



Access Book 4

TEACHERS' HANDBOOK

TERM 2



Table of Contents

Introduction to Access Course	3
Introduction to Access Book	4
Lessons	5
Activities	7
PCMs	11
Sample Lesson Plans	15
Answer Keys	18
Audio Scripts	24

Introduction to Access Course

This Access Course is designed to build upon a foundation of English literacy and language skills. Students will focus on basic language and grammar skills that they may have missed out on due to a low level of literacy so that they may have a meaningful educational experience. The aim is that students will be able to achieve success and progress once they have mastered the required skills.

The Access Course will:

- develop and extend listening, speaking, reading and writing skills.
- develop and build on language structures.
- develop and build on vocabulary.
- explore global and local topics.

The following themes, skills and structures are explored in the book:

Unit	Reading and writing skills	Listening and speaking skills	Language	Vocabulary
Unit 5 Dinosaurs	<u>Reading:</u> Description Instructions Poem <u>Writing:</u> Questions Writing about your day Describing a dinosaur	<u>Listening:</u> Description Monologue Instructions <u>Speaking:</u> Say where you were Describing a dinosaur Asking questions Answering questions	Was / Were	Dinosaurs Body parts Places
Unit 6 Big and small	<u>Reading:</u> Description Fact file <u>Writing:</u> Describing an animal Writing about a race Describing classroom objects	<u>Listening:</u> Description Dialogue <u>Speaking:</u> Describing an animal Describing classroom objects Asking questions Answering questions	Superlatives Comparatives	Animals Ordinal numbers Classroom objects School
Unit 7 Amazing bodies	<u>Reading:</u> Instructions Sick note Story <u>Writing:</u> Sick note Complete sentences	<u>Listening:</u> Descriptions Dialogue <u>Speaking:</u> Describing yourself Dialogue	Present continuous	Body parts Health Activities Senses

Introduction to Access Book

The Access Book was developed to build upon a foundation of English literacy and language skills. It is important that the book is supplemented with activities that will engage and involve students in their learning. It is essential that students are encouraged to become more responsible for their own learning by assisting them to succeed in building on their current literacy skills.

The book follows lesson patterns over the term, but teachers are not limited to using the activities in the book. Each lesson should be adapted to the needs of the students in a particular class. Perhaps some will achieve particular skills more readily than others, so teachers need to be flexible and prepared to establish differentiation and peer support in their classrooms.

The features of the Access book include:

1. **Variety of skill-related activities** – for explicit focus on different skills
2. **Key structures and vocabulary box** – makes expectations clear for students and teachers
3. **Explicit grammar practice** – focusses on essential grammar structures that may not have been previously understood by students
4. **Group and pair work opportunities** – encourages cooperative learning and communication
5. **Focused and simplified tip boxes** – encourages students to use specific reading and writing skills to achieve a higher fluency in language
6. **Level-appropriate language** – makes the content more accessible to the students so they have more chance of success in their learning
7. **Review** – includes lessons that focus on reviewing content from the unit to reinforce learning

Explicit vocabulary practice

Key structures and vocabulary box

Variety of skill-related activities

Lesson 3: I don't feel well

1 Listen Track 53
Listen and circle the picture.

1 head stomach ear neck

2 finger hand thumb

3 knee elbow arm

2 Listen Track 54
Complete 1-3 with the correct words from the box.

shall teacher get

1 Shall I _____ you water?

2 _____ I get you a plaster?

3 Shall I get the _____ ?

Key Language
Shall I ...?
Shall I bring you water?

Vocabulary
hurts, out, hit, finger, knee

Listening Tip
Listen for the words in the boxes.

Vocabulary
plaster:

Language Tip
Use Shall I ...? to ask questions.
Shall I get the teacher?
Shall I get you water?

3 Listen Track 55
Match the sentences.

1 I don't feel well. My head hurts.

2 I don't feel well. I cut my finger.

3 I don't feel well. I fell and hit my knee.

a Shall I get you a plaster?

b Shall I get the teacher?

c Shall I get you water?

4 Talk
Choose a problem and tell your partner.
Your partner can choose an answer.
Practice the conversation.

problems

answers

I don't feel well.

My head hurts.

Shall I get you water?

Simplified tip boxes

Explicit grammar practice

Lessons

Lessons appear in the order of listening and speaking followed by reading and writing. Additionally, each unit contains two language focus lessons which focus on the rules of language and allow students to develop their use of language.

Language Focus

New language can be presented in many ways. Teachers can decide what works best for their students depending on students' level of knowledge and their individual needs. Many of the **language focus lessons** in the Access book facilitate the following approaches: PPP (presentation, practice and production), TTT (test, teach, test) and guided discovery. Lessons can be adapted, and supplementary activities can be used.

PPP

This is a widely used approach with clear language aims. The three stages are presentation, practise and production of the target language.

Present This stage is used to introduce the target language. Teachers can use tools such as visual aids, questions, or drills to present the language. The goal of this stage is to present information, not facilitate immediate understanding.

Practice Students carry out controlled practice activities such as question and answer, read and repeat or role plays. Clearly defined correct and incorrect answers allow students to build an understanding of how language is used.

Produce Students can practice freely and explore the language. Freer activities include open-ended questions and writing activities. Emphasis is placed on fluency more than accuracy.

TTT

With a TTT approach the aim is to find out what students do and do not already know. It is likely that learners will often have had prior exposure to the target language. It is beneficial to explore the extent of their knowledge to shape the lesson. Teachers should be prepared to adapt the lesson depending on the outcome of the test stage.

Test Start with a test to find out what students can and cannot do. This usually involves a form of controlled practice using the target language such as completing a text with the correct verb form. Students are monitored to inform the next stage.

Teach Teachers clarify the meaning, pronunciation and form of the target language. The test stage is used to inform the extent and coverage required in the teaching stage. For example, if students are able to complete a gap fill activity with the correct past simple verb forms but struggle with negative forms, then more time should be spent focussing on negative forms. It is important to do what the students have shown they need.

Test The next test stage is controlled practice similar to the first stage. Students should now be able to do the test stage as a result of the teach stage.

Practice Students practice the language through freer practice tasks to develop fluency.

Guided discovery

Guided discovery is an active approach to learning that can be implemented at any level. Students are exposed to language first. They then use inference to understand the meaning. This is then followed by learning explicit rules and practise.

- 1** Expose students to the language through examples. Examples in context are most effective as they facilitate understanding. This can be carried out through reading and listening texts or using visuals like photos.
- 2** Teachers guide observation of language through guided questions or activities (gap fills, matching examples to rules, etc.). Activities and questions should draw attention to language and allow students to hypothesise, compare and contrast.
- 3** Teachers use the information from 2, to state or elicit the rule from students.
- 4** Apply the rule in practice tasks of varying difficulty. Activities can move from more controlled activities (e.g. gap fills or matching activities) to freer practice (e.g. open-ended discussion questions or writing tasks).

Key Aspects

Language focus lessons are presented in a logical manner to facilitate the teaching of meaning, pronunciation, form and use or application. Meaning addresses the meaning of the language and/or its meaning in the context in which it is used. Form refers to the visible and audible parts of language. Use is connected to meaning and refers to when and why the language is used. Teachers should use the lesson content as a guide for the extent of coverage required for the key language structure being taught. Knowledge of every aspect is required to fully understand a structure, and this will happen over time.

Considerations

It is important to remember that students do not learn structures one at a time, but with repeated practice and exposure over time, they will improve gradually. It takes time to master all aspects of a structure. Students at a beginner or lower level are more likely to rely on their native language to inform their understanding of English. Therefore, teachers should try to anticipate potential errors or misunderstandings in advance.

Suggested reading

Thornbury, S. (1999). *How to Teach Grammar*. Pearson Education Limited
Murphy, M. (2008) *Essential Grammar in Use*. Cambridge University Press

Activities

Picture brainstorm

- Provide students with a visual and ask them to brainstorm words about the visual.
- The best visuals to use for picture brainstorms are those with many different objects that relate to a single scene or topic.
- Provide words for students who are not able to find their own words, or provide words to start the activity.
- Provide students with possible categories for the words or ask them to come up with their own categories.
- Next, let students complete a 'fill in the blank' activity with sentences about the visual and the words from their brainstorm - sentences prepared by teacher.
- Students make their own 'fill in the blank' sentences using the words from the brainstorm and swap these sentences with others to complete.

Speech bubbles and Think bubbles

- Provide students with images of people or other characters and students work in pairs or small groups.
- Ask students to create think or speech bubbles for the people or characters in the visual.
- Provide students with laminated speech or think bubbles and let them use dry wipe pens to fill in the bubbles.
- Scaffold the activity by adding sentence starters to the bubbles.
- Students act out the conversations or thoughts of people or characters.
- Group some of the images and see if students can link and connect conversations and thoughts from their visuals.
- With carefully chosen visuals students develop short narratives from a range of visuals.

Draw the picture

- Describe a visual to the students and they draw what they understand from the description.
- Students can also work in pairs. Student A describes the visual and student B responds by drawing.

Match the description

- Provide students with a set of visuals and matching descriptions.
- Students work in pairs. Student A describes the visual, and student B identifies the matching description.

Make questions

- Provide students with visuals and flashcards with the words: *what, why, who, where, when, why, how*. Ask them to make questions about the visuals.
- Place a stack of visuals and flash cards face down on the table. Students pick up a visual and flash card to make questions.
- Teacher can provide question starters for this activity.

Compare and contrast

- Provide students with two visuals and students work in pairs or small groups.
- Students develop sentences about the visuals to identify similarities and differences.
- The teacher provides sentence starters or sentence frames as scaffolds.

Make a story

- Provide students with visuals and ask them to make a short story about the visuals.
- Alternatively, ask students to take photographs or bring photographs and then make stories.
- Students could also join visuals to make a story or combine their stories.

Picture categories

- Provide students with a wide range of visuals and ask them to categorise the visuals and name the categories.
- Alternatively, provide students with categories and ask them to categorise the images. Ask students to explain why they think the visuals belong to the given categories.

Word sort

- Students sort words into different categories provided by the teacher. Categories can range from topics, word types, etc.
- Next, students make their own classification for words.

Sentence sort

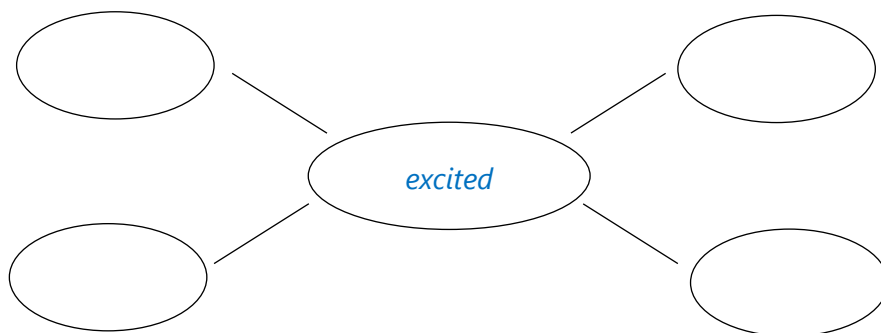
- Students sort sentences into categories provided by the teacher. Categories could range from topics, tenses, sentence beginnings, etc.
- Students make their own classification for sentences.

Definition, word and picture match

- Provide students with pictures, words and definitions.
- Students match the word definitions and pictures.
- Students work in a small group of three. Each student has either the words, definitions or picture. Students show, describe or read their cards, and other students find the matching cards.

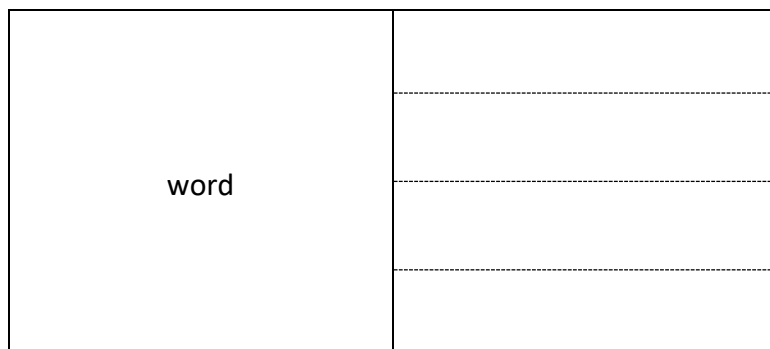
Word web

- Students write a word in the centre of the page.
- Students could write the meaning, synonym, antonym, definition or draw a picture of the word in the other parts of the web.



Vocabulary foldable

- Provide each student with a copy of a blank foldable. Students fold the page in half horizontally and snip on the dotted lines to create five flaps.
- Students open the large flap and write the word. They then open the other flaps and write definitions, sentences, symbols or make drawings to help them remember the word.



--	--

Memory game

- The teacher writes all the words from a specific topic on the board. Students should be familiar with the words used in this activity.
- Students study the words for three minutes. The words are covered or erased.
- Students write down all the words they can remember.
- The same activity could be repeated using sentences.

Personal dictionaries

- Students create their own dictionaries using pictures, symbols, etc.
- With guidance from the teacher, students categorise the words in alphabetical order, according to the topic or subject, sounds, morphological structure, etc.
- They could also draw a picture next to each word or add a language feature.

Who has the Word?

- Provide students with a selection of focus vocabulary words on cards and a set of questions which includes all the words. The questions read: *Who has the word elephant? Who has the word camel? Who has the word gazelle?* etc.
- Students work in small groups.
- The selection of word cards is divided equally amongst the students.
- Students place the question cards face down in front of themselves. They turn over their word cards for all to see.
- Students take turns to pick up a question card and read it to the whole group to hear. The student who has the word responds by saying, *'I have the word'*

Sentence Building

- Provide students with chopped up sentences related to the language and content of a topic.
- Students build the sentences.

Masked Text

- Mask a text by covering most of the words in the text.
- Expose some key words or phrases only.
- Ask students to make predications from the words or phrases they can see.

Board games

- Provide students with a simple template of a board game.
- Students use the content of a simple story, text or theme to make a board game.
- Students make questions and answer keys for the game and swap games with peers.

Word wall

- Display all key vocabulary and language for students to access.
- Allow students to add words or language to the wall.

Role play

- Provide students with simple dialogues to perform.
- Support students to write their own dialogues or short plays to role play.
- Students choose characters from a story or parts of a story to present.
- Allow students to use puppets or other props.

What's on the menu?

- Make a 'buffet' of words, phrases or pictures. Place these on paper plates.
- Students choose from the 'buffet' and make sentences, role plays, short dialogues, etc., using the 'food' from the 'buffet.'

What's in the bag?

- Place objects in a cloth bag.
- Students take turns to feel and guess the object.

Book walk

'Walk' through the book before reading. Ask students questions about the cover - what they see, what they think the story or text will be about, etc. Implement various reading strategies to support students' understanding of a text.

- Make connections – activate prior knowledge of students.
- Make predictions – support students to make predictions about the text. Ask questions such as: '*What do you think happens next?*', '*What do you think the character likes?*', etc.
- Get students to activate all their senses – ask students questions such as: *What do you think when you read this? What do you smell when you read this? What do you hear when you read this?*
- Support students to ask and answer questions before, during and after reading. Use question cards: (*what / who / why / where / when / how*).
- Encourage students to retell and paraphrase what they read. Use words such as: '*first, later, next, after that, sometime after, then*'. Do not just retell and paraphrase entire stories. Use this strategy for paragraphs and sections of a story or other text.

Photocopiable Materials (PCMs)

The following pages contain the PCMs listed below.

Unit 7 Lesson 5 Matching game

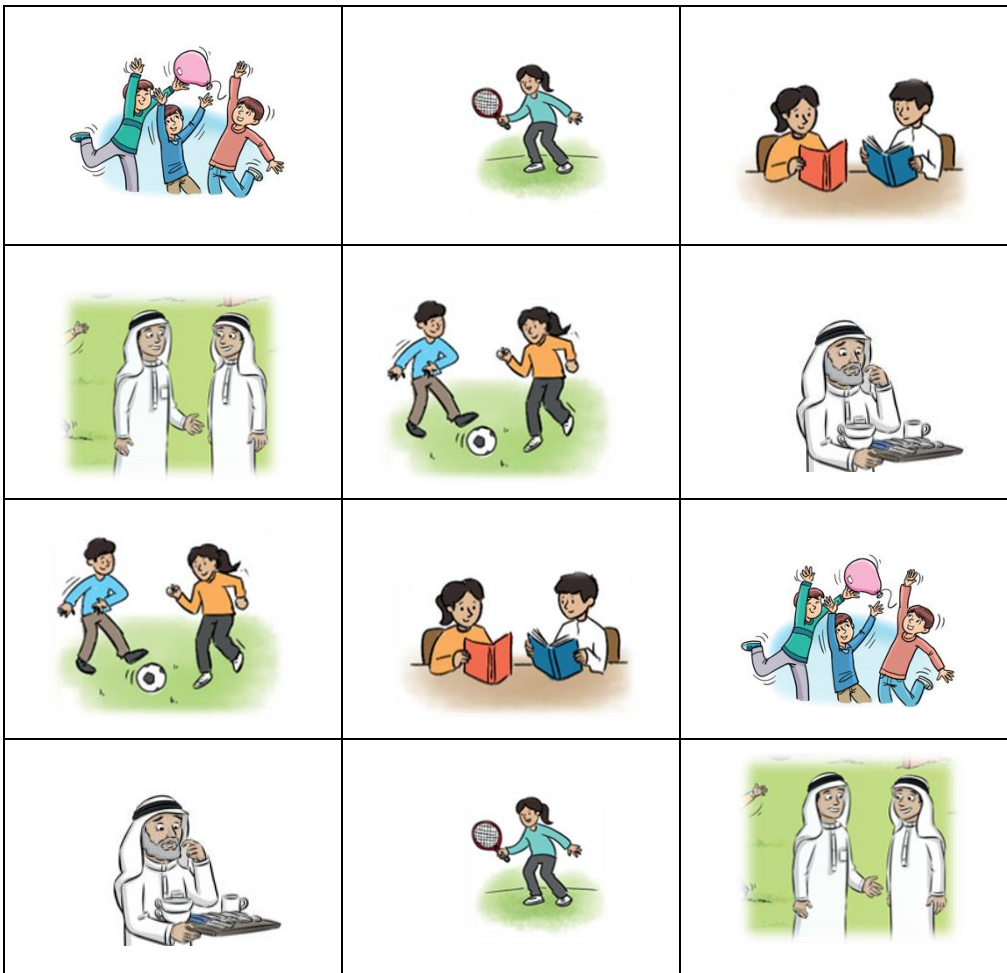
Adaptable board game

Bingo

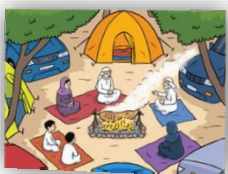
Unit 7 Lesson 5 Matching game

Print and cut out one copy of the cards for each group of students and then follow the instructions below.

- 1 Each group gets 12 picture cards.
- 2 Turn cards face down so you can't see the pictures.
- 3 Take turns to choose two cards and say what the people on the card are doing.
- 4 If the cards match and you make a sentence, you keep the cards and get 10 points.



Extra pictures can be used to adapt the game:



Board game

Use the template to create your own boardgame. Squares can contain different content depending on the language to be practised. Students take turns moving their counter and completing the tasks on the squares until they reach the end.

Possible content:

- Pictures: Students name the picture.
- Questions: Students answer the questions.
- Vocabulary: Students make a sentence with the word in the square.
- Missing letters: Students complete words with the missing letters.

Start	1	2	3	4	5
	→	→	→	→	
11	10	9	8	7	6
←	←	←	←	←	↓
↓	12	13	14	15	16
	→	→	→	→	→
23	22	21	20	19	18
←	←	←	←	←	↓
↓	24	25	26	27	28
	→	→	→	→	→
					Finish



Bingo

Each student has one grid. Students choose nine numbers from 1 to twenty and write the numbers in the grid. The teacher calls out a random selection of numbers. Students score out the numbers that are called. When all numbers are scored out, students should shout 'Finished!'

This game can also be played with words.

Sample Lesson Plans

Lesson Plan		Grade: 4
Teacher:		Subject: Access English
Unit: 5	Lesson: 3	Date:
Objectives:		
✓ To understand and produce the past form of 'be' in the context of places		
Starter		
To introduce the vocabulary and the concept of past time, ask students what day it is today then repeat as a class, 'Today is -.' Ask what day it was yesterday and repeat as a class, 'Yesterday was -.' Use a calendar to assist understanding.		
Main Activities		
➤ Activity 1 Read:		
<ol style="list-style-type: none"> 1. Direct attention to Activity 1 and elicit the name of the girl. Ask what day it is today and what day it was yesterday. 2. Students answer the questions in pairs. 		
<u>Feedback:</u> Invite students to volunteer their answers to the class. If possible, project the text onto the board and circle the correct answers in the text.		
➤ Activity 2 Talk:		
<ol style="list-style-type: none"> 1. Ask volunteers where they are now and where they were yesterday to elicit vocabulary. 2. Review the places vocabulary (at school, at the park, etc.) using pictures to assist understanding. 3. Students tell their partner or group where they were yesterday using the examples for ideas. 		
<u>Feedback:</u> Ask students to share where their partner was yesterday and then elicit repetition of the answer from the whole class. E.g.: 'Where was Jonny yesterday?' 'He was at the beach.'		
➤ Activity 3 Practice:		
<ol style="list-style-type: none"> 1. Using an example from the previous activity, write two sentences on the board without the verb to be: 'Today I _ at school. Yesterday I _ at the park.' Elicit the correct answers and highlight the use of was to talk about the past. 2. To reinforce the idea, do a chant as a class allowing half of the class to say 'is' or 'was' and the other half to say the sentence outline. Then swap roles. 3. Students complete the text with 'was'. 		
<u>Feedback:</u> Invite students to read sentences aloud.		
➤ Activity 4 Practice:		
<ol style="list-style-type: none"> 1. Students can work in groups. For each question, groups raise their hands when they have put the words in the correct order (with a time limit) and if the answer is correct, they receive points. Start with a practice sentence to ensure students understand the game. 2. After the game, allow students to order the words in the sentences individually or in pairs. 		
<u>Feedback:</u> Monitor students and check answers, taking note of any errors to inform future learning.		
➤ Activity 5 Write		
<ol style="list-style-type: none"> 1. Tell students about your day yesterday. Say where you were, what you saw and how it was. Talk through the example, eliciting help from the class as you write three sentences about your day. 2. Elicit further ideas for each sentence, writing vocabulary on the board to assist students later. 3. Students work individually to write three sentences about their day, using the sentence starters for help. 		
<u>Feedback:</u> Monitor and provide support where needed.		
Plenary		
Before leaving students tell the teacher where they were yesterday or write it down on an 'exit ticket.'		
Differentiation		
To challenge students further, ask them to transform present sentences to the past or past sentences to the present.		

Lesson Plan		Grade: 4
Teacher:		Subject: Access English
Unit: 7	Lesson: 4	Date:
Objectives: ✓ To identify and provide reasons for feeling unwell in a note to the teacher		
Starter As a class, students brainstorm reasons for not feeling well (e.g., sore tummy) using gestures or vocabulary supported by the teacher.		
Main Activities ➤ Activity 1 Vocabulary: 1. Introduce new vocabulary using pictures from Activity 1 and drill. 2. Repeat sentences starters from 1 as a class or in groups eliciting the correct words by showing the pictures from 1. E.g., 'I have a...' – show picture – 'sore head.' 3. Direct attention to the pictures in Activity 1. Students complete the sentences with the correct words from the box. <u>Feedback:</u> If possible, project the activity onto the board or write 1-5 and write the correct answers, checking as a class. ➤ Activity 2 Read: 1. Provide an example for Activity 2 on the board and complete as a class. 2. Allow students to work in groups, putting the words in the correct order to make sentences. <u>Feedback:</u> Allow volunteers with the correct answers to either write them on the board or order word cards on the board. ➤ Activity 3 Read: 1. Ask students if they have ever written a sick note, explaining what it is. Ask students who they might give a sick note to at school, and why they would do so. 2. Direct attention to the notes and draw attention to the names at the bottom of each note. Ask which one is from Sultan and then elicit Sultan's reason for not feeling well. 3. Draw attention to the table and Sultan's reason for not feeling well in the first column. Ask students to read the notes and complete the table for Hessa and Jameela. <u>Feedback:</u> Circle the correct answers in each note and check the table as a class. ➤ Activity 4 write: 1. Direct attention to the sick note and explain that students are going to write their own sick note. Ask who it is for and tell students that they need to think of a reason for not feeling well for their note. 2. Ask students where they write the reason and where they should write their name. 3. Allow students time to complete their note. <u>Feedback:</u> Monitor and provide support where needed. Volunteers can read their notes to their group or the class.		
Plenary Play a gesture game where students take turns guessing what's wrong with a volunteer who says 'I don't feel well' and makes a gesture to reveal their chosen problem.		
Differentiation To challenge students further, ask them to write a full sick note rather than completing the template. Allow students who find activities challenging to work in pairs.		

Lesson Plan		Grade: 4
Teacher:		Subject: Access English
Unit: 7	Lesson: 7	Date:
Objectives: ✓ To ask classmates what their favourite things are and also express own preferences		
Starter If possible, play various sounds to students (e.g., rain, cars, laughing, etc.) and ask students to say what they hear.		
Main Activities		
<p>➤ Activity 1 Vocabulary:</p> <ol style="list-style-type: none"> 1. Create interest by asking students if they like or don't like 1-7. 2. Draw three circles on the board labelled 'sound', 'food' and 'smell'. Draw an ear, a mouth and a nose next to the appropriate circles to assist understanding. 3. Categorise the words as a class, allowing some words to go in more than one category. Ask questions like, 'Can you eat/drink/smell it?' or 'What does it sound like?' Encourage students to share their ideas. <p>➤ Activity 2 Listen:</p> <ol style="list-style-type: none"> 1. Tell students they are going to listen to a speaker talk about their favourite sound, food and smell. 2. Students can work in pairs, circling the correct answer for each category. <p>Feedback: Draw an ear, a mouth and a nose on the board next to sound, food and smell and allow students to write the correct word next to each one. Play the track again pausing at the answers.</p> <p>➤ Activity 3 Talk:</p> <ol style="list-style-type: none"> 1. Explain to students that they are now going to talk about their favourite things (like the speaker in the previous activity). 2. Direct attention to the sentence starters in the table and ask students to complete each sentence with their favourite thing by writing one word in the yellow column. Write the teachers answers first on the board to demonstrate the activity. 3. Elicit answers from volunteers and write a bank of possible of answers on the board for support. 4. Students write their answers and share them in groups. <p>Feedback: Monitor and provide support with spelling and vocabulary where needed.</p> <p>➤ Activity 4 Talk:</p> <ol style="list-style-type: none"> 1. Direct attention to the orange columns in the table and explain that students will write their classmates' answers in these columns. 2. Explain that students will ask three questions. Repeat them as a class: 'What is your favourite -?' 3. Demonstrate the conversation with a volunteer by reading the example dialogue. 4. Students work in different groups this time asking two people what their favourite things are and writing the answers in the table. <p>Feedback: Monitor and allow volunteers to share what their partner said at the end of the activity.</p>		
Plenary Share the most interesting answers from the final activity and guess who said them.		
Differentiation Provide a word bank of ideas for each category so support students. Pair stronger students with those experiencing difficulty for support.		

Answer Keys

Unit Five

Lesson One

Activity 2

From left to right: 3. 4. 1. 2.

Lesson Two

Activity 1

1 small. 2 long. 3 big. 4 sharp. 5 short.

Activity 2

1 b. 2 d. 3 c. 4 a.

Activity 3

2

Lesson Three

Activity 1

1 at school

2 at the dinosaur museum

Activity 4

1 The skeleton was big.

2 Yesterday was fun.

3 I was at the museum.

4 Yesterday was Saturday.

Lesson Four

Activity 2

born. five. read.

Lesson Five

Activity 1

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

Activity 2

1 lake. 2 river. 3 forest. 4 volcano. 5 mountains.

Activity 3

From top to bottom: forests, rivers, mountains, lakes, volcanoes

Activity 4

Tick: lakes, forests, dinosaurs, mountains, rivers, volcanoes

Cross: cars, houses, people

Lesson Six

Activity 3

- 1 There were
- 2 There weren't

Activity 4

- 1 were, weren't
- 2 were, weren't
- 3 were, weren't
- 4 were, weren't

Lesson Seven

Activity 2

the library

Activity 3

- 1 Monday. 2 Tuesday. 3 Wednesday

Activity 5

- 1 Sunday. 2 Monday/Tuesday. 3 Wednesday/Thursday

Lesson Eight

Activity 2

- 1 big head. 2 small eyes. 3 sharp teeth. 4 big body.

Activity 3

	diplodocus (a)	Pterodactyl (b)	Stegosaurus (c)
small head	✓	X	✓
big head	X	✓	X
small body	X	✓	X
big body	✓	X	✓
big wings	X	✓	X
no wings	✓	X	✓
meat	X	✓	X
plants	✓	X	✓

Lesson Nine

Activity 1

- 1 under. 2 next to. 3 on.

Activity 2

2. 3. 1. 5. 4.

Lesson Ten

Activity 1

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

Activity 2

c

Activity 4

1 dinosaurs. 2 at the museum. 3 in the desert.

Activity 5

1 was. 2 were. 3 was. 4 were.

Unit Six

Lesson One

Activity 1

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

Activity 2

e. d. a. f.

Activity 3

1 large. 2 little. 3 tall. 4 fast

Lesson Two

Activity 2

1 T. 2 F. 3 T. 4 T. 5 F.

Activity 3

a fourth. b second. c first. d fifth. e third.

Activity 4

1 first. 2 is. 3 third. 4 Cheetah a. 5 is fifth.

Lesson Three

Activity 2

1 giraffe. 2 elephant. 3 camel. 4 fox.

Activity 4

1 giraffe. 2 fox.

Activity 5

1 C. 2 B. 3 giraffe. 4 fox.

Lesson Four

Activity 2

1 ruler. 2 crayon. 3 pencil case. 4 pen.

Activity 3

1 pencil case. 2 pen. 3 ruler. 4 crayon.

Activity 4

1 the lightest. 2 the shortest. 3 the heaviest. 4 the longest.

Lesson Five

Activity 2

1 big schools. 2 small schools. 3 small schools. 4 big schools. 5 big schools.

Lesson Six

Activity 2

1 Noor. 2 Sara. 3 Aya

Activity 3

1 True. 2 True. 3 True. 4 True.

Activity 4

1 A is taller than B. 2 A is younger than B. 3 A is smaller than B.

Activity 5

1 Planes are faster than cars.

2 My teacher is older than me.

3 Giraffes are taller than camels.

4 Dates are smaller than oranges.

Lesson Seven

Activity 1

22. 25. 27. 29. 30.

Activity 2

1 7. 2 24. 3 60.

Activity 3

1 more. 2 less. 3 less. 4 more.

Lesson Eight

Activity 2

1 a. 2 c. 3 b.

Lesson Nine

Activity 1

1 a.

Activity 4

1 big. cold. sad.

2 happy.

Lesson Ten

Activity 1

1 ruler. 2 bag. 3 desk. 4 pen. 5 pencil case.

Activity 2

1 True. 2 False. 3 True.

Unit Seven

Lesson One

Activity 1

1 blonde hair. 2 brown eyes. 3 12.

Activity 2

1 Sarah. 2 Khadija. 3 Hamda.

Activity 3

Fahad. 11. brown. green.

Lesson Two

Activity 2

1 skull. 2 backbone. 3 ribs.

Lesson Three

Activity 1

1 head. 2 finger. 3 knee.

Activity 2

1 get. 2 shall. 3 teacher.

Activity 3

1 c. 2 a. 3 b.

Lesson Four

Activity 1

1 sore head. 2 a cold. 3 sore tooth. 4 I feel sick. 5 sore tummy.

Activity 2

1 I have a sore tummy. 2 I have a sore head. 3 I feel sick. 4 I have a cold. 5 I have a sore tooth.

Activity 3

Sultan, sore tooth. Hessa, sore tummy. Jameela, a cold.

Lesson Five

Activity 2

running A. jumping D. sleeping C. playing B.

Activity 3

1 D. 2 A. 3 C. 4 B.

Activity 4

1 is. 2 are. 3 is. 4 are.

Lesson Six

Activity 1

1 B. 2 A. 3 D. 4 C.

Activity 2

A False. B True. C True. D False.

Activity 3

1 B. 2 A. 3 C.

Lesson Seven

Activity 1

sound 2, 4. taste 3, 5, 7. Smells 1, 6.

Activity 2

sound – rain. taste – chocolate. smell – oud.

Lesson Eight

Activity 2

1 hear. 2 see. 3 smell. 4 taste. 5 touch.

Activity 3

1 nose. 2 hand. 3 mouth. 4 ears. 5 eyes.

Lesson Nine

Activity 3

excited.

Activity 4

Yes

Lesson Ten

Activity 1

1 hand. 2 head. 3 elbow. 4 arm. 5 tummy.

Activity 4

1 is. 2 are. 3 are. 4 is.

Audio Scripts

UNIT 5

Track 34

- 1 horn
- 2 tail
- 3 beak
- 4 spikes
- 5 sharp teeth

Track 35

- 1 This dinosaur has a beak.
- 2 This dinosaur has spikes.
- 3 This dinosaur has a horn.
- 4 This dinosaur has a tail.

Track 36

This dinosaur has a tail. It has a beak, and it has horns.

Track 37

- 1 Draw a big circle.
- 2 Draw a neck and a tail.
- 3 Draw a head on the neck.
- 4 Draw two legs at the front of the body.
- 5 Draw two legs at the back of the body.
- 6 Draw a beak, teeth, a horn or spikes on your dinosaur.

Track 38

A: When were you born?

B: I was born 11 years ago.

A: When did you start school?

B: I started school 5 years ago.

A: When did you learn to read?

B: I learned to read 6 years ago.

Track 39

The Dinosaur.

I was born by the sea,
near a mountain,
under a tree.

There were plants and trees,

and flowers and bees,
and dinosaurs everywhere.

There weren't any roads,
or houses or cars.
We slept every night,
under the stars.

Track 40

Hello, I'm a scientist. I study dinosaurs. This is my week. On Sunday, I was at the library. I read a book about dinosaurs. On Monday I was camping in the desert. It was very hot. On Tuesday I saw dinosaur bones in the desert. They were very old. On Wednesday and Thursday I was at the museum. I saw a big dinosaur skeleton. It was very old.

Track 41

- 1 Draw a dinosaur shape.
- 2 Colour the dinosaur.
- 3 Draw horns or spikes on the dinosaur.
- 4 Cut out the dinosaur shape.
- 5 Put the dinosaur somewhere in the classroom.

Track 42

Salma: My favourite dinosaur has a long tail. It has sharp teeth. It has short arms and a big head. It is green.

UNIT 6

Track 43

Male: I see an elephant. It is large. It has big ears.

Female: I see a tortoise. It is little. It is slow.

Male: I see a giraffe. It is tall. It has long legs.

Female: I see a cheetah. It is fast. It has a long tail.

Track 44

- 1 I'm Zayad. I like big schools. They have big playgrounds and they are fun!
- 2 I'm Alia. I like small schools. Small schools are quiet.
- 3 I'm Jamal. I like small schools. Big schools are scary and noisy.
- 4 I'm Noora. I like big schools. There are lots of children.
- 5 I'm Faisal. I like big schools. Small schools are boring.

Track 45

Teacher: Do you like school?

Moza: Yes.

Reem: Why?

Moza: Because it's fun and I have a lot of friends.

Track 46

Twenty-two

Twenty-five

Twenty-seven

Twenty-nine

Thirty

Track 47

1 An hour is more than a minute.

2 An hour is less than a day.

3 A day is less than a week.

4 A week is more than a day.

Track 48

The tall boy

Tim was a big baby.

His cry was loud so all the animals ran away.

Tim ate a lot of food.

He ate eggs, bread, pancakes and bananas for breakfast.

He got bigger and taller every day.

Track 49

When Tim was ten years old, he was taller than his house.

Tim was bigger than the school.

Tim sat in the playground every day.

Tim wanted to be with his classmates.

Tim was not happy. He was sad.

Track 50

One day, Tim was in the forest.

He saw a big animal.

It was a bull.

The bull was cold and sad.

Tim helped the bull.

He was kind.

Tim gave the bull food and water.

Tim was happy because he made a friend.

UNIT 7

Track 51

My name is Hamda.

I'm 11 years old.

I have brown hair.

I have brown eyes.

My name is Sarah.

I'm 10 years old.

I have black hair.

I have brown eyes.

My name is Khadija.

I'm 12 years old.

I have brown hair.

I have brown eyes.

Track 52

Speaker 1: Hi, what is your name?

Speaker 2: My name is Fahad.

Speaker 1: How old are you?

Speaker 2: I'm 11 years old.

Speaker 1: What colour is your hair?

Speaker 2: Brown.

Speaker 1: What colour are your eyes?

Speaker 2: Green.

Track 53

1 I don't feel well. My head hurts.

2 I don't feel well. I cut my finger.

3 I don't feel well. I fell and hit my knee.

Track 54

1 Shall I get you water?

2 Shall I get you a plaster?

3 Shall I get the teacher?

Track 55

1: I don't feel well. My head hurts.

2: Shall I get you water?

1: I don't feel well. I cut my finger.

2: Shall I get you a plaster?

1: I don't feel well. I fell and hit my knee.

2: Shall I get the teacher?

Track 56

1 A girl is jumping

2 The girls are running

3 A boy is sleeping

4 The boys are playing basketball

Track 57

1

Mark: Hi Tom!

Tom: Hi Mark. (Crying)

Mark: Why are you crying?

Tom: I hurt my toe.

2

Girl: Hi Ana!

Ana: Hi. (Yawning)

Girl: Why are you yawning?

Ana: I'm sleepy.

3

Boy: Hello Abdul.

Abdul: Hello. (Laughing)

Boy: Why are you laughing?

Abdul: I'm happy!

Track 58

Hi, My name is Saif.

My favourite sound is rain.

My favourite food is chocolate.

My favourite smell is oud.

Track 59

The horse Rider.

He gets up in the morning.

He eats breakfast.

He says hello to his horse.

Then he goes to the track.

Track 60

The horses and riders stand in a line.

They are ready to race. Now it is time.

His heart beats fast.

Track 61

The race starts and the horses run.

He rides fast.

He closes his eyes.

He thinks of the prize.

He doesn't look back.

His horse jumps over the line and everyone cheers!

