures
- read short sentences
- match flashcards and word cards
- match pictures and sentences
- fill in missing letters to complete names of places
- label pictures

Task One (10 minutes)

Step one

- ★ Tell children to look at **page 52** of their *Classbooks*. Ask questions about the location of each character. As you elicit the answers, put flashcards of the characters and places on the board.

- ★ Tell the class that you are going to play **Skip to my Lou**. Ask children to listen and join in with the words where they can.

- ★ Play the song straight through (Song CD 6.1).

Step two

- ★ Ask children to look at **page 53** of their *Classbooks*. Tell children they will hear the characters talking about where they live. Ask them to listen and find the matching picture.

Listening Transcript 6.2 [Track 40] I live in a...

Vicky:	I live in a small house.	[picture 2]
Maha:	I live in a flat.	[picture 4]
Paul:	I live in a flat.	[picture 3]
Sami:	I live in a big house.	[picture 1]

- ★ Play the CD. Pause after each sentence and ask **Which picture?**
- ★ Children should be able to guess **picture 2** easily, as it is the only small house. Children will have to think carefully about the second sentence because there are two pictures of flats. They will need to reason deductively and work out that one flat is the home of Paul and the other the home of Maha. As the voice they hear on the CD is a girl's, they should be able to guess that it is Maha's home – **picture 4**. This reasoning should then help them guess that the next sentence they hear must relate to Paul's home – **picture 3**. The final sentence should be easy for children as there is only one picture of a big house.
- ★ Hold up your *Classbook* and point to picture 1. Point to the sentence under the picture – **I live in a big house**. Read the sentence aloud to the class. Write the sentence on the board. Repeat this procedure with the remaining three pictures and sentences.
- ★ Read each sentence off the board with the class. Remember to track under the words with your finger or a ruler.
- ★ Tell children to look at **page 53** again. Ask the class to read the sentence under each picture. Tell children that you are going to say the number of one of the pictures and that they must read

the sentence out loud. For example, you say **picture 3** and children read **I live in a flat**. Repeat this until children have read each sentence, in random order, at least twice.

Task Two (10 minutes)

- ★ Ask children to look at **page 52** of their *Classbooks* again. Point to one of the characters in your *Classbook* and ask **Where's ...[Vicky]?** As you elicit the response **In the ...[village]**, put the corresponding word card and flashcard on the board. Repeat this procedure until the location of all the characters has been identified again, and the corresponding word cards and flashcards have been put on the board.
- ★ Ask questions about the location of all the characters again. As children name their location, point to the corresponding word card and flashcard on the board and say **Yes ...[Sami's in the souk]**
- ★ Point to each word card in turn and elicit the name of each place or thing.
- ★ Take all the word cards and flashcards off the board. Distribute them randomly to one half of the class. Tell the class that you are going to say where one of the characters is. Children who have the flashcard of the character, or the flashcard or word card of the place, should come to the front of the class and show the rest of the class their cards. For example, if you say **Paul's in the park**, the child with the flashcard of **Paul** and the child with the flashcards for **park** and the word card for **park** they should all come to the front of the class.
- ★ The rest of the class should listen and look carefully and say **Yes** if children are correct and **No** if they are not. Describe where each of the characters are. Collect the cards on your desk as children come to the front of the class with the correct combinations of cards.
- ★ When you have described where all the characters are, redistribute the cards to the other half of the class and repeat the activity.
- ★ At the end of the activity put the following flashcards and word cards on the board: **house, shop, souk, park, mosque, village**. Point to the first pair of flashcards and word cards. Get

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children to look at the flashcard and to read the name **house** on the word card. Tell children to spell the word **house** by looking at the word card. As children spell the letters, track and point to the letters. Remove the word card and get children to spell the word **house** without the support of the word card. Get children to spell the word **house** several times. Do this for all the words.

Task Three (10 minutes)

- ☆ Ask children to open their Skills Books at **page 33**. Ask them to look at activity 1. Read the four sentences together with children several times, and make sure that they understand the meaning of each sentence. Get children to say what they have to do. They have to match the sentences to the four pictures by writing the number of each sentence in the box above the correct picture.
- ☆ Ask children to look at the crossword in activity 2. Ask them to look at the six small pictures and say the name of each place - **mosque, house, park, village, shop, souk**. Tell children to write the missing letters into the appropriate squares to form the names of these places. You may want to use word cards and flashcards to help children remember the spellings.
- ☆ Ask children to look at activity 3. Tell them to label the pictures by writing the name of each place under the appropriate picture. If you are pressed for time, this task can be given as homework.

Town and Village

Lesson 4

Listen and speak.

Sami's Village

Where's the shop?
Where's the souk?
Where's Biff?

Opposite the police station.
Next to the falaj.
Next to the mosque.

54

Read and write.

1. Where's the mosque? Next to the _____.

2. Where's the police station? Opposite the _____.

3. Where's the clinic? Between the _____ and the _____.

55

You will need:

- **Flashcards:** 1-6, 26, 94, 204-208, 210 -213 (Sami, Maha, Vicky, Paul, Soot, Biff, souk, mosque, shop, house, police station, clinic, falaj, date palm)
- **Word cards:** 1-6, 16, 78, 183-187, 189-192 (Sami, Maha, Vicky, Paul, Soot, Biff, souk, mosque, shop, village, house, police station, clinic, falaj, date palm)

Children will:

- revise locations
- listen to and join in with a song
- identify and name buildings and features in a village
- listen to and repeat a description of a village
- understand the concept of **next to**, **opposite** and **between**
- practise the use of **next to**, **opposite** and **between**

Task One (5 minutes)

- ☆ Tell children to look at **page 52** of their *Classbooks*. Ask questions about the location of each character. As you elicit the answers, put

the flashcards of the corresponding characters and places on the board.

- ☆ Tell the class that you are going to play *Skip to my Lou* (Song CD 6.1). Ask children to listen and join in with the words where they can.

- ☆ Play the song straight through.

Task Two (10 minutes)

- ☆ Ask children to look at **pages 54** and **55** of their *Classbook*. Give the class some time to study the picture of the village.

- ☆ Hold up your *Classbook* and show children the picture. Tell children **This is Sami's village**. Explain that he is showing his friends around his village. Ask children to look carefully at the picture and name anything they can in English. Children should be able to name **a supermarket, a shop, a mosque, a souk and a house**. Allow children to name other buildings in L1. Make sure children identify the **police station, the clinic, the falaj, and the date palms**. As children identify each building or feature in English and in L1, put the corresponding flashcard on the board and repeat the name in English.

- ☆ You should have the following flashcards on the board: **shop, mosque, souk, house, police station, clinic, falaj, date palm**. Point to each one in turn, name it in English, and get children to repeat the name with you.

- ☆ Tell the class they will hear Sami describing his village to his friends on the CD. Ask children to listen and point to the buildings or features they hear mentioned on the CD.

- ☆ Play *Listening CD 6.3* straight through.

Listening Transcript 6.3 [Track 41] Sami's Village

In my village there's a mosque, a souk, and a shop. Umm, and there's a police station, and a clinic. Umm, and there's a falaj, some date palms, and some houses.

- ☆ Tell children that you will play the listening again. Ask them to listen and point to each building or feature they hear mentioned.
- ☆ Play the listening. Pause after each building or feature is named and point to the corresponding flashcard on the board. Ask children to check that they are pointing to the same thing in their *Classbooks*.
- ☆ Tell the class that you will play the listening again. Ask children to imagine they are Sami and repeat the words.
- ☆ Play the CD. Pause after each short sentence and encourage the class to repeat the words.

Task Three (10 minutes)

- ☆ Distribute the following flashcards randomly around the class: **shop, mosque, souk, house, police station, clinic, falaj, date palm**. Tell the class that you will play the CD again. As children hear the building or feature on their flashcard named on the CD, they should hold it up. If it is correct, the child should come to the front of the class and put it on the board.
- ☆ Play the CD again. Pause after each building or feature is named. After playing the listening, you should have the following flashcards on the board in this order: **mosque, souk, shop, police**

station, clinic, falaj, date palm, house.

- ☆ Tell the class you will play the CD again. Ask children to imagine they are Sami talking about his village.
- ☆ Play the CD. Pause after each sentence and encourage children to repeat the words after the CD. Ask them to look at the flashcards on the board as they do this. As the class names each building or feature, point to the corresponding flashcard on the board.
- ☆ Tell the class that you want them to imagine that they are Sami talking about his village. Explain that this time, you want them to describe the village without the CD. Tell the class to say the words with you. Say **In my village there's a ...** [point to the picture of the **mosque** and elicit the word from the class], **a ...** [point to the picture of the **souk** and elicit the word] **and a ...** [point to the picture of the **shop** and elicit the word]. Continue with this procedure until the class has described Sami's village using the flashcards as prompts.
- ☆ Get the class to say the description once more. Then encourage children to volunteer to come to the front of the class and imagine they are Sami describing his village. Ask children to point to each flashcard as they name it in their description.
- ☆ Organise children into pairs. Tell them to take turns pretending to be Sami describing his village. Tell children that as they describe the village to their partner, they should point to each building or feature in their *Classbook*.
- ☆ Get the class to repeat the description of Sami's village with you again. As children name the buildings and features, put the corresponding word cards below each flashcard: **mosque, souk, shop, police station, clinic, falaj, date palm, house.**
- ☆ Point to each word card in turn and elicit the names of the buildings or features.

Task Four (5 minutes)

- ☆ Ask four children to come to the front of the class. Put them into position and use them to demonstrate the prepositions **next to** and

Town and Village

opposite. For example, say **Ali, Fatma, Bader and Muna** come here. **Ali, stand here. Fatma, stand next to Ali. Bader, stand opposite Ali. Muna, stand opposite Fatma.**

☆ Keep children in these positions and say **Ali is next to Fatma. Ali is opposite Bader. Fatma is next to Ali. Muna is opposite Fatma. Muna is next to Bader.** Reinforce the spatial relationships between children by using gestures as you speak.

☆ Ask the class **Who's opposite Ali? Who's next to Bader?** Ask about the spatial relationships between all of the children.

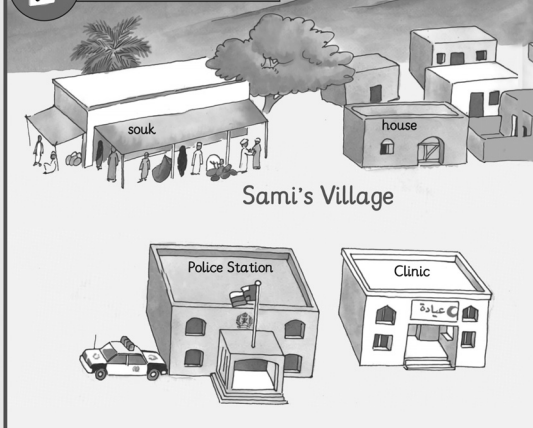
☆ Finally, use the children to teach the word **between.** Ask three children to stand side by side. Point to the middle child and say, for example, **Look, Muna is between Fatma and Ali.**

Town and Village

Lesson 5



Listen and speak.



54



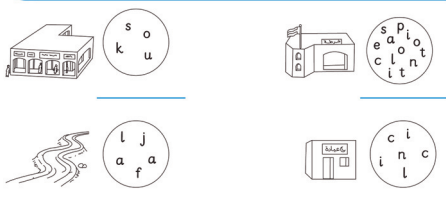
Read and write.



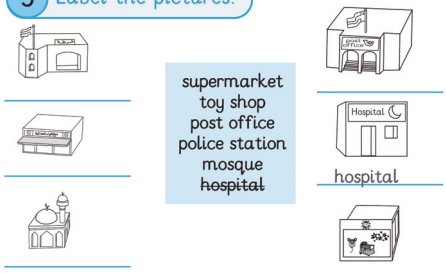
- Where's the mosque? Next to the _____.
- Where's the police station? Opposite the _____.
- Where's the clinic? Between the _____ and the _____.

55

4 Unscramble the letters. Write the words.



5 Label the pictures.



6 Write the name.

- I buy my toys here. _____
- I see the doctor here. _____
- I buy stamps here. _____

34

You will need:

- Flashcards:** 204-206, 208, 210-213 (souk, mosque, shop, house, police station, clinic, falaj, date palm)
- Word cards:** 183-185, 187, 189-192 (souk, mosque, shop, house, police station, clinic, falaj, date palm, park)

Children will:

- revise the names of buildings and features
- listen to and repeat a description of a village
- revise the use of **opposite**, **next to** and **between**
- describe the location of buildings, and ask and answer questions
- listen to and repeat a dialogue about the location of buildings
- practise spelling
- unscramble jumbled letters to form words

Task One (10 minutes)

☆ Ask children to look at pages 54 and 55 of their Classbooks. Tell the class they will hear Sami talking about his village on the CD again. Ask children to listen, look at the picture in their books, and repeat the description of Sami's village after the CD.

- ☆ Play *Listening CD 6.3*. Pause after each sentence and encourage children to repeat the description.
- ☆ Put the flashcards of the buildings and features on the board in the same order as they appear in the description.
- ☆ Tell the class that you want them to imagine that they are Sami talking about his village. Explain that this time you want them to describe the village without the CD. Tell the class to say the words with you. Say **In my village there's a ...** [point to the picture of the **mosque** and elicit the word from the class], **a ...** [point to the picture of the **souk** and elicit the word] **and a ...** [point to the picture of the **shop** and elicit the word]. Continue with this procedure until the class has described Sami's village using the flashcards as prompts.
- ☆ Ask the class to repeat the description of Sami's village. As children name the buildings and features, put the following corresponding word card below each flashcard: **mosque, souk, shop, police station, clinic, falaj, date palm, house**.
- ☆ Point to each word card in turn and elicit the names of the building or feature. Then point to the word cards in random order and elicit the names.

Task Two (5minutes)

- ☆ Ask four children to come to the front of the class. Put them into position and use them to demonstrate the prepositions **next to** and **opposite**. For example, say **Khalid, Habiba, Waleed and Huda come here. Khalid, stand here. Habiba, stand next to Khalid. Waleed, stand opposite Khalid. Huda, stand opposite Habiba.**
- ☆ Keep children in these positions and say **Khalid is next to Habiba. Khalid is opposite Waleed. Habiba is next to Khalid. Huda is opposite Habiba. Huda is next to Waleed.** Reinforce the spatial relationships between children by using gestures as you speak.
- ☆ Ask the class **Who's opposite Khalid? Who's next to Waleed?** Ask about the spatial relationships between all the children.

- ☆ Revise the preposition **between** by getting three children to stand side by side. Make a sentence about the middle child. For example **Khalid is standing between Huda and Habiba.**

Task Three (5 minutes)

- ☆ Tell children to look at the picture of the village on **pages 54 and 55** of their *Classbooks*. Ask them questions about the location of different buildings. For example, ask **Where's the shop?** Elicit **Next to the mosque**. Ask questions about the location of the following buildings: the **shop, mosque, souk, police station** and **clinic**.
- ☆ Hold up the flashcard and corresponding word card for one of these buildings and encourage the class to ask you a question about it. For example, hold up the word card and flashcard for **souk** and get the class to ask you **Where's the souk?** You reply **Opposite the police station**. Get the class to ask you questions about the location of all the buildings.
- ☆ Repeat the procedure above with one child asking another child a question about the location of the building you are holding up. Repeat this with three or four pairs of children.
- ☆ Finally ask children to look at the picture again and make sentences using **between**. For example: **The shop is between the mosque and the clinic. The clinic is between the shop and the police station.**
- ☆ Organise the class into pairs. Tell them to take turns asking and answering questions about the location of the buildings in Sami's village.

Task Four (5 minutes)

- ☆ Ask children to look at the speech bubbles below the picture of Sami's village on **page 54**. Hold up your *Classbook* and point to the questions and answers. Tell the class they will hear the characters asking and answering questions about Sami's village on the CD. Ask children to listen to the CD and look at the words.
- ☆ Play the *Listening CD 6.4*. Pause after each question and answer and get children to repeat the words after the CD as they follow the words in their books.

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Listening Transcript 6.4 [Track 43] Where's the shop?

Vicky: Where's the shop?
Maha: Next to the mosque.
Paul: Where's the souk?
Sami: Opposite the police station.
Soot: Where's Biff?
Maha: Next to the falaj.

- ☆ Ask children to practise this dialogue in pairs. They then exchange roles. Call on a few pairs to demonstrate their dialogues to the rest of the class.

Task Five (5 minutes)

- ☆ Stick flashcards of the **souk**, **police station**, **falaj** and **clinic** on the board. Number the flashcards 1-4.
- ☆ Say **number one**. Get children to say the name of the picture, for example, **souk**. Ask children to spell the word **souk** orally. As children spell the word, write the letters on the board. Ask children **Is this correct?**. Ask children again. **How do you spell souk?** Children spell the word by looking at the letters on the board. Repeat with all the words till children become confident. Remove all the flashcards and rub out all the words.
- ☆ Ask children to open their *Skills Books* at **page 34**. Get children to look at each picture in activity 4. Ask children to unscramble the letters beside each picture and to write out each name correctly on the line under the jumbled letters.

Town and Village

Lesson 6

Listen, read and match.

Where's the school?
Where's the mosque?
Where's the supermarket?
Where's the post office?

Opposite the souk.
Next to the supermarket.
Opposite the park.
Next to the souk.

56

Maha's Town

57

4 Unscramble the letters. Write the words.

k o u

s p o t

l j a f a

c i n l

5 Label the pictures.

supermarket

toy shop

post office

hospital

mosque

hospital

6 Write the name.

- I buy my toys here. _____
- I see the doctor here. _____
- I buy stamps here. _____

34

You will need:

- Flashcards:** 26, 92, 204-206, 208, 210, 214-217 (park, school, souk, mosque, shop, house, police station, hospital, post office, supermarket, toy shop)
- Word cards:** 16, 183-185, 187, 189, 193-197 (a park, a souk, a mosque, a shop, a house, a police station, a hospital, a post office, a supermarket, a toy shop)

Children will:

- revise prepositions **opposite**, **next to** and **between**
- listen to and repeat a dialogue
- talk about whether they live in a town or a village
- ask and answer questions with a partner
- listen to a recording and identify buildings
- listen to and repeat a description of a town
- label pictures of buildings

Task One (5 minutes)

☆ Ask children to look at **pages 56 and 57** of their *Classbooks*. Give the class some time to study the picture. Write the words, **next to**, **opposite** and **between** on the board. Read these words as you point to them. Ask children to look at the picture on **pages 56 and 57** and make

sentences orally using these words. Help and support children as and when necessary. For example point to the souk and ask them to give you a sentence. Elicit **The souk is between the mosque and the police station.** Ask about the school. Elicit **The school is opposite the park.** Point to the post office. Get children to say **The post office is next to the supermarket.**

Task Two (5 minutes)

- ☆ Tell the class they will hear the characters talking about where they live.
- ☆ Play the first question and answer on *Listening CD 6.5*. Ask the class **Does Paul live in a town or a village?** Elicit **a town** from the class. Ask children to tell you how towns are different from villages. (many people, bigger buildings, more roads and more traffic, etc). Allow children to respond in L1. Then play the next two questions and answers in the same way.

Listening Transcript 6.5 [Track 44] Do you live in a town or a village?

Sami: Paul, do you live in a town or a village?
Paul: I live in a town.

Maha: Vicky, do you live in a town or a village?
Vicky: I live in a village.

Vicky: Maha, do you live in a town or a village?
Maha: I live in a town.

- ☆ Tell the class that you will play the CD again. Ask children to listen and repeat the questions and answers after the CD.
- ☆ Play the listening again. Pause after each line and encourage children to repeat the words after the CD.
- ☆ Ask a confident child **Do you live in a town or a village?** Encourage the child to respond with **I live in a ...[town]**. Ask several other children the same question.
- ☆ Get one child to ask another child the question **Do you live in a town or a village?** and encourage the other child to answer **I live in a ...[town]**. Repeat this with several pairs of children.

- ☆ Organise the class into pairs. Tell children to ask each other about where they live. Remind them to say **Do you live in a town or a village?** and **I live in a ...[village]**.

Task Three (5 minutes)

- ☆ Tell children to look at **pages 56 and 57** again. Ask **Is this a town or a village?** Try and elicit **a town** from the class.
- ☆ Ask children to name anything they recognise in the picture in English. Try and elicit: **mosque, souk, school, park, police station, house, cars, bus.** Ask children if they can name anything else in L1. Children may suggest **a hospital, a supermarket, a post office, a [toy] shop.** As children name the buildings and places, in English and L1, put the corresponding flashcards on the board.
- ☆ Point to each flashcard in turn and name each one. Get the class to repeat the words with you.
- ☆ Tell the class that they are going to hear Maha talking about her town. Ask them to listen to the CD and look at the picture of Maha's town.
- ☆ Play *Listening CD 6.6* straight through.

Listening Transcript 6.6 [Track 45] I live in a town

Maha: I live in a town. In my town, there's a hospital, a mosque, a souk. Umm ... Oh, and a post office, a supermarket, a school. Umm, and there's a toy shop, a police station and a park.

- ☆ Tell the class that you will play the listening again. Ask children to listen and look at the board.
- ☆ Play the CD straight through. As each place is named on the CD, point to the corresponding flashcard on the board.
- ☆ Tell the class you will play the CD once more. Ask children to imagine they are Maha talking about her town. Encourage the class to repeat the words after the CD.
- ☆ Play the CD. Pause after each sentence and get

Town and Village

children to repeat the words.

Task Four (10 minutes)

- ☆ Distribute the following flashcards randomly around the class: **hospital, mosque, souk, post office, supermarket, police station, school, toy shop and park**. Tell the class that you will play the CD again. As children hear the building or feature on their flashcard named on the CD, they should hold it up. If it is correct, the child should come to the front of the class and put it on the board.
- ☆ Play *Listening CD 6.6* again. Pause after each feature is named. After playing the CD, you should have the following flashcards on the board in this order: **hospital, mosque, souk, post office, supermarket, school, toy shop, police station, park**.
- ☆ Tell the class you will play the listening again. Ask children to imagine they are Maha talking about her town.
- ☆ Play the listening again. Pause after each sentence and encourage children to repeat the words after the CD. Ask them to look at the flashcards on the board as they do this. As the class names each building or feature, point to the corresponding flashcard on the board.
- ☆ Tell the class that you want them to imagine they are Maha talking about her town again. Explain that this time you want them to describe the town without the CD. Tell the class to say the words with you. Say **I live in a town. In my town there's a ...** [point to the picture of the **hospital** and elicit the word from the class], **a ...** [point to the picture of the **mosque** and elicit the word] **a ...** [point to the picture of the **souk** and elicit the word]. Continue with this procedure until the class has described Maha's town using the flashcards as prompts.
- ☆ Get the class to say this description once more. Then encourage children to volunteer to come to the front of the class and imagine they are Maha describing her town. Ask them to point to each flashcard as they name it in the description.
- ☆ Organise children into pairs. Tell them to take it in turns pretending to be Maha describing her

town. Tell children that as they describe the town to their partner, they should point to each building or feature in their *Classbooks*.


- ☆ Get the class to repeat the description of Maha's town with you again. As children name the buildings and features, put the corresponding word cards below each flashcard: **hospital, mosque, souk, post office, supermarket, police station, school, toy shop, park**
- ☆ Point to each word card in turn and elicit the name of the building or feature.

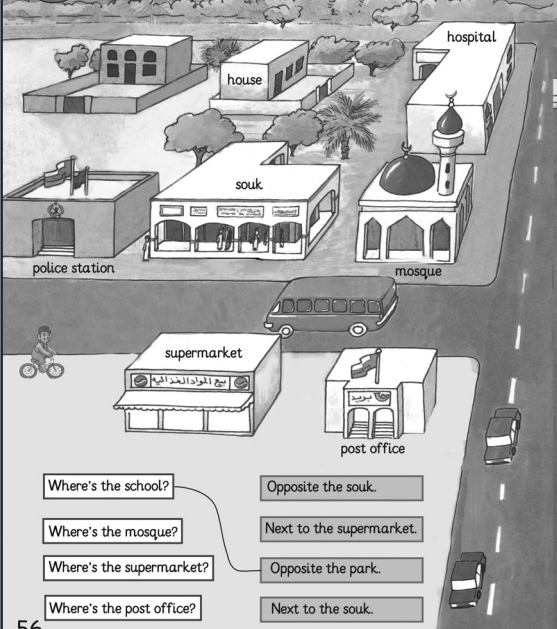
Task Five (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 34** and to look at activity 5. Get children to point to and name the buildings that they see. Get them to read the names in the box in the centre. Children have to use the names to label the buildings. Go round helping and supporting children.
- ☆ Now ask children to look at activity 6. Get children to read out the sentences one by one. Elicit answers from children. They have to say the name of each place being described, then write the name on the line after each sentence. You may give this task as homework if pressed for time but ensure that you do it first orally in class.

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Lesson 7

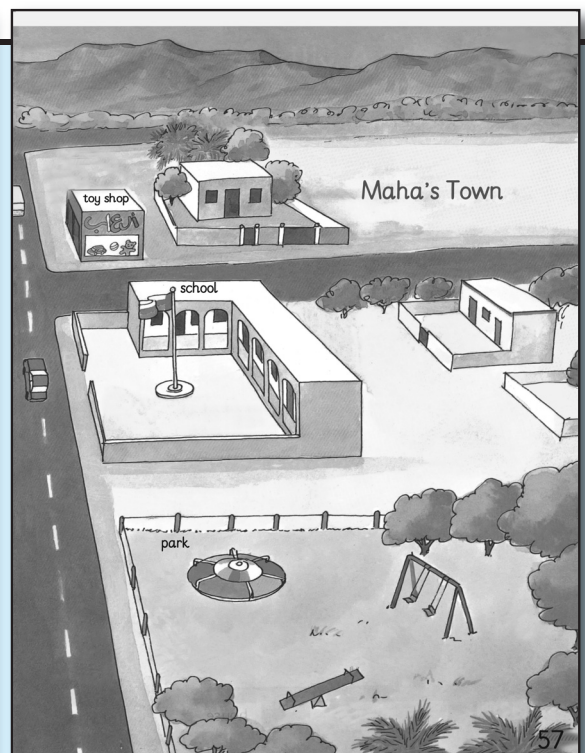
 Listen, read and match.



Where's the school?
Where's the mosque?
Where's the supermarket?
Where's the post office?

Opposite the souk.
Next to the supermarket.
Opposite the park.
Next to the souk.

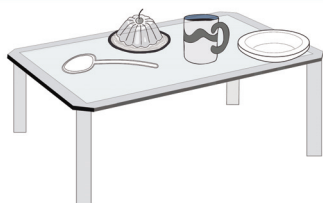
56



1 Read.

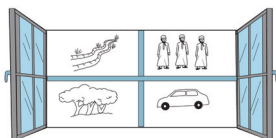
We use commas to separate items in a list.
We do not put a comma before **and**.

2 Look at the pictures. Complete the sentences. Use commas.



a spoon
a jelly
a cup
a plate

On the table, there is _____



a falaj
three men
trees
a car

Through the window, I can see _____

35

You will need:

- Flashcards:** 26, 92, 94, 204, 205, 208, 210, 214-217 (park, school, bus, souk, mosque, shop, house, police station, hospital, post office, supermarket, toy shop)
- Word cards:** 16, 183, 184, 187, 189, 193-197 (a park, a souk, a mosque, a shop, a house, a police station, a hospital, a post office, a supermarket, a toy shop)

Children will:

- listen to and join with a song
- listen to and repeat a description of a town
- match flashcards and word cards
- revise and practise the use of **opposite**, **next to** and **between**
- ask and answer questions about buildings using prepositions
- understand the use of commas
- complete sentences by using commas

Task One (5 minutes)

- ☆ Ask the class if they remember a song about a bus from 2A. Some children may remember some of the words. Put the **bus** flashcard on the

board to remind children of the song.

- ☆ Tell the class you will play the song. Ask them to listen and watch as you perform the actions.

Song Transcript 6.2 [Track 20] The Wheels on the Bus

verse 1

The wheels on the bus go round and round,
Round and round,
Round and round,
The wheels on the bus go round and round,
All day long.

verse 2

The wipers on the bus go swish, swish, swish,
Swish, swish, swish,
Swish, swish, swish,
The wipers on the bus go swish, swish, swish,
All day long.

verse 3

The lights on the bus go flash, flash, flash,
Flash, flash, flash,
Flash, flash, flash,
The lights on the bus go flash, flash, flash,
All day long.

verse 4

The horn on the bus goes beep, beep, beep,
Beep, beep, beep,
Beep, beep, beep,
The horn on the bus goes beep, beep, beep,
All day long.

verse 5

Children on the bus go up and down,
Up and down,
Up and down,
Children on the bus go up and down,
All day long.

- ☆ Play the song. Do the actions and sing the words with the CD. Encourage children to join in with any of the actions or words they can remember.

- ☆ The actions for the song are as follows: **The wheels on the bus go round and round.** Demonstrate the action by rolling your hands over each other. **The wipers on the bus** – move your index fingers from side to side – and then practise the sound effects – **swish, swish**. Do the same with the **lights** – open and close the fingers on your hands – and say **flash, flash**.

Round and round

Flash, flash, flash,



Swish, swish, swish

Beep, beep, beep

Finally, do the same with the **horn** – mime beeping a horn with your hand – and say **beep, beep**. Repeat the actions (see diagram).

Task Two (5 minutes)

- ☆ Ask children to look at **pages 56 and 57** of their *Classbooks*. Tell the class they will hear Maha talking about her town on the CD again. Ask children to listen, look at the picture in their books, and repeat the description of Maha's town after the CD.
- ☆ Play the CD (*Listening CD 6.6*). Pause after each sentence and encourage children to repeat the description.
- ☆ Put the flashcards of the buildings and features on the board in the same order as they appear in the description.
- ☆ Tell the class that you want them to imagine they are Maha talking about her town. Explain that this time you want them to describe the town without the CD. Tell the class to say the words with you. Say **I live in a town. In my town there's a ...** [point to the picture of the **hospital** and elicit the word from the class], a ... [point to the picture of the **mosque** and elicit the word] a ... [point to the picture of the **souk** and elicit the word]. Continue with this procedure until the class has described Maha's town using the flashcards as prompts.
- ☆ Get the class to repeat the description of Maha's town with you again. As children name the buildings and features, put the corresponding word cards below each flashcard: **hospital, mosque, souk, post office, supermarket, police station, school, toy shop, park**.

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- ☆ Point to each word card in turn and elicit the names of the buildings or features. Then point to the word cards in random order and elicit the names.

Task Three (5 minutes)

- ☆ Ask four children to come to the front of the class. Put them into position and use them to demonstrate the prepositions **next to** and **opposite**, as before. For example, say **Mohammed, Raya, Said and Fatma come here. Mohammed, stand here. Raya, stand next to Mohammed. Said, stand opposite Mohammed. Fatma, stand opposite Raya.**
- ☆ Keep children in these positions and say **Mohammed is next to Raya. Mohammed is opposite Said. Raya is next to Mohammed. Fatma is opposite Raya. Fatma is next to Said.** Reinforce the spatial relationships between children using gesture as you speak. Include and revise the preposition **between** by putting three children side by side and asking about the child in the middle.

Task Four (10 minutes)

- ☆ Tell the class they will hear the characters asking and answering questions about Maha's town on the CD. Ask children to listen to the CD and look at the picture.
- ☆ Play *Listening CD 6.7*. Pause after each question and answer and get children to repeat the words after the CD as they look at the picture in their book.

Listening Transcript 6.7 [Track 46]

Vicky:	Where's the school?
Maha:	Opposite the park.
Sami:	Where's the mosque?
Maha:	Next to the souk.
Paul:	Where's the supermarket?
Maha:	Opposite the souk.
Vicky:	Where's the post office?
Maha:	Next to the supermarket.

- ☆ Divide the class in half. Tell one half to repeat the questions after the CD and the other half to answer them. Tell children to look at the places in the picture that are being asked about as they do this. Reverse the roles and play the CD again

repeating the above procedure .

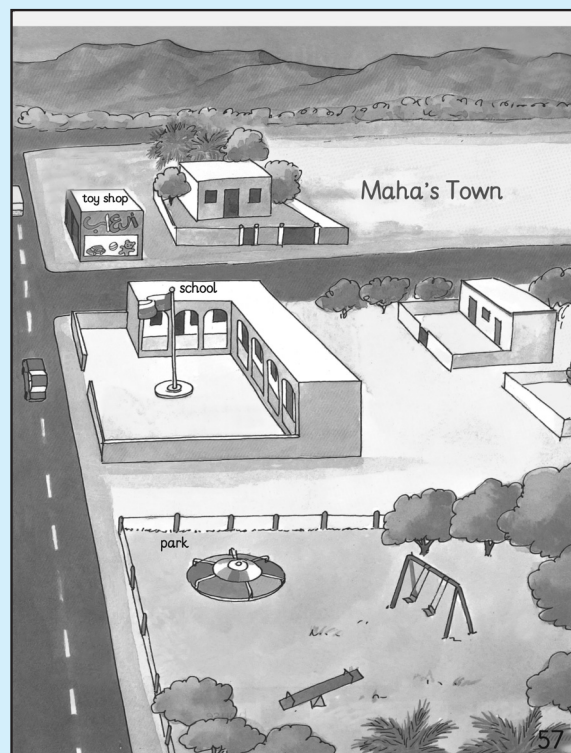
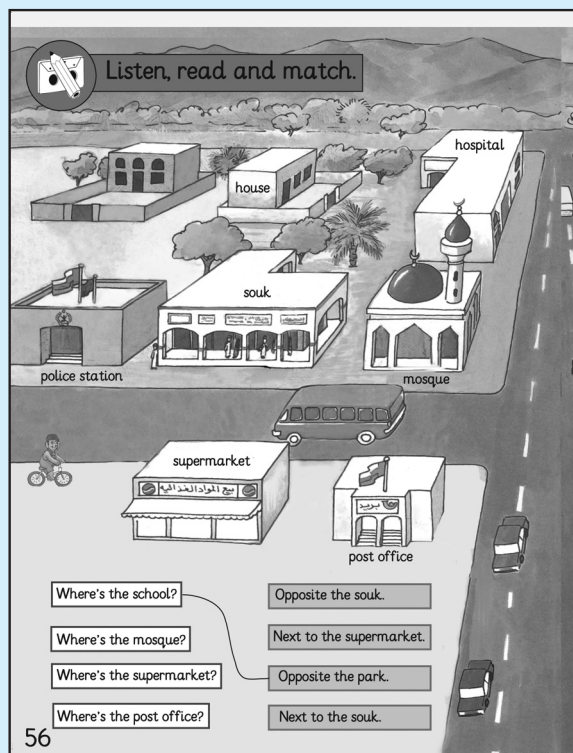
- ☆ Ask children to look at the picture again and use the word **between** to make sentences. Elicit from children the following sentences. As children make these sentences get them to point to the relevant parts of the picture. **The school is between the park and the toyshop. The souk is between the mosque and the police station.**

Task Five (5 minutes)

- ☆ Introduce the idea of a **comma**. Explain in L1 that we use commas to separate items in a list. For example, write on the board **I live in a town. In my town there's a hospital a school a bus station a hotel and a park.**
- ☆ Show children by using a different coloured marker where we put the commas. Also explain to children that we do not put a comma before the word **and**.
- ☆ Your sentence on the board should look like this. **I live in a town. In my town there's a hospital, a school, a bus station, a hotel and a park.**
- ☆ Ask children to open their *Skills Books* at **page 35**. Read out the two sentences about commas in activity 1 and check children's understanding. Then ask children to look at the picture of the table in activity 2. Read out the beginning of the sentence under the picture, and explain that children should look at the pictures of the items on the table in order to complete sentence. Elicit the sentence orally.
- ☆ Get children to write out the sentence on the writing lines provided. Tell them they must put commas in the appropriate places. Point to the words in the box and get children to read them aloud. Explain that the words are there to help them with their spelling. Repeat the procedure with the picture of the window. If you are pressed for time, tell children to complete writing the sentences at home. However, go over the sentences with them orally in class, and make sure that they understand that they must use commas when completing the sentences.

Town and Village

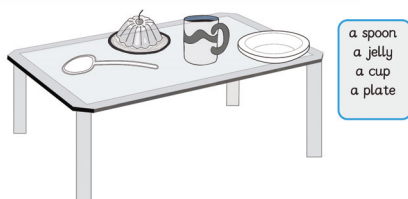
Lesson 8



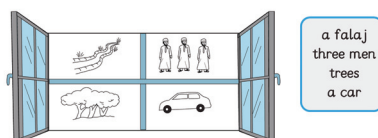
1 Read.

We use commas to separate items in a list.
We do not put a comma before **and**.

2 Look at the pictures. Complete the sentences. Use commas.



On the table, there is _____



Through the window, I can see _____

35

You will need:

- **Flashcards:** 26, 92, 204, 205, 208, 210, 214-218 (park, school, souk, mosque, house, police station, hospital, post office, supermarket, toy shop)
- **Word cards:** 16, 183-185, 187, 189, 193-197 (a park, a souk, a mosque, a shop, a house, a police station, a hospital, a post office, a supermarket, a toy shop a school)

Children will:

- listen to and join in with a song
- listen to and repeat a description of a town
- match flashcards to word cards
- ask and answer questions about location of buildings
- match questions to answers
- listen to and repeat questions and answers about location

Task One (5 minutes)

- ☆ Put the **bus** flashcard on the board. Tell children that you are going to play **The Wheels on the Bus** (Song CD 6.2). Play the song and encourage children to join in with the words and actions.

Task Two (5 minutes)

- ☆ Ask children to look at **pages 56 and 57** of their *Classbooks*. Tell the class they will hear Maha talking about her town on the CD again. Ask children to listen, look at the picture in their books, and repeat the description of Maha's town after the CD.
- ☆ Play *Listening CD 6.6*. Pause after each sentence and encourage children to repeat the description.
- ☆ Put the flashcards of the buildings and features on the board in the same order as they appear in the description.
- ☆ Tell children that you want them to imagine they are Maha talking about her town. Explain that this time you want them to describe the town without the CD. Tell the class to say the words with you. Say **I live in a town. In my town there's a ...** [point to the picture of the **hospital** and elicit the word from the class], **a ...** [point to the picture of the **mosque** and elicit the word] **a ...** [point to the picture of the **souk** and elicit the word]. Continue with this procedure until the class has described Maha's town using the flashcards as prompts.
- ☆ Ask the class to repeat the description of Maha's town again. As children name the buildings and features, put the corresponding word cards below each flashcard: **hospital, mosque, souk, post office, supermarket, police station, school, toy shop, park**.
- ☆ Point to each word card in turn and elicit the names of the buildings and features. Then point to the word cards in random order and elicit the names.

Task Three (5 minutes)

- ☆ Ask children to look at **pages 56 and 57** of their *Classbooks* again. Ask them questions about the location of different buildings. For example, ask **Where's the police station?** Elicit **Next to the souk**. Ask questions about the location of the following buildings: **the toy shop, the mosque, the souk, the police station, the post office, the school, the supermarket, the park, the hospital**.
- ☆ Hold up the flashcard and corresponding word card for one of these buildings and encourage

the class to ask you a question about it. For example, hold up the word card and flashcard for **souk**, and get the class to ask you **Where's the souk?** You reply **Next to the mosque**. Get the class to ask you questions about the location of all the buildings.

Task Four (10 minutes)

- ☆ Ask children to look at the questions and answers on **page 56** of their *Classbooks* below the picture of Maha's town. Tell the class that the questions and answers have got muddled up.
- ☆ Hold up your *Classbook* and show how a line has been drawn from the first question to the correct answer. Write the question and answer on the board. Read the question and answer aloud to the class as they look at the words on the board.
- ☆ Ask the class to read the question and answer off the board with you.
- ☆ Tell children to look at the next question in their book – **Where's the mosque?** Write this question on the board. Ask children to read the question out loud with you. Now ask them to look at the picture and try and answer the question. They may respond with **Next to the souk** or **Opposite the post office**. Both are correct.
- ☆ Ask children to look at the answers written on the page and read out the one they think is correct. **Next to the souk** is the only correct answer written on the page. Write this answer on the board. Ask children to draw a line from the question to the answer in their books.
- ☆ Repeat this procedure with the remaining two questions and answers.

Task Five (5 minutes)

- ☆ Tell the class that they will hear the characters asking and answering questions about Maha's town. Ask children to listen to the CD and read the questions and answers as they listen.
- ☆ Play *Listening CD 6.7*. Pause after each question and answer, and get children to repeat the words as they read them in their books.

Town and Village

- ☆ Ask the class one of the questions you have written on the board. Tell children to look at the answers written in their books and to read them aloud to you. Ask all the questions in random order.
- ☆ Divide the class in half. Point to one of the questions written on the board and get one half of the class to read the question aloud and the other half to read the answer aloud. Reverse roles after one half of the class has asked all four questions.
- ☆ Organise the class into pairs. Tell them to take turns asking and answering the questions written on the page.

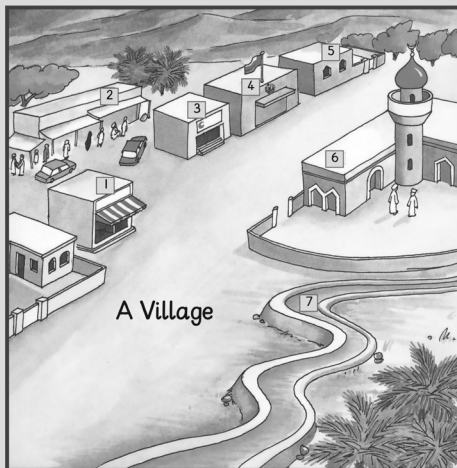
Town and Village

Lesson 9



Look at the number and write the name.

souk mosque house police station
shop clinic falaj



A Village

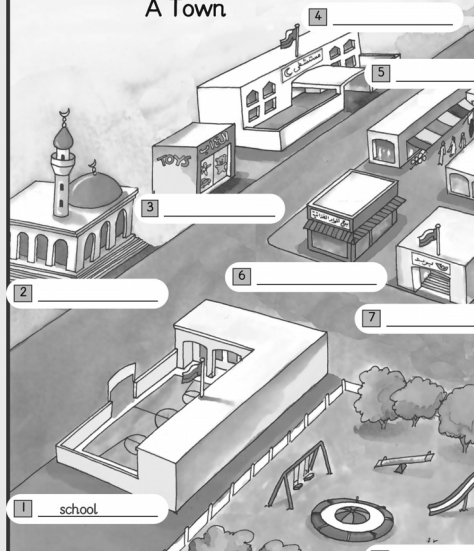
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

58



Read and label.

A Town

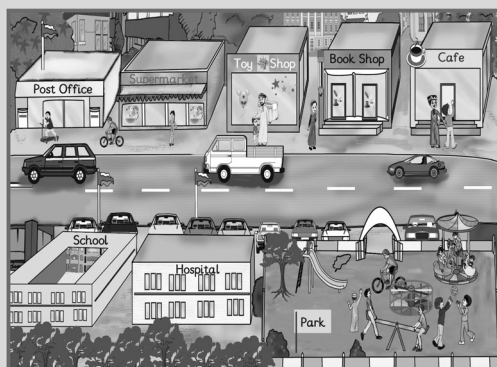


toy shop mosque park
hospital post office supermarket
souk school

59



Look and speak.



60

Children will:

- listen to and join in with a song
- identify and name places in pictures of a village and a town
- match and label places in the pictures
- make sentences about places using **opposite**, **next to** and **between**

Task One (5 minutes)

- ★ Put the **bus** flashcard on the board. Tell children that you are going to play *The Wheels on the Bus Song*. (Song CD 6.3). Encourage children to join in with the words and actions.

Task Two (15 minutes)

- ★ Ask children to look at **pages 58 and 59** of their *Classbooks*. Ask children to name anything they recognise in the pictures. Elicit as much vocabulary as possible.
- ★ Hold up your *Classbook* and show children the words at the top and bottom of the pictures. Ask the class if they can guess what they have to do. Make sure children understand that they

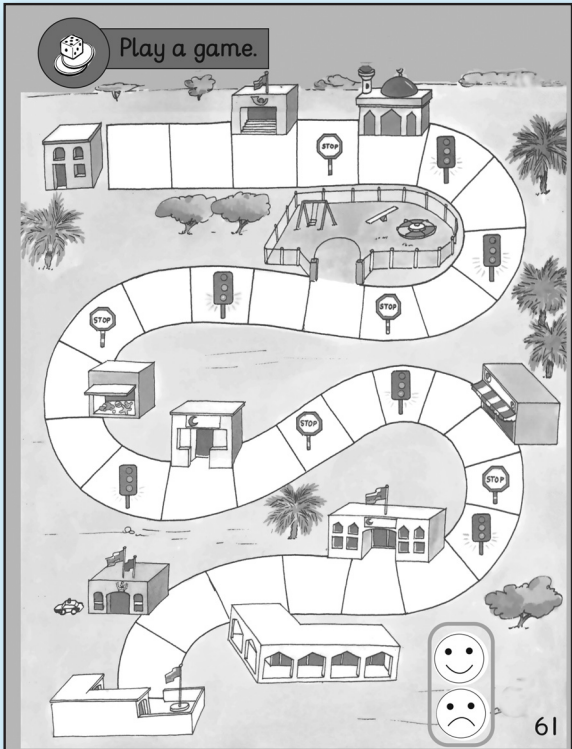
have to label the pictures with the words. Get children to complete the task on page 58 first. Go round the class helping and supporting.

Task Three (10 minutes)

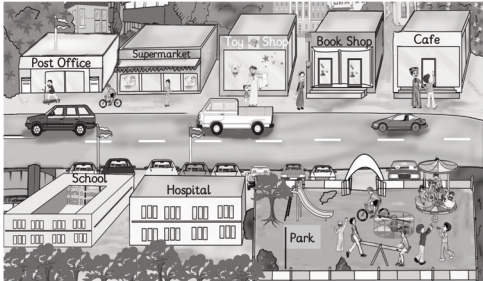
- ☆ Ask children to Look at **page 60** of their *Classbooks*. Ask children to look at the picture and elicit sentences using prepositions that they have learned. Get a child to make a sentence while the remaining children say whether it is true or not. Children may say the following: **The toy shop is between the supermarket and the book shop. The park is next to the hospital. The school is opposite the toyshop.** There are a few other possibilities. Accept any true sentence.

Town and Village

Lesson 10



3 Look at the picture. Write sentences using **next to**, **opposite** and **between**.



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Children will:

- ask and answer questions about a picture using **opposite**, **next to** and **between**
- write sentences about a picture using **opposite**, **next to** and **between**
- play a game in groups
- identify and name places and things in a frieze
- do self-evaluation

Task One (15 minutes)

- ☆ Ask the class to open their *Classbooks* at **page 60**. Get children to make sentences orally using the prepositions they have learned.
- ☆ Now ask children to open their *Skills Books* at **page 36** and look at the picture. Tell children they have to write six sentences to describe the location of the places in the picture using the prepositions **opposite**, **next to** and **between**. They should write these sentences on the writing lines under the picture, and use each preposition twice – i.e. in two different sentences. Children should write out the first three sentences in class, but they can write the other three sentences for homework. Elicit some sentences orally from them as examples.

Task Two (10 minutes)

- ☆ Ask children to look at **page 61** of their *Classbooks*. Tell them that they are going to play a game.
- ☆ Organise children into groups of four. They will need one book per group.
- ☆ Give children a counter each, and a dice for each group.

The rules of the game are as follows:

- Children start at the school at the bottom left of the page. The winner of the game is the child who gets home first (at the top left of the page).
- Children throw the dice and move their counter that number of spaces.
- If they land on a square with a building, they have to name the building. If they cannot name it, they have to go back to the school and start again.
- If they land on a square with a stop sign, they have to stop and miss a turn.

- If they land on a square with a green traffic light, they should go forward two spaces.

Task Three (5 minutes)

- ☆ Ask children to look at the frieze at the top of **pages 52** and **53** of their *Classbooks* and get them to name all the places and things in the frieze.
- ☆ Ask children to look at the two faces at the bottom of **page 61** in their *Classbooks*. In L1, ask them to say which face represents *hard* and which one *easy*. Ask them to think about the things they did in this unit. Encourage them to look through the pages to remind themselves what they learned. Tell children to colour in a face according to whether the unit was *hard* or *easy* for them.