

# 4 DIFFERENT COUNTRIES

## LISTENING AND READING 1

### Learning objectives

- Understand basic adjectives describing weather and countries – *big, small, hot, warm, cold, dry, wet*
- Read and understand sentences describing countries and weather – *The UK is cold.*
- Write two sentences using adjectives to describe your country – *I am from Singapore. It is warm and wet.*
- Understand sentences joined by a conjunction – *and* *Singapore is small and wet.*

See p. 19 for suggestions on how to use these Learning objectives with your students.

### Lead-in

You will need a map to show to students. Point at the UK. Elicit which country it is. Write: *the UK* in the middle of the board. Elicit any words students associate with it, e.g. *London, football, queen*. Focus on the UK's size and write: *small* and *big* on the board. Explain the meaning using gestures or drawing a small and a big square next to the words. Elicit: *The UK is small*. Do this with another country, particularly in the local region.

### Vocabulary Pre-teaching / Review

You will need printable flashcards with adjectives describing countries and weather (Flashcards 4.1), which can be printed at [esource.cambridge.org](http://esource.cambridge.org).

Follow the procedure on p. 15.

Show a world map to students. Write all the adjectives on the board (*big, small, hot, warm, cold, dry, wet*). If appropriate in your context, invite students to come closer to the map. Say the first adjective aloud (*big*) and ask students to show you countries on the map that are big. Repeat the procedure with other adjectives. If coming closer to the map is not appropriate in your context, point at countries on the map yourself and ask students to match them to the adjectives on the board.

- 1 4.1 Focus on the pictures and the adjectives. Point at the picture of snow and say: *cold*. *Look and listen*. Play the audio for students to look at the pictures and words and listen to how they are pronounced. Students work individually and trace the words. Monitor and check students' handwriting. Play the audio again for students to listen and repeat.

- 2 4.2 Focus on the pictures and the sentences. Point at the picture of the UK. Elicit the word *cold*. Point at and read the first sentence aloud. Say: *Read and match*. Students work individually, read the sentences and match the photographs, writing the numbers in the boxes.

Play the audio for students to listen. Write the correct answers on the board with full sentences.

### Answers

b 1 c 6 d 2 e 4 f 5

- 3 4.3 Write: *coldsmallcold* on the board. Move the pen along the sentence and draw a line after *cold*. Move the pen again, encouraging students to shout *Stop!* at the word boundaries. Add lines between the words. Focus on the line of words in the book. Show how lines mark spaces between words. Students work individually through the lines. Monitor and help as necessary. Play the audio for students to listen and check. Go through answers on the board.
- 4 Focus on the adjectives. Ask students to work individually, cover and complete the words. If necessary, prompt them to use something to cover the words on the left as they complete each one. Monitor and check that they are working from left to right. Encourage correct stroke direction and correct height and position of the individual letters.
- 5 Say: *What is (your country) like?* Mime an adjective, e.g. *hot*, and elicit: *hot*. Write the question on the board and say it aloud again, then write: *It is hot*. Check that students understand the question by using more examples, if necessary. Elicit all the adjectives that they have studied and write them on the board (*big, small, cold, warm, hot, dry, wet*). Then write: *What is (another country they know) like? It is ... and ...* Elicit suggestions and write them on the board. Focus on the adjectives in the box. Students work individually, look at the pictures and complete the sentences. Ask some students to read out their answers. Write a few on the board and see if everyone agrees.

## Suggested answers

2 cold 3 small 4 big

### NOTICE

Focus on the NOTICE box. Read the sentences aloud. Point out the word *and* being used to join two sentences. Ask a student to read the sentence with *and* aloud.

- 6 4.4 Focus on the completed example. Students work individually, read the sentences about countries and join them using the word *and*. Students compare their answers in pairs. Play the audio for students to listen and check. Write the sentences on the board.

### Answers

2 big and warm  
3 is big and cold  
4 Saudi Arabia is dry and hot.

## WRITING CHALLENGE

- 7 Focus on the photograph of someone in Singapore. Point at the photograph and say: *This is Singapore. It is warm and wet.* Ask a student to read out the model text. Focus on the rubric and read it aloud. Students work individually and write two sentences using adjectives describing their country and the weather. Monitor and help as necessary. Check that students are writing in the correct position on the lines. Students swap notebooks and check each other's writing for correct language, spelling and punctuation.

### Optional activity

Write: *Qatar, Russia, India, Greece* on the board. Ask students to listen carefully to a sentence and choose a country on the board which matches the description. Read the sentences below one by one aloud. Elicit the correct answers.

*It is hot and big.* (Greece)  
*It is hot and small.* (Qatar)  
*It is cold and big.* (Russia)  
*It is wet and big.* (India)

## LISTENING AND READING 2

### Learning objectives

- Use *in* to describe where a place is and *from* to describe where someone is from
- Read and write positive and negative forms of the verb *be* – *It is in the UK. It is not in Mexico.*
- Scan a text for country names
- Understand the connection between spoken (contracted) and written (uncontracted) forms of the verb *be*
- Practise writing sentences with full stops and capital letters

See p. 19 for suggestions on how to use these Learning objectives with your students.

### Lead-in

Show students three or four photographs of places that they will know around the local region or famous places in countries around the world (e.g. Big Ben in London, the UK). Elicit the countries and write them on the board. Point at each country and say: *It is in ... , They are in ...*, as appropriate. You could turn this into a guessing game, writing four country names on the board and showing four (less obvious) places, one from each of the countries. Students work in teams to guess. Use full sentences when giving spoken feedback, e.g. *The Burj Khalifa is in the UAE.*

- 1 Say: *I am from* (your country). *I am in* (the country you are teaching in). Ask students to repeat after you. Say: *I am* and write: *from* on the board. Do the same for *in*. Point at each one and ask students to say sentences with both prepositions, e.g. *I am in* (their country). Focus on the photographs and the sentences. Students work individually, read the sentences and match the photographs. Go through answers as a class. Then students trace the words.

### Answers

2 b 3 a 4 d

- 2 Write: *in* on the board. Write these words: *is it in it in*. Point at the first word you wrote (*in*) and elicit the pronunciation. Move your pen slowly across the words, encouraging students to shout *Stop!* when you get to the word *in*. Circle it twice. Focus on the target words. Say: *Read and circle*. Students work individually and read and circle the words.

- 3 4.5 Write: *in* and *from* on the board, in word shape boxes. Elicit sentences with each word, e.g. *It is in the UK. I'm from the UAE.* Write the sentences on the board if they are correct.

Students work individually, read and complete the sentences. Play the audio for students to listen and check. Go through answers as a class.

- 4 4.6 Draw or show a simple picture of a well-known building, e.g. the Eiffel Tower. Say: *It is in New York.* Write a cross (X) next to the sentence and elicit the correction (It is in Paris). Say: *It is in Paris. It is not in New York,* and then write it on the board. Read the sentences aloud, pointing at the words as you do so, but using the contracted forms (*It's, It isn't*) when speaking.

Focus on the sentences and the photographs in the book. Students work individually, read the sentences and match the photographs. Students compare their answers in pairs. Play the audio for students to listen. Go through answers as a class.

### Answers

2 a 3 c

- 5 You can use Flashcards 4.2 to pre-teach this vocabulary set. Focus on the verb forms in the book. Make sure students understand that they first see an affirmative and then a negative verb form by pointing at *not* in each item. Students work individually, read and trace the words. Monitor and help as necessary.

### NOTICE

Write: *It is* on the board. Erase the *i* in *is* and add an apostrophe. Draw a speech bubble and show how we use the contraction for speech.

Focus on the NOTICE box. Read the words aloud. Point out the verb form in each phrase. Focus on Exercise 4 and circle all the forms of the verb *be*.

### Literacy tip

Contractions help represent the spoken form of the language in cases where a sound is dropped as a result of connecting two words (e.g. *He* and *is* – the *i* is dropped and replaced by an apostrophe), which shows where the letter was. Although they represent speech, they do often get used in writing, particularly in informal styles. In some academic contexts they are frowned upon, though many academics accept them. There is a parallel in Arabic, in which vowels may not be written, with small marks (diacritics) replacing them.

- 6 Write: *They are from London.* on the board. Erase the *a* in *are* and elicit that there needs to be an apostrophe.

Focus on the sentences. Students work individually, read and complete the sentences. Go through answers as a class.

### Answers

2 is 3 are 4 are not

- 7 4.7 Focus on the first photograph. Say: *Where is it? Is it in the UK?* Elicit the answer (It is not in the UK. It is in France.) and write it on the board. Say: *Read and listen.* Play the audio for students to listen and read. Say: *Write.* Students work individually, look at the photographs and the sentences and write the words. Students check answers in pairs. Write the full answers on the board.

### Answers

1 is 2 is not, is 3 is



### Common student errors

**Grammar:** Arabic L1 students often overuse the pronoun *it*, e.g. *The UK it is cold.* Arabic L1 students often include an additional *it* between the subject and the verb. The pronoun *it* in a sentence replaces the subject or object, but Arabic L1 students find it challenging to understand this rule. Whenever a student makes a mistake with the pronoun *it*, write it on the board, cross out the unnecessary pronoun and drill the correct form.

- 8 Write the letters of the alphabet on the board (lowercase). Circle: *a*. Elicit the other vowels. If they don't remember, move your pen along the alphabet, hesitating over each letter, until you reach each vowel. Continue until all vowels are circled (*a, e, i, o, u*). Tell students they are very important in English. Look at the picture of Iguazu Falls in the book and read the first sentence aloud. Focus on the underlined word *Mexico*. Students work individually and underline countries in the other sentences.

Point at the crossword. Complete the first line as a class. Students work individually and complete the rest of the crossword. Students compare their answers in pairs. Go through answers as a class.

### Answers

1 Brazil 2 Oman 3 Singapore 4 Greece 5 Mexico  
The country in the box: France

- 9 Show a picture of a famous place or building, e.g. the Burj Khalifa. Write two sentences about it on the board, on one line with no first capital letters and no full stops, e.g.:

*it is not in Singapore it is in the UAE*

Write a cross (X) next to the sentences. Elicit the mistakes (no first capital letter and no full stops). Elicit corrections and change the sentences on the board.

Focus on the sentences in the book. Students work individually, read and correct the sentences. Go through answers as a class.

### Answers

2 *It is not in France. It is in the UK.*

3 *It is in Oman. It is not in Saudi Arabia.*

4 *It is in Japan. It is not in Singapore.*

### Optional activity

Write the names of some famous landmarks on individual strips of paper, e.g. *Big Ben*. Write matching sentences on other strips, e.g. *It is in London. It is not in Paris*. Give a place strip and a sentence strip (non-matching) to each student. Students walk around the class and read their sentences to each other. When they find a match, students hand the strips of paper to you and return to their seats. Continue until all the matching strips of paper are paired together.

**Alternative to mingling:** Divide the class into groups. Give each group a set of matching strips, shuffled in a random order. Students match the places and sentences. The first group to match all of their strips of paper wins.

## LISTENING AND READING 3

### Learning objectives

- Read and write adjectives to describe cities – *new, old, expensive, cheap, beautiful, clean*
- Write capital letters at the start of city names – *Doha*
- Use capital letters and full stops in sentences about cities and countries
- Write two sentences describing cities – *This is London, in the UK. It is cold and wet.*
- Gain awareness of sound and spelling of letters e, ee, ea

See p. 19 for suggestions on how to use these Learning objectives with your students.

### Lead-in

Write: *Dubai, Doha, Istanbul, Riyadh and London* in a column on one side of the board. Write: *the UAE, Saudi Arabia, the UK, Qatar and Turkey* on the other side. Say the words aloud. Students match the cities to the countries, by either coming up to the board and drawing connecting lines or by saying them (Dubai – the UAE, Doha – Qatar, Istanbul – Turkey, Riyadh – Saudi Arabia, London – the UK). Say the words aloud again and ask students to repeat. Monitor students' pronunciation.

### Vocabulary Pre-teaching / Review

You will need printable flashcards with the basic adjectives describing cities (Flashcards 4.3), which can be printed at [esource.cambridge.org](http://esource.cambridge.org).

Follow the procedure on p. 15.

Write all the adjectives on the board (*new, old, expensive, cheap, beautiful, clean*). Students work in pairs, look at each adjective and think of a city they know that can be described by this word. Help students by providing them with an example from your country, e.g. *London is expensive*.

- 1 4.8 Write: *new* on the board and show the class something new, e.g. a new mobile phone or book. Say the word *new* for students to repeat.

Focus on the photographs and the adjectives. Say: *Listen and read*. Play the audio for students to listen and read the adjectives. Say: *Trace. Then write*. Students work individually, trace and then copy the words carefully. Monitor and help with handwriting.

### Common student errors

**Spelling:** The word *beautiful* is in the top 20 misspelled words by Arabic L1 students. This is the typical error: *beatiful*.

Write on the board:

*beautiful* b \_ \_ t \_ f \_ l b \_ \_ \_ \_ \_ l

Focus on the first word. Ask students to spell it. Then erase the word. Ask students to spell the word again and complete the first gap when they are successful. Then erase the word. Continue until students are able to write the whole word.

- 2 4.9 Draw the pattern oOo for *expensive* on board. Say: *old?* (no) *expensive?* (yes) Write: *expensive* on the board underneath the stress pattern.

Focus on the words in Exercise 1. Play the audio. Students work individually, listen, read and match the words to the stress patterns.

Students compare their answers in pairs. Play the audio again for students to listen and repeat. Ask individual students to read all the words aloud.

### Answers

O 2, 4, 6  
oOo 3  
Ooo 5

- 3 4.10 Focus on the first photograph. Say: *What is Tokyo like? Is it cheap or expensive?* Elicit the answer (expensive). Students work individually, look at the photographs, read the sentences and choose the correct option. Play the audio for students to listen and check. Go through answers as a class.

### Answers

1 expensive 2 clean 3 beautiful

### NOTICE

Write: *riyadh* on the board. Erase the *r* and write the capital letter *R*.

Focus on the NOTICE box. Read the city and then the sentence aloud. Point out the use of capital letter for cities. Focus on Exercise 3 and ask students to circle the capital letters in the cities.

- 4 Write: *This is* (your city without a capital), *in* (your country without a capital). Write two crosses (X), one next to each mistake. Elicit the mistakes and correct them. Point out the use of a comma before the word *in*. Show students how to write capital letters *D*, *U* and *T* on the board.

Focus on the sentences. Students work individually, write the words with capitals and add the commas. Monitor and check that students use the correct strokes. Students work in pairs to compare their answers. Go through answers as a class.

### Answers

2 This is Doha, in Qatar.  
3 This is Istanbul, in Turkey.  
4 This is London, in the UK.

- 5 4.11 Draw a word shape for *clean* on the board. Write: *clean* and *cheap* on the board and ask which one fits. Demonstrate writing it in the word shape on the board.

Focus on the words in the box and the sentences. Students write words in the word shapes. Monitor and help students with spelling and letter formation as necessary. Play the audio for students to listen and check. Ask individual students to read the sentences aloud. Go through answers as a class.

### Answers

1 expensive 2 old, cheap 3 new, beautiful

### WRITING CHALLENGE

- 6 Focus on the photograph of London and the model text. Point at the model text and ask a student to read it aloud. Focus on the rubric and read it aloud. Students work individually and write two sentences using adjectives to describe a city. Monitor and help as necessary. Check that students are writing in the correct position on the lines. Students swap notebooks and check each other's writing for correct language, spelling and punctuation.

### Optional activity

Use students' sentences from the Writing challenge. Read out their sentences omitting the place names. Students guess the city that is being described. (Make sure they don't shout out their own answers.)

### SOUND AND SPELLING e, ee, ea

#### Literacy tip

The sound /i:/ can be spelled in several ways. The spelling *ea* (cheap, clean) accounts for 25% of instances and the spelling *ee* (green, three) accounts for 26%. The sound is also frequently seen spelled as *e* in the high-frequency set of two-letter words (be, he, she, me).

As with much of English spelling, there are often exceptions to the patterns taught. With the *ea* spelling, common exceptions are *bread*, *head*, and *healthy* (all /e/). If a student notices this, give positive feedback for noticing and say simply that those words don't follow the pattern.

- 7 4.12 Write: *the UA\_* on the board. Point at the missing letter and elicit the country name (the UAE). Focus on the photograph and the sentences. Play the audio for students to read and listen. Read the sentences aloud focusing on the sounds for spelling patterns *e*, *ee* and *ea*.

Students work individually and trace the letters. Write: e, ea, ee on the board. Pronounce the sound /i:/ and explain that these three spelling patterns can all have the same sound. Play the audio again for students to listen and repeat.

- 8 **4.13** Copy on the board the headings in the table in the book. Say: *cheap*. Elicit that it goes in the first column. Say: *he* and elicit that it goes in the final column.

Play the audio for students to listen and read the words. Remind students how to write e and a with correct strokes. Students work individually and trace the letters. Monitor students' handwriting. Play the audio again for students to listen and repeat.

- 9 **4.14** Focus on the pictures and the words. Say: *Read and listen*. Play the audio for students to listen and look at the words. Demonstrate how to match the words to the spelling patterns in Exercise 8 by pointing at item 1, *bean*, and then at *ea* in Exercise 8. Students work individually, read the words and match them to the spelling patterns, writing the words in the correct column. Play the audio again for students to listen and check. Go through answers as a class.

### Answers

**ea:** bean, seat  
**ee:** peel, green  
**e:** me

- 10 **4.15** Write: *She is in Greece*. on the board. Write the letters e and ee on the board. Point at the first spelling pattern you wrote (e) and circle the word *She*. Point at the second spelling pattern (ee) and circle the word *Greece*. Focus on the words next to the photograph. Say: *Read and listen*. Play the audio for students to listen and read the words. Say: *Read and circle*. Students work individually, read the sentences and circle words that have the sound /i:/ spelled with e, ee or ea. Go through answers as a class. Chant each sentence as a class to help students memorize the sound/spelling relationships.

### Answers

**e:** She  
**ee:** Greece  
**ea:** cheap, clean

## LANGUAGE FOCUS

### Learning objectives

- Use short questions, with and without contractions, to ask for information – *Who's this? What's this? Where's this?*
- Revise spelling of short a and e, ee and ea
- Write short questions – *Who is this? What is this? Where is this?*

See p. 19 for suggestions on how to use these Learning objectives with your students.

### Lead-in

Have some photographs of people, places and objects students will know (e.g. famous people, capital cities and makes of car). Hold one up and ask: *Who's/Where's/What's this?* Accept short answers. Repeat for all the photographs, changing the question word as appropriate. Elicit your three questions and write them on the board. Give the photographs to students and get them to ask the questions to each other or the whole class.

- 1 **4.16** Focus on the photographs, the questions and the answers. Point at the completed example. Play the audio for students to listen and read. Students write the order in which they hear the dialogues. Go through answers as a class. Students read the texts again. Check that students understand the meaning of the texts. Encourage students to use dictionaries if necessary.

### Answers

- 1 Where's this? It's in Saudi Arabia.  
3 What's this? It's a camel.

### NOTICE

Focus on the NOTICE box. Read the questions aloud. Point out the use of a short verb form for speaking and a long verb form for writing. Write: *Who's this?* and *What's this?* on the board. Erase the apostrophe and s and elicit the full verb form to complete the sentences. Write: *is* in the gap in both sentences.

- 2 Write: *What is this?* on the board. Erase the *i* in *is* and replace it with an apostrophe.  
Focus on the short verb form questions and the questions with the full verb form. Students work individually, read the questions and match them to the questions with full verb form. Go through answers as a class. Say: *Trace*. Students work individually and trace the question words.

### Answers

- 2 Who is this? 3 What is this?

- 3 4.17 Write the name or show a picture of a place students will know, and say: *Where is this?* Write the answer on the board: *It is in ...*

Focus on the questions and the answer options in the book. Students work individually, read the questions and the answers and choose the correct options. Students work in pairs and compare their answers. Play the audio for students to listen and check. Say: *where who what* aloud for students to repeat and practise pronunciation. Emphasize that *h* is totally silent.

### Answers

1 Where 2 Who 3 What

- 4 4.18 Focus on the photographs and the boxes with questions and answers. Students work individually, read the questions slowly and match the answers. Students work in pairs and compare their answers. Play the audio for students to listen and check.

### Answers

- 1  
b This is my teacher.  
c This is his jeep.  
2  
a This is on the beach.  
b This is my family.  
c This is the sea.

- 5 Write: *where is this* on the board. Circle the first *w* and the final *s*. Elicit the missing capital letter and the question mark and write them in, crossing out the first *w*.

Students work individually, read the questions and correct the mistakes. Go through answers as a class. Write another sentence answering each question (e.g. *It's in Mexico. This is my friend. This is my mobile phone.*), pointing out that another capital letter is needed after a question mark.

### Answers

2 Who is this? 3 What is this?

### Optional activity

Write the four questions below on the board. Ask students not to look at their books. Write a cross (X) next to each sentence to indicate a mistake. Ask students to work in pairs and find one mistake in each question. Elicit the answers and correct the sentences on the board.

*Whoo is this? (Who)*

*Whot is this? (What)*

*Where is this. (?)*

*Were is this? (Where)*

### SOUND AND SPELLING REVIEW

- 6 4.19 Focus on the words. Say: *Listen*. Play the audio for students to listen and read the words. Students work individually and trace the letters. Play the audio again for students to listen and repeat.

### SPELLING CHALLENGE

- 7 Write: *t \_ \_ cher* on the board. Elicit: *ea* and complete the word on the board.

Ask students to cover Exercise 6. Students work individually and complete the words. Then they work in pairs and compare their spelling. Students uncover Exercise 6 and check their answers.

### Answers

2 desert 3 jeep 4 beach 5 family 6 sea

### Common student errors

**Punctuation:** Arabic L1 students often use full stops instead of questions marks in *Wh-* questions, e.g. *What's this.* Whenever a student makes a mistake with the punctuation and replaces a question mark with a full stop, write it on the board, cross out the full stop and elicit the correct punctuation mark.

### SOUND AND SPELLING *wh*

- 8 4.20 Write: *where* on the board. Trace the letters *wh*. Ask students to look at the questions in the book. Play the audio for students to read and listen to the questions. Say: *Trace*. Students work individually and trace the letters *wh* in each question. Monitor students' handwriting.
- 9 4.21 Focus on the pictures and the words. Check that students understand the meanings. Say: *Look and listen*. Play the audio. Say: *Trace*. Students work individually and trace the letters *wh*. Monitor students' handwriting. Students then say the words aloud.

- 10 4.22 Focus on the question words and the gaps. Elicit how to say the question words aloud; play the audio from Exercise 8 again if required. Explain that the words are divided into two columns because even though they have the same spelling, the sounds are different (/w/ for *where* and *what* and /h/ for *who*). Say: *Look at 9* (pointing at the words in Exercise 9) *and match*. Students work individually, read and say the words and write them in the correct column. Play the audio for students to listen and check their answers. Play the audio again if required. Go through answers as a class.

### Answers

where, what: whistle white wheel  
who: wholemeal

- 11 4.23 Focus on the photographs and the questions and answers. Say: *Listen and circle*. Play the audio. Students listen and circle the question word they hear. Say: *Match*. Students work individually, read the questions and match them to the answers. Play the audio again for students to listen and check. Go through answers as a class. Ask students to read the dialogues aloud focusing on the sounds in the question words.

### Answers

1 Where's, 3 2 What's, 1 3 Who's, 2

## LISTENING FOCUS

### Learning objectives

- Predict content before listening to a presentation
- Understand a short presentation about a city – *This is the desert*.
- Listen for detail

See p. 19 for suggestions on how to use these Learning objectives with your students.

### Lead-in

Write the names of two cities on the board: *Doha* and *London*. Underneath write these sentences:

*It is big. It is expensive. It is cold. It is wet.*

Ask students to work in pairs, read the sentences and guess which city it is more likely to be about (London). Write: *London* next to the sentences. Students focus on the sentences that are not likely to be true for the second city (Doha) and change the adjective so it becomes true: *It is hot. It is dry.* etc. Write the new text and the word *Doha* next to it so that you have two completed descriptions, one for each city. Ask a student to read the description aloud. Correct students' pronunciation if required.

- 1 4.24 Focus on the photographs and the questions. Point at the options. Students work individually, read the questions, look at the photographs and circle the correct options. Say: *Listen and check*. Play the audio for students to listen and check their answers. Go through answers as a class.

### Answers

1 in class 2 Jeddah

- 2 4.25 Focus on the photographs and the sentences. Play the audio for students to read and listen. Students work individually, read the sentences again, look at the photographs and match. Ask a student to read out a sentence and say which photograph it is. Repeat for all three sentences.

### Answers

2 c 3 b

- 3 4.26 Focus on the sentences. Play the audio. Students work individually, listen and match the sentences with a description to the place. Play the audio again for students to listen and check. Ask a student to read out a sentence and say which description it matches. Repeat for all three sentences.

### Answers

1 It's big and hot.  
2 It's beautiful and clean.  
3 It's new. It's not old.

### Optional activity

**Alphabet categories:** Follow the procedure on p. 17.

B (Brazil, Bahrain, beach, big, beautiful)

C (Canada, country, classroom, clean)

O (Oman, old)

S (Saudi Arabia, small)

## KEY WORDS FOR LITERACY

### Learning objectives

- Read, spell and pronounce key words for literacy – *what, who, when, where*
- Complete sentences with the key words for literacy

See p. 19 for suggestions on how to use these Learning objectives in your lessons.

- 1 Write: *what* on the board. Write these words: *what who when what now*. Move the pen along the sentence and circle: *what* twice. Read the word aloud.

Focus on the words in bold. Say: *Read and circle*. Students work individually, look at the word and find it in the line of words. Monitor and help as necessary.

### Optional activity

On a piece of paper, write: *what, who, when, where* all over it, randomly and multiple times. Make a copy for each pair of students. Students take it in turns to point out all the examples of each word as fast as possible – one student says a question word, their partner uses a pencil to point to all the examples of the question word they can see on the piece of paper. If they make a mistake, students stop and swap roles. Speed and accuracy are the aim of the activity. To make it more of a game, ask students to time each other; count how many words they can find in a set time, starting with 30 seconds, then speeding it up to 20/15/10.

- 2 If required, remind students how to form a, e, o and w, h, t, n, r with correct strokes on the board. Students work individually, cover and complete the words. If necessary, prompt them to use something to cover the words on the left as they complete each one. Monitor and check that they are working from left to right. Encourage correct stroke direction and correct height and position of the individual letters.
- 3 4.27 Hold up a pen. Write: \_\_\_\_\_ *is this?* *It is my pen*. Elicit: *what* and write it without a capital. Write a cross (x) next to the word *what* and elicit the correction (*What*). Cross it out and write it again with the capital letter.
- Say: *Read and write*. Students work individually and write the words with capital first letters to complete the questions. Monitor students' handwriting. Say: *Listen and check*. Play the audio for students to check their answers.

### Answers

1 Where 2 What 3 When 4 Who

## READING AND WRITING

### Learning objectives

- Understand nouns as preparation for reading – *car, camera, Tokyo, Japan, Asia, students*
- Scan a text for nouns and adjectives
- Read and understand a text about a city – *Tokyo is a city in Japan. It is big and expensive.*
- Read for detail
- Complete a text about a city – *London is a city in England. It is big. It is not small.*

See p. 19 for suggestions on how to use these Learning objectives with your students.

### Lead-in

Write these questions on the board:

*Where is this? What is it like?*

*What is this? What is it like?*

*Who is this? What is \_\_\_\_\_ like?*

Remind students of the adjectives they have studied (*old, big, expensive, etc.*). Write them on the board if they have difficulty remembering them. Students write down the name of a place, an object and a person. Students work in pairs, ask the three pairs of questions to find out the information and give an opinion using the adjectives they have studied. Monitor and help with vocabulary. Elicit and write a few examples on the board.

- 1 Focus on the pictures and the words. Read the words aloud. Students work in pairs, look at the words and match them to the pictures. Write the words on the board and drill the pronunciation. Elicit why there is an s on *students* (plural form). Go through answers as a class.

### Answers

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

- 2 4.28 Say: *Japan. What's it like?* Write a few adjectives on the board (e.g. *big, small, clean, warm, cold*). Elicit answers using these adjectives, e.g. *It's clean*.

Focus on the words in the box. Demonstrate that scanning is looking quickly rather than reading carefully. Students work individually, scan the text, find the words and circle them. Play the audio for students to read and listen to the text.

## Answers

*Japan* is a country in *Asia*. Tokyo is a city in *Japan*. It is *big* and *expensive*. It is not boring. It is *interesting*. Nissan *cars* are from *Japan*. Canon and Sony *cameras* are from *Japan*. The Imperial Palace is in Tokyo. It is *big* and *old*. Ueno Park is in Tokyo. It is clean and *beautiful*. Tokyo University is in Tokyo. It is not new. It is *old*. Students study Japanese, Business and English.

- 3 4.29 Focus on the sentences and the text in Exercise 2. Point at the first answer in the first line of the text and demonstrate tracing the word. Students work individually, read the sentences, refer back to the text in Exercise 2 and circle the correct option. Students compare their answers in pairs. Play the audio for students to listen and check. Go through answers as a class. Students work individually and trace the correct words.

## Answers

2 city 3 big 4 cars 5 Business

- 4 Focus on the notes about London and the photograph. Say: *This is London, in the UK. This is London Eye. It is big and new.* Write: *this is london it is big* on the board. Write a cross (X) next to the sentences. Elicit where the mistakes are. Write the correct sentences on the board (This is London. It is big.) Say: *Read and write.* Students work individually, read the model text, correct the lowercase letters and insert full stops. Write the correct model text on the board for students to check their answers.

## Answers

The UK is a country. It is cold and wet. London is a city in the UK. It is interesting. It is not boring. The London Eye is in London. It is big and new.

- 5 Focus on the notes. Students work individually and make notes about their own countries, city and places. Monitor students' handwriting. Elicit a few examples and write key words on the board.

- 6 Ask students to look at the model text in Exercise 4 and their own notes in Exercise 5. Say: *Look and write.* Students work individually, use their notes and refer back to the model answer to complete a text about their country. Monitor and help as necessary. Check that students are writing in the correct position on the lines. Students swap notebooks and check each other's writing for correct language, spelling and punctuation.

## Model answer

France is a country. It is big and beautiful. Paris is a city in France. It is old. It is not new. The Eiffel Tower is in Paris. It is big and beautiful.

## Optional activity

**Text reconstruction:** Follow the procedure on p. 18. Mexico City is a city in Mexico. It is big. The Palacio Postal is in Mexico City. It is big and beautiful.

## Objectives review

See Teaching tips on p. 19 for ideas about using the Objectives review with your students.

## WORDLIST

See Teaching tips on p. 21 for ideas about using the Wordlist on p. 142 with your students.

## REVIEW TEST

See [esource.cambridge.org](https://esource.cambridge.org) for the Review test and ideas about how and when to administer the Review test.