المركز الوطني
لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

# Jordan TEAM Together Grade 3

## Semester 2

**Teacher's Book** with Digital Resources


***Evaluation and Adaptation Committee***

Prof. Nayel Darweesh Al-Shara'h (Head)
Dr. Manal Fahed Aburumman (Coordinator)
Prof. Abdallah Ahmad Bani Abdelrahman
Prof. Sabri Shehadeh AlShboul
Dr. Zeina Mohammad AlKaraki
Dr. Adnan Ahmad AL-Omari



**Publisher: The National Center for Curriculum Development**


**The National Center for Curriculum Development is pleased to have your feedback and comments on this book through the following contact details:**


06-5376262 / 237 | 06-5376266 | P.O.Box: 2088 Amman 11941

@nccdjor | feedback@nccd.gov.jo | www.nccd.gov.jo

The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Supreme Council of the National Curriculum Center in its meeting No. 9/2024 on 30/10/2024 and the approval of the Board of Education decision No. 187/2024 in its meeting No. 6/2024 on 17/11/2024 for the 2024/2025 academic year.

© Pearson Education Limited and York Press Ltd. 2024

ISBN: 978-9923-41-736-2

The Hashemite Kingdom of Jordan
Deposit number by the National Library Department
(2024/10/6002)

**Primary indexing data for the book**

| | |
|---|---|
| **Book title** | Jordan Team Together, Grade 3: Teacher's Book, Semester 2 |
| **Prepared by** | Jordan National Center for Curriculum Development |
| **Publication data** | Amman: National Center for Curriculum Development, 2024 |
| **Classification number** | 372.6521 |
| **Descriptors** | /English Language//Courses//Basic Education/ |
| **Edition data** | First edition |

The author bears full legal responsibility for the content of their work, and this work does not express the opinion of the National Library Department.

The right of Catherine Zgouras to be identified as author of this Work has been asserted by her in accordance with the Royal Legislative Decree, 12 April 1/1996, which approves the consolidated text of the Law of Intellectual Property Rights.

The publishers would like to thank Magdalena Custodio, Sarah McConnell and Victoria Bewick for their contribution.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers.

First edition (trial): م 2024 / هـ 1445

المركز الوطني
لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

# Jordan TEAM Together Grade 3

Semester 2

Teacher's Book with Digital Resources

## Contents


Scope and sequence ..... 2
Introduction ..... 4
Course components ..... 6
Unit walkthrough ..... 8
Assessment ..... 11
How to... ..... 15
Classroom language ..... 19
Games bank ..... 20
Lessons notes ..... 26
Glossary ..... 126



Pearson

YORK PRESS



Catherine Zgouras
with Magdalena Custodio and Victoria Bewick

# Scope and sequence

| Unit | Unit objectives | Vocabulary | Grammar | Listening | Speaking |
|---|---|---|---|---|---|
| W **My favourite day!** Page 4 | Talking about your day, activities, clothes and jobs | Activities<br>Clothes<br>Jobs | I/we play ....<br>He/She plays ...<br>Do you play .... on Friday?<br>Yes, I do. / No, I don't.<br>Does he/she play ... at the weekend?<br>Yes, he/she does. / No, he/she doesn't. | Identifying everyday objects and people from short basic descriptions; recognising familiar key words and phrases in short, basic descriptions; getting the gist of a simple song, if supported by gestures | Answering simple questions about habits and daily routines; acting out a short dialogue or role play; reciting a short, simple rhyme or chant |
| 5 **Fun on the farm** Page 8 | Talking about farm animals and activities | **Farm animals**: chicken, cow, donkey, duck, goat, horse, sheep, bird, bee, turkey<br>**Farm activities**: brush the horses, clean the cage, collect the eggs, fix the gate, milk the cows, sweep the barn<br>**Phonics**: wing, ring; milking, singing | Is he/she/it flying?<br>Yes, he/she/it is./ No, he/she/it isn't.<br>Are they brushing the horses?<br>Yes, they are./No, they aren't. | Recognising familiar words and phrases in short, simple songs; identifying people in their immediate surroundings or in pictures from a short, simple description; identifying the context of an everyday conversation; recognising letters of the alphabet | Reciting a short, simple rhyme; saying what people are doing, if supported by pictures or gestures; acting out parts of a story; answering simple questions about habits and routines; asking for repetition and clarification using simple fixed expressions; saying simple tongue twisters; asking about the identity of an object using a basic phrase (e.g. *What is it?*) |
| 6 **Out in the forest** Page 16 | Talking about adjectives and camping objects | **Adjectives**: dirty, clean, old, new, plain, fancy, hard, soft, wet, dry<br>**Camping objects**: tent, sleeping bag, shampoo, toothpaste, sunscreen, torch<br>**Phonics**: clean, cliff, flag, flip flop, sleep, slug | I haven't got a new book.<br>He/She hasn't got a soft ball.<br>Have you got a tent? Yes, I have./ No, I haven't.<br>Has he/she got a tent? Yes, he/she has./No, he/she hasn't. | Recognising familiar words and phrases in short, simple songs; identifying specific information in simple dialogues; understanding basic phrases or sentences about things people have; identifying the context in which an everyday conversation is taking place; recognising letters of the alphabet | Describing objects in a basic way; reciting a short rhyme; answering simple questions about things people have got; acting out parts of a picture story; asking basic questions to find out what possessions others have got; expressing basic likes and dislikes; asking basic questions to find out who things belong to; saying simple tongue twisters and other types of playful language; talking about common everyday objects using single words, if supported by pictures |
| 7 **Look at the stars** Page 24 | Talking about furniture and prepositions of place | **Furniture**: door, window, sofa, armchair, television, bed, wardrobe, mirror, clock, bookcase<br>**Prepositions of place**: in front of, between, opposite, behind, next to<br>**Phonics**: clock, black, backpack, truck | There's a bookcase./There are bookcases.<br>There isn't a chair./There aren't any beds. | Recognising familiar words and phrases in short, simple songs; recognising words related to familiar topics; understanding basic statements about where things or people are; recognising the letters of the alphabet by their sounds | Reciting a simple rhyme; talking about furniture and rooms using simple language; answering simple questions about where people or things are, using basic phrases; acting out parts of a story; describing the position of objects or people in a basic way; saying simple tongue twisters |
| 8 **Animals are fun!** Page 32 | Talking about wild animals and food | **Wild animals**: monkey, tiger, hippo, giraffe, zebra, elephant, crocodile, penguin, eagle, kangaroo<br>**Food**: coconut, burger, kiwi, grapes, mango, ice lolly<br>**Phonics**: crab, frog, green | Can penguins swim? Yes, they can.<br>Can hippos jump? No, they can't.<br>Is there a coconut? Yes, there is./No, there isn't.<br>Are there any burgers? Yes, there are./No, there aren't. | Recognising familiar words and phrases in short, simple songs; understanding basic actions words; following basic instructions to colour, draw or make something; extracting specific information in short texts on familiar topics; understanding how people are feeling if they use simple language; recognising letters of the alphabet; recognising words and simple phrases related to familiar topics | Reciting a short, simple rhyme; expressing ability or lack of ability in relation to basic everyday actions; acting out parts of a picture story; answering simple questions about very familiar topics; saying how they feel, using a limited range of common adjectives; saying food or drink they would like using simple words; saying simple tongue twisters |

**Atomic's Learning Club: Language booster 2**

**Festivals: National Olive Festival, Eid al-Fitr, Aqaba Arts Festival**

**Cut-outs**

| | Reading | Writing | Phonics | Project | Viewing and presenting | Functions |
|---|---|---|---|---|---|---|
| | Recognising simple words and phrases related to familiar topics if supported by pictures; identifying key information in short, simple factual texts; understanding the correct sequence of events in a simple story or dialogue | Labelling simple pictures related to familiar topics by copying single words | | | Designing and sharing a poster of your favourite day | Talking about favourite activities |
| | Recognising basic action words; following simple dialogues in short illustrated stories; understanding the order in which events happen; understanding basic sentences about where things, animals or people are; getting the gist of short, simple texts on familiar topics; identifying individual sounds within simple words; distinguishing between a negative statement and a positive statement | Writing basic, single-clause sentences; labelling simple pictures; writing a single basic sentence about what they/ other people are doing; writing letters of the alphabet | **ng, ing**<br>wing, ring, milking, singing | Making a collage of a farm | Designing and sharing an area for animals on a farm | Asking for clarification |
| | Following simple dialogues in short illustrated stories; understanding basic sentences about things people have; understanding the order in which events happen; getting the gist of simple texts on familiar topics; identifying individual sounds within simple words | Writing basic, single-clause sentences; writing a short list of instructions for using or doing something; writing letters of the alphabet | **cl, fl, sl**<br>clean, cliff, flag, flip flop, sleep, slug | Making a recipe book of popular camping food | Designing and sharing a path through a forest | Talking about possession |
| | Understanding a short, simple description of a house or a flat; following simple dialogues in short illustrated stories; understanding the order in which events happen; getting the gist of simple texts on familiar topics; identifying individual sounds within simple words | Writing basic, single-clause sentences; labelling simple pictures related to familiar topics; writing a short, simple description of a familiar place; answering simple questions in writing about people or things using basic words or phrases; writing some familiar words | **ck**<br>clock, black, backpack, truck | Making a poster about your dream house | Hiding something in the classroom. Writing and sharing a clue for a friend | Talking about location |
| | Recognising basic action words (e.g. *clap, stamp, jump, walk*); following simple dialogues in short illustrated stories; understanding the order in which events happen; getting the gist of short, simple texts on familiar topics; identifying individual sounds within simple words; understanding simple details in short animal fact files containing some unfamiliar language, if supported by pictures | Writing basic, single-clause sentences; writing simple sentences about what they or other people can or can't do; writing short descriptive texts on familiar personal topics (e.g. family, animals, possessions) | **cr, fr, gr**<br>crab, frog, green | Making a brochure about an animal rescue centre in your country | Designing and sharing an animal mask | Talking about feelings |

## Social Science: What can we see on a map?

# Introduction

## About *Jordan Team Together*

Learn Together! Succeed Together! *Team Together!*

*Jordan Team Together* is a fast-paced, 7-level primary English course that develops language alongside future-ready skills. Pupils are challenged to communicate creatively in authentic contexts, think critically and work together to get results. *Jordan Team Together* sets out a clear path for progress and prepares children for success.

*Jordan Team Together* takes pupils from level Pre A1 to B1 of the Common European Framework of Reference for Languages (CEFR).

### For pupils

Throughout their Primary education pupils are in a transitional period between childhood and their teens and are still developing intellectually and emotionally. *Jordan Team Together* follows children's developmental stages by offering content that is adapted to their cognitive needs in each level through a careful choice of the main characters, the topics, the language content and the way in which it is presented.

*Jordan Team Together* has been designed to create an enjoyable and engaging environment for effective learning. A full colour Pupil's Book and an Activity Book are complemented with a wide range of multimedia and digital tools, which are certain to captivate pupils' attention.

### For teachers

*Jordan Team Together* has been created using tried and tested methodology for effective language teaching. A variety of language presentation contexts will help keep pupils engaged and motivated.

A complete assessment package will help your pupils get results.

*Jordan Team Together* has also been created with busy teachers in mind. At-a-glance organisation of materials within the Teacher's Book will help you find all the necessary information such as answer keys and audioscripts, but it will also give you ideas on how to extend Pupil's Book activities and adapt them to your pupils' level.

## Course features

### Vocabulary

Each unit starts with an eye-catching visual presentation of the target vocabulary, which gets pupils' attention right from the start. The visual presentation serves a variety of purposes:

- to present new vocabulary in context
- to revise previously learnt vocabulary (*Stopwatch* feature)
- to offer speaking practice for everyday communication purposes
- to set the scene for the story in the next lesson.

It is followed by engaging step-by-step practice, including a cut-out activity.

The *Think!* feature at the start of the unit allows for quick revision of the lexical items that pupils are very likely to know from previous learning, which is a great confidence-booster.

The *Communicate* activities effectively help pupils start using English in meaningful contexts from the very beginning.

Each Pupil's Book lesson has a corresponding Activity Book lesson allowing for a lot of additional vocabulary practice. Content from the main lessons is complemented by *Extra practice* sections at the end of each unit which can be done in class or at home, depending on teacher requirements.

In addition, there is a Picture Dictionary at the end of the Activity Book which can also be used to consolidate the vocabulary of each unit.

### Grammar

Grammar structures are taught in a clear, scaffolded, step-by-step approach in every unit. The term 'scaffolding' means that each element of new language carefully builds on what has been previously taught. It is also carefully presented so that no additional language or vocabulary items are taught at the same time.

The new structures presentation is contextualised through the chant, the song and the story. The term 'contextualising' means that all language is always presented in a natural way.

Grammar boxes on the Pupil's Book page contain clear, pupil-friendly examples of the target structures and provide a reference point for pupils as they learn and practise. The structures presented in the Grammar boxes are also recorded and serve as a model for the correct pronunciation. Further consolidation practice is available in the Activity Book, both in the corresponding lesson activities as well as in the *Extra practice* section at the end of each unit.

### Stories

*Jordan Team Together* Grade 3 stories feature a group of inquiry-minded children, who are keen on Science and learning new things. They are also eager to help their families and the wider community.

Polly, the eldest of the children, is a self-made scientist and a discoverer who leads her new friends Laila, Sami and Tom on their adventures. Always accompanied by Bo the robot and Atomic the cat, the children find out where food comes from, what to do to keep fit, how to take care of animals and much more.

Each story has been built around a specific concept from Science and Social Studies curricula. To explore this concept further, please see the teaching notes for Lesson 3 in each unit.

### Skills

In *Jordan Team Together* Grade 3 the main focus is put on the listening and speaking skills, but pupils also practise reading and writing skills towards the end of each unit, further supported with the content of the Activity Book.

The speaking skill is practised through a variety of contexts:

- Lessons 1 and 5 end with a *Communicate* activity where pupils can put the newly acquired content into practice and personalise it.
- Lesson 7 contains a cut-out activity which provides a fun and motivating way to get pupils to speak in a less controlled manner.
- Lesson 9, *English in action*, is dedicated to teaching functional language, which is key to successful social interaction. Exposing pupils to this language right from the start ensures that they not only acquire knowledge of grammar and vocabulary but also learn what to say and how to behave when playing with others.

### Culture

Learning a foreign language includes exposure to vocabulary and grammar, but it isn't complete without information about the culture of other countries.

The *Culture* sections in *Jordan Team Together* are designed in such a way as to bring that information closer to pupils in a friendly manner.

## Learning Club: Language Booster and CLIL

After every four units of the Pupil's Book, there is a Learning Club section. This consists of a Language Booster Lesson and a CLIL lesson.

The Language Booster lesson consolidates and extends language and topics taught in the four preceding units.

CLIL and STEAM provide a pathway to language, literacy and employability in later life, and prepare pupils for the world of work by enabling pupils to see English in context through a real-world lens.

Each of the CLIL lessons in the Learning Club sections of Jordan Team Together Grade 3 also includes a focus on STEAM subjects. While studying a variety of topics including Mathematics, Social Studies and Engineering, pupils also have to employ 21st-century skills like creativity and critical-thinking. As part of the lessons, they make practical yet fun models which help to reinforce the learning and bring the concepts to life.

In addition to this, each story in *Jordan Team Together* Grade 3 has been built around a key concept from common Social Studies or Science curricula. To explore this concept further, please see the teaching notes for Lesson 3 in each unit.

## 21st century skills

One of the features of *Jordan Team Together* is the focus on 21st century skills, which are a must for today's learners to allow them to thrive and succeed in the modern world. Pupils need to learn more than just vocabulary and grammar; they need to learn critical thinking and problem-solving, creativity, communication and collaboration. Many of the activities in *Jordan Team Together* serve both purposes – as pupils put new knowledge into practice, they also work on the development of the 21st century skills. These activities are easily identifiable with the following icons:

- Critical thinking
- Problem-solving
- Creativity
- Communication
- Collaboration

Other 21st century skills covered in *Jordan Team Together* include:

**Social and cultural awareness**: Lesson 8 of each unit enables pupils to learn about other countries, and through a project, reflect on how their own country is similar or different.

**Curiosity and Initiative**: In the project work, pupils are encouraged to find information, make decisions and present their opinions.

**Assessment for learning**: see page 12 for more information.

**Literacy, Numeracy, Scientific Literacy**: These are covered through a wide range of topics covered in the series as well as through work on specific areas such as development of the reading and writing skills.

**ICT Literacy**: In the project work, pupils are encouraged to use a variety of materials and sources, which include web searches and work with modern technologies.

## Support for mixed-ability classes

*Jordan Team Together* supports teachers who work with mixed-ability classes in a number of ways. The Teacher's Book includes teaching tips for mixed-ability classes, labelled **Diversity: Support/Challenge** and **Extra activity: Fast finishers**.

The photocopiable resources include extra worksheets for grammar, vocabulary and communication lessons to help teachers cater for the different needs of their pupils.

# Course components

## Pupil's Book

The Pupil's Book provides materials to present the target language effectively. It includes an introductory unit (*Welcome*), four main units and three additional sections related to festivals: *National Olive Festival*, *Eid al-Fitr* and *Aqaba Arts Festival*. Cut-out materials are also provided with the Pupil's Book.

## Activity Book

The Activity Book provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and freer practice plus personalisation and further listening and reading activities. It also contains a Picture dictionary with all the target vocabulary.

## Teacher's Book

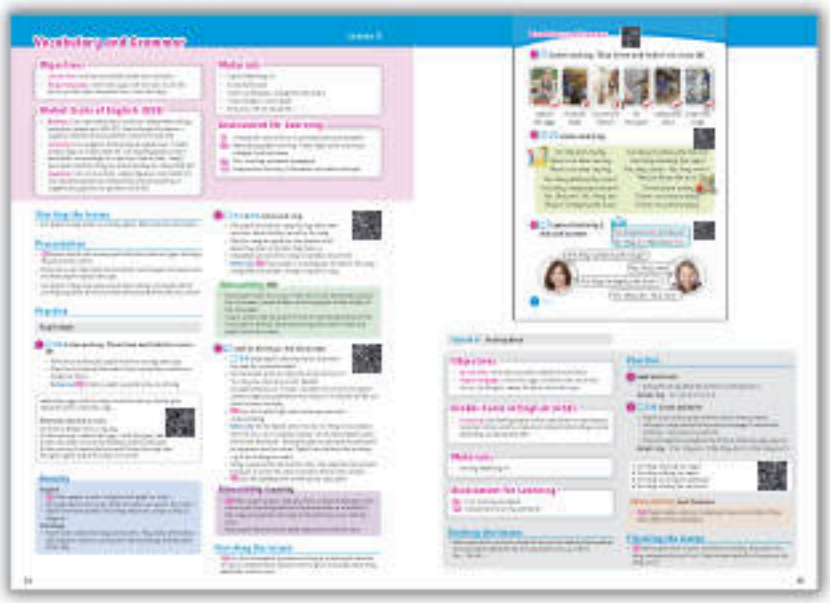
The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson plan is clearly structured into stages:

- Starting the lesson
- Presentation
- Practice
- Finishing the lesson.

Additional ideas for Extension, TPR and 21st century skills activities as well as suggestions on how to support or challenge mixed-ability pupils are an excellent tool for busy teachers who may lack time for planning.

The Teacher's Book introduction includes recommended procedures for effective use of games, posters and stories and also contains tips on working with mixed-ability groups.

The mapping to the English Language Standards and Performance Indicators Framework for Jordanian learners can be found at the beginning of each unit.

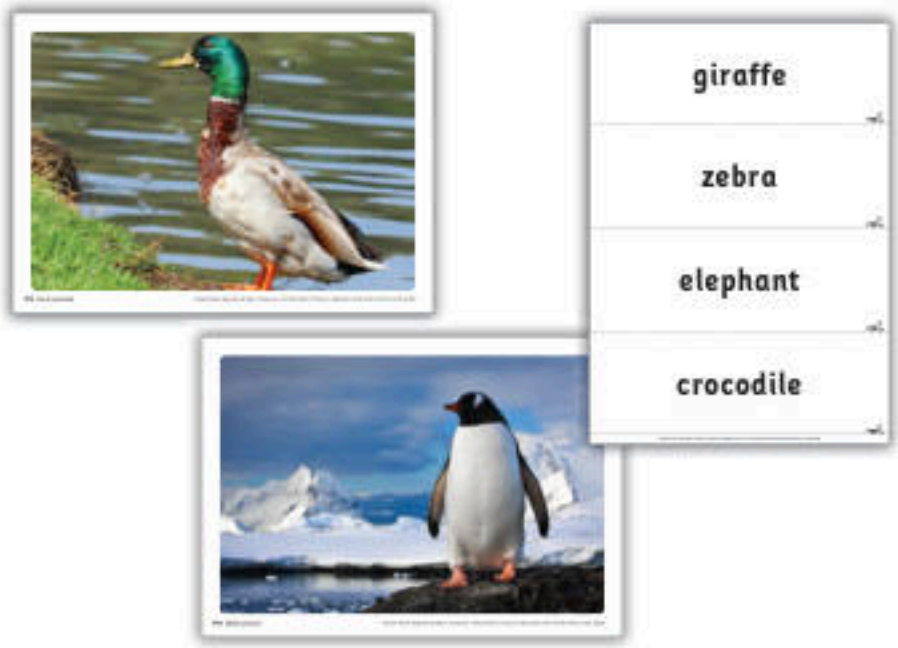


## Class Audio

The Class Audio MP3s contain all the recordings for the Pupil's Book and Activity Book. They also contain karaoke versions of songs and chants, immediately after each main song or chant. In order to facilitate using the audio materials, all recordings are appropriately numbered on the pages of the Pupil's Book and the Activity Book. All audio for the series can be found online.

## Flashcards and Word Cards

The Flashcards and Word Cards present vocabulary from each unit. They help pupils learn, remember, practise and revise vocabulary. Ideas for their use can be found in the Teacher's Book lesson notes and in the Games Bank, which contains extra games and activities.



## Story Cards

The Story Cards are large, frame-by-frame versions of the cartoon stories in lesson 3 of each unit of the Pupil's Book. On the back of each card there is a transcription of the appropriate part of the story recording and questions to be asked before and after listening. More information on how to use the Story Cards during classes is available on page 17 of the Teacher's Book.

## Tests

Upon completion of each unit of the Pupil's Book, the teacher is able to check the progress pupils are making by using a test. There are four Unit tests and one End-of-semester test. All these tests are available in two versions: Standard (A) and Challenge (B) so as to allow teachers more flexibility with mixed-ability classes.

The tests and audio are available online.

## Photocopiable resources

The Photocopiable resources contains consolidation and extension worksheets for further practice of vocabulary, grammar, CLIL, English in action, communication games, stories and songs. They are all available online.

## Interactive e-book

The interactive e-book offers teachers an offline interactive version of the Pupil's Book with integrated answers, audio, video and classroom tools. Teachers can navigate the material using the interactive lesson flow or by a page view. The planning area gives a useful overview with both teacher's notes and activity previews.

## QR codes

Listening activities and videos have QR codes to launch the relevant activity from the main components.

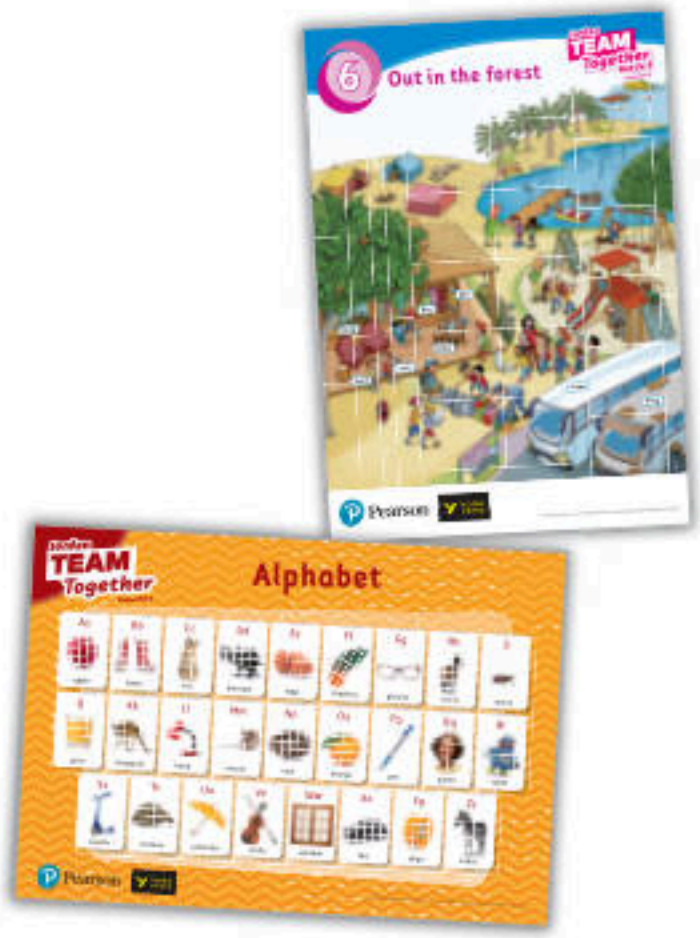
## Posters

The Posters designed for *Jordan Team Together* are a great visual aid for presenting or consolidating vocabulary.

The level-specific posters are created from the unit opener illustrations, and provide a lot of opportunities for revision and speaking practice.

The Classroom posters contain 4 posters that can be used with any level of the course. The pack is comprised of the Alphabet, Numbers, Classroom language and Months and seasons.

The 'How to work with posters' section on page 18 details a variety of suggestions of how the posters can be used.




**There are 10 lessons in each main unit. The lesson division is as follows:**

| Lessons | Component and focus |
|---|---|
| 1 | Pupil's Book Vocabulary and grammar |
| 2 | Activity Book Vocabulary and grammar |
| 3 | Pupil's Book Story |
| 4 | Activity Book Story |
| 5 | Pupil's Book Vocabulary and grammar |
| 6 | Activity Book Vocabulary and grammar |
| 7 | Pupil's Book and Activity Book Skills |
| 8 | Pupil's Book and Activity Book Culture |
| 9 | Pupil's Book and Activity Book English in action |
| 10 | Pupil's Book and Activity Book Phonics |

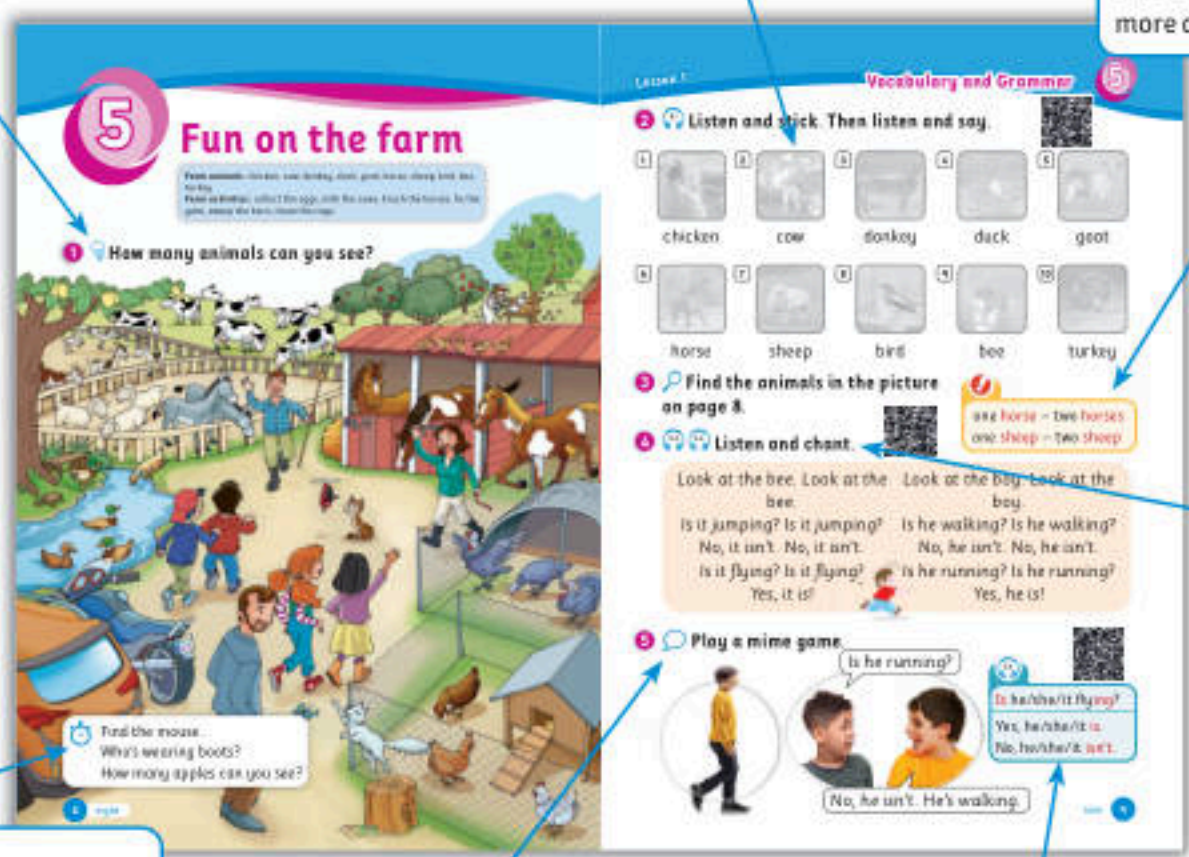
# Unit walkthrough

## Lessons 1 and 2

*Think!* activity to activate pupils' previous knowledge

Cut-out activity to motivate pupils and make vocabulary learning more meaningful

Focus pupils' attention on more difficult language points




*Stopwatch* activity to revise vocabulary and language from previous units

*Communicate* activity for personalisation and speaking practice

Grammar box for extra support and scaffolding, with recorded phrases

Chant to teach vocabulary and grammar in context

## Lessons 3 and 4

**Before you read** and **After you read** activities for clearly staged reading practice

Social Studies or Science topics embedded in every story

Stories available in audio format

*Solve* activities encourage curiosity and stimulate critical thinking

21st century skills activities in every lesson

Further work on values in the Activity Book

## Lessons 5 and 7

Song to teach vocabulary and grammar in context

Activities with cut-outs for freer speaking practice

*Communicate* activity for personalisation and speaking practice

Grammar box for extra support and scaffolding, with recorded phrases

## Lessons 8 and 10

Before you read and After you read activities for clearly staged reading practice

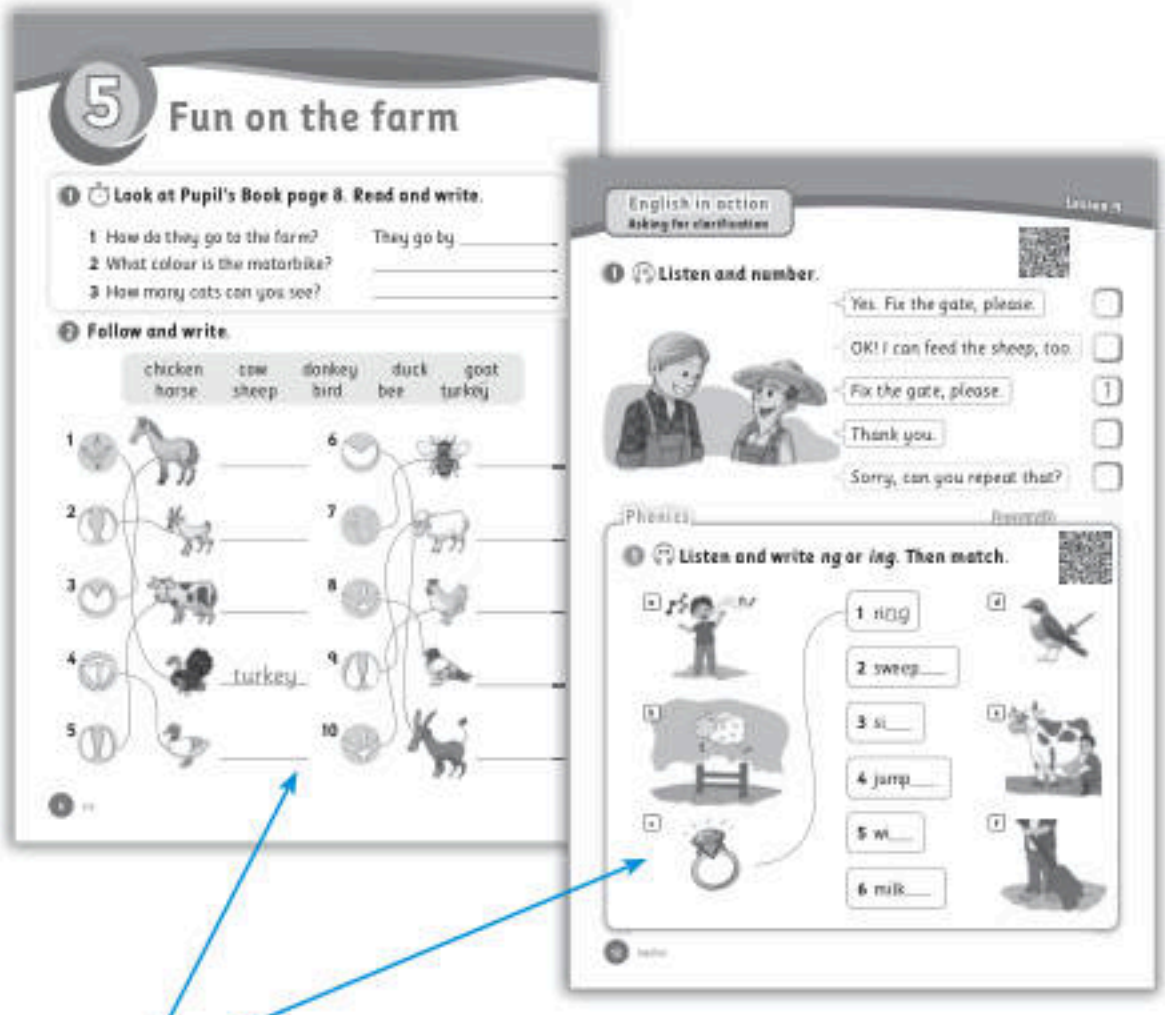
Focus on functional language from early levels

Projects based on the principles of team work, to foster collaboration, creativity and initiative

Work on phonics, including sound discrimination activities and tongue twisters

Scaffolded activities to help pupils consolidate new language

## Activity Book




Further practice in the Activity Book

## Monitoring progress and exam readiness with *Jordan Team Together*

*Jordan Team Together* can be used for all general English courses. *Jordan Team Together* provides teachers and institutions with the GSE tools that enable them to demonstrate visibility of pupil progress step by step, and a way of identifying and addressing learner needs and supporting the achievement of goals.
*Jordan Team Together* is additionally aligned to English Benchmark which can provide an independent measure of learner proficiency and formative information to support planning and next steps.

The table below indicates the correlation between the course and various international frameworks and tests.

| | GSE | CEFR | PTE YL | English Benchmark |
|---|---|---|---|---|
| **Starter** | 10–22 | Pre A1 | | |
| **Level 1** | 17–29 | Pre A1/A1 | Firstwords | Level 1 |
| **Level 2** | 20–32 | A1 | Springboard | Level 2 |
| **Level 3** | 24–39 | A1/A2 | Quickmarch | Level 3 |
| **Level 4** | 30–43 | A2/A2+ | Quickmarch/ Breakthrough | Level 3/4 |
| **Level 5** | 33–46 | A2/B1 | Breakthrough | Level 5 |
| **Level 6** | 36–50 | A2+/B1 | | |

### The Global Scale of English

The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the Global Scale of English identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills.

The scale is designed to motivate learners by giving a more granular insight into their progress. Teachers can use the Global Scale of English to match a pupil to the right course materials for their exact level and learning goals.

The badging above and on the back of your book shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your pupils to help them progress. It does not mean that pupils need to have mastered all the objectives below the range before starting the course, or that they will all be 'at' the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, the assessment of your learners, and in selecting or creating additional materials to supplement your core programme, please go to **www.english.com/gse**.

### What is English Benchmark?

English Benchmark is a motivating English test for young learners aged 6–13, which proves pupils' English abilities to parents, monitors learning progress and ensures teaching targets the right skills. English Benchmark measures pupils' speaking, listening, reading and writing skills through fun and interactive tablet-based activities, with immediate detailed reports for teachers and parents that include pupils' strengths, suggestions for improvement and recommended activities to improve their skills.

English Benchmark and *Jordan Team Together* make the perfect partners for your language and learning assessment. As your pupils learn with *Jordan Team Together*, you can use the English Benchmark tests to measure their progress. After pupils have taken their test, you will see recommendations of which lessons to teach next in order to focus on the areas that need improvement.

In order to show progress, learners should take the test at least once at the start and once at the end of the year. If possible, teachers could ask learners to take the test again half way through the year or at the end of each semester to check they are on track.

## Formative assessment / Assessment for learning

Assessment and evaluation are frequently used as interchangeable terms. However, assessment is focused on pupil learning, whereas evaluation is focused on learning programmes and any or all their components (objectives, syllabus, teaching and assessment methods, materials, etc.).

In the classroom, what clearly differentiates these two terms is the use made of the information and data obtained from assessment or from evaluation. If you use it to improve the teaching and learning process you are developing formative assessment, or assessment for learning. If you use it to grade or measure the quality of the learning, you are developing summative assessment. This means that the same assessment tools can be summative or formative depending on the type of information they provide and the use that is made of it.

Formative assessment, or assessment for learning, is "the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there" (Assessment Reform Group, 2008). This process requires alternative assessment tools likely to be shared by teachers and pupils which are used as an ongoing process, which are flexible and adapted to the individual needs of pupils and which guarantee that all the pupils engage in the learning process.

Here are some suggestions on how to use these types of tools to implement assessment for learning in your classroom.

### Main strategies of formative assessment

The main stages of the formative assessment process are:

1 Setting the aims and criteria for success

2 Monitoring pupils' learning, including giving constructive feedback

3 Peer learning

4 Independent learning/long-term assessment

### Setting aims and criteria

If you want your pupils to be successful in the learning process, you need to tell them what it is that they are going to learn and what you expect of them in terms of performance. At the beginning of each lesson, the teacher should tell the pupils what they are going to learn. This can be done by using key questions which are meant to inspire pupils' curiosity, interest and engagement.

### Monitoring pupils' learning

This stage of assessment is used to achieve the following goals:

- to adjust ongoing teaching and learning
- to increase the level of interaction and provide for feedback loops during questioning
- to improve pupil achievement of intended outcomes.

Tools that can be used for monitoring pupils' learning are:

- **Lollipop stick technique** or **Random selection tool**. Use sticks or cards that pupils can personalise with their names at the beginning of the school year. Pick them randomly to call on pupils for questions thus ensuring that all pupils have an active role and will produce a similar amount of language, because pupil talking time (PTT) matters!
- **Mini-whiteboards**. Use them for short answers or to practise prepositions, vocabulary, comprehension, spelling, gap fills, grammar – any time you want to check understanding. Pupils write their answers individually and hold up the whiteboards and you get feedback from all your pupils at the same time!
- **Happy/sad face technique**. (also Yes/No, Stop/Go, True/False). Use this for critical thinking development and *yes/no* answers. Make a set of cards with a happy face on one side, and a sad face on the other – one for each pupil – or pupils can make their own. After practising a skill, ask pupils *how they feel they are doing*. Alternatively, pupils can show this on a scale from 1-5 using the fingers on their hands for a deeper understanding of the *yes* and *no* answers.
- **Traffic light cards**. Use them to check that pupils know what to do on a given task. Pupils show you green/yellow/red card, depending on their level of confidence.
- **Exit slips**. Use them to evaluate your lessons at the end of the day or session, to get feedback from the lesson, or to offer pupils the opportunity to give opinions. Exit slips can simply be post-it notes stuck on the door on their way out of class.

Other types of assessment tools you can use during instruction are those oriented towards helping you actively observe the different skills and competences that your pupils are developing while they are working in class.

- **Checklists**. These are very useful to assess different tasks or different stages of the same task at the same time. Taking note of your pupils' performance on the spot will provide you with objective evidence of their true level of competence.
- **Observation forms**. The teacher collects data on pupils' work by filling in observation forms or reading written assignments to adjust teaching procedures where necessary.
- **Video/audio recordings**. These are excellent tools to observe your pupils from a different perspective and analyse their strengths and weaknesses, behaviour and classroom relationships in depth. [Be aware that you may need parental permission to record children.]

### Peer learning

Working together in pairs or groups gives pupils an opportunity to share knowledge and also learn from their classmates.

Tools that can be used for peer work and peer learning are:

- **Think-pair-share**. Pupils work on their own, then they discuss their ideas in pairs and finally they present their ideas to a group or the whole class.
- **Two stars and a wish**. Pupils say two positive things about the work of their partner and suggest one area for improvement.
- **Expert envoy**. This is a tool to use with mixed-ability classes. If you have pupils who are strong in some areas, you may choose them to be the 'experts' for their class or group and ask them to help their classmates.
- **Three facts and a fib**. Pupils write three true statements and one false statement about the topic of a lesson and share them with other pupils/pairs/groups to see if they can identify the false information. This technique can also be used in a summative evaluation at the end of a longer learning process, e.g. a unit.

Checklists and video recordings can also be used as peer learning tools.

## Independent learning and long-term formative assessment

Long-term formative assessment tools are used to improve the following areas of your assessment practice:

- for the pupils to develop critical thinking skills about their own performance
- to promote collaboration
- to improve pupil achievement of intended instructional outcomes.

Performance-based teaching and learning impacts strongly on the way we carry out assessment by helping pupils become autonomous and independent learners aware of the process by which they learn as well as their learning goals.

Some of the long-term assessment tools you can use in your classes are:

- **Summative and thought-provoking questions**. At the end of a lesson or a unit, pupils are asked to reflect on their learning process and to try to self-assess their performance by answering the following questions: *What have I learnt? What do I need to work on? I can … . I'm (not) good at … .*
- **Portfolios**. Pupils are given the responsibility of selecting which pieces of work they produce should be placed in their portfolios to demonstrate how they are improving.
- **Checklists**. These are used to assess pupils' completion of a task. They are not rating scales and they only include *Yes/No* or ✔/✘ descriptors.
- **Projects**. Pupils present what they know through pictures and texts such as essays, research reports, or long-term projects.
- **Pupil Travel journals/Learning diaries**. Pupils create their own books in which they chart the journey of their learning.
- **Rubrics**. They can be used when evaluating pupil performance or work resulting from a performance task. For further details see below.

It is very important to remember that before this type of assessment is implemented in the classroom, a supportive classroom environment is created and pupils are given guidance on how to reflect upon and evaluate their own performance as well as that of their peers.

# Using rubrics for assessment in CLIL

Rubrics can be very useful tools to help CLIL teachers fulfil the requirements of assessment practice in bilingual contexts. There are many reasons to use them, but these are the most important ones:

- firstly, because they suit the CLIL dual approach (content learning and language development);
- secondly, because they allow for performance-based assessment to provide qualitative feedback connected to the assessment criteria;
- thirdly, because they tell teachers, pupils and parents in advance what needs to be done to successfully perform the task;
- finally, because they give teachers and pupils a sense of direction and a context to share the learning goals from the beginning of the teaching and learning process.

Language should not be an invisible component in the bilingual classroom. Teachers in bilingual schools should be aware of the language proficiency of their pupils and systematically conduct language demands analyses of the content to provide appropriate scaffolding. Since not all pupils in the same class have the same language proficiency, effective assessment in CLIL should measure pupils' progress in the foreign language at different levels and along distinct learning paths. Rubrics are a tool that can help teachers achieve this goal of effective assessment of content, language and process in an integrated way.

Rubrics are scoring guides, which include several assessment criteria to evaluate pupil performance or work resulting from a performance task. In this sense, they are different from checklists because they are rating scales, which means that they not only contain a list of items to be checked but they also include a range of marks to assess how well each item has been performed. These rating scales can be holistic or analytic.

### Holistic rubrics

All criteria are evaluated simultaneously at a unidimensional level because each level of the rubric (1, 2, 3) includes all the descriptors for the different criteria assessed (for content, language and delivery).

**Holistic Rubric**

| **Oral Presentations** | **The three descriptors are assessed at the same time.** |
|---|---|
| **Accomplished (Level 1): content, language and delivery** | Stays on topic all the time and speaks clearly. Body language is appropriate. |
| **Developing (Level 2): content, language and delivery** | Stays on topic most of the time and speaks clearly but mispronounces some words. Body language is appropriate most of the time. |
| **Beginning (Level 3): content, language and delivery** | It was hard to tell what the topic was. Often mumbles or cannot be understood. Body language is not appropriate most of the time. |

Holistic rubrics provide an overall evaluation of quality, proficiency and understanding, thus the feedback is limited because the descriptors are not analysed in detail. This means that errors are tolerated, and no correct answer is expected. Also, the scoring process is faster.

## Analytic rubrics

Each criterion is evaluated separately at a multidimensional level because each criterion of the rubric (to assess content, language and delivery) includes several descriptors at different levels of performance of the task.

**Analytic rubric**

| Oral presentations Criteria/ performance | Beginning (Level 3) | Developing (Level 2) | Accomplished (Level 1) |
|---|---|---|---|
| **Content** | Does not seem to understand the topic very well. It was hard to tell what the topic was. | Shows a good understanding of parts of the topic. Stays on topic some (50–89%) of the time. | Shows a full understanding of the topic. Stays on topic all (90–100%) of the time. |
| **Language** | Often mumbles or cannot be understood OR mispronounces more than five words. | Speaks clearly and distinctly most (75–94%) of the time. Mispronounces no more than five words. | Speaks clearly and distinctly all (95–100%) of the time and mispronounces no words. |
| **Delivery** | Slouches and/or does not look at people during the presentation. | Sometimes stands up straight and establishes eye contact. | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. |

Analytic rubrics provide detailed information from the defined performance levels. This means that a significant degree of feedback is provided. However, the scoring process is slower.

The use of each type of rubric will depend on the nature of the task and other factors such as the time available, the need for substantial feedback, the number of pupils, different language/competence levels in the group and the assessment goal: holistic rubrics should be used for overall scores and analytic ones when detailed feedback on each criterion is desired.

For your rubrics to be valid, reliable and fair, there must be a coherent connection between the learning goals and the task, the learning goals and the assessment criteria, and the descriptors with each assessment criterion.

## Steps to make a rubric

Here are some steps to be followed when making rubrics to assess pupils in CLIL classrooms.

- First, begin by designing an authentic task likely to help pupils 1) learn the curricular content, 2) develop the necessary language to learn about that content, and 3) achieve the given learning goals and key competences at the pupils' level. e.g. Create a questionnaire for Months and Seasons.
- Next, define the criteria to assess pupil learning from this task. These assessment criteria will be the reference points to describe the acceptable level of performance of the task, e.g.
  - pupils know about the festival (their level of comprehension of the subject);
  - pupils are able to write questions about the festival (type of questions; tenses; number; etc.);
  - pupils are able to work in groups to create a questionnaire (contributions; quality of work; time management; attitude; etc.)
- Use the CEFR charts or the Global Scale of English (english.com/GSE) to measure learner progress on the language proficiency scale and get your assessment criteria for language from their available descriptors. Using these scales as a reference is useful for understanding your pupils' levels of proficiency more precisely, to monitor pupils' progress in a more accurate way and to make more informed choices in selecting materials or assessments, e.g. Speaking: Can ask someone simple questions about their life and experiences, GSE 37/A2(+); Can summarise the key information in basic diagrams, e.g. bar charts, timelines, GSE 54/B1(+).
- Then use a cognitive taxonomy to identify the cognitive domain and skill that your tasks involve, e.g. "interpret the information collected from the questionnaires" involves applying knowledge. Then write differentiating descriptors as you move on the scale from lower order thinking skills (LOTs) to higher order thinking skills (HOTs), e.g. the information is used to create a graph but not clearly displayed; the information is used and displayed in a graph but there are some mistakes in the interpretation of data; the information is clearly displayed and interpreted.
- Once you have defined the assessment criteria and identified possible descriptors of performance, you can:
  - make a holistic rubric, then write descriptors incorporating all criteria in each descriptor.
  - create an analytic rubric, then write descriptors for each individual criterion.
- Check that the criteria and descriptors you have included in your rubric assess pupils' content, process and language learning at the right level.
- Finally, adapt the format of the rubric to the age and language proficiency of your pupils and plan carefully the structure of the rubric. You may wish to leave space at the bottom of the rubric to write comments, add signatures, stickers, parental feedback, etc.

After having used teacher-made rubrics for some time, pupils may feel ready to have an active role in this process and create their own rubrics and checklists as guidelines for goal setting. Train your pupils to do it and they will develop a very important key competence: learning to learn.

# How to work with projects

by Magdalena Custodio Espinar

One of the key factors affecting children's ability to learn cooperation and collaboration is the type of situations they face. In other words, pupils will not learn how to be a reliable team player if they aren't exposed to tasks that require team work. There are many ways to organise pupil interaction in class and the most popular ones are collaborative and cooperative work. These two interaction systems may seem interchangeable but there some clear differences between them:

## Collaborative work

- Group goal
- Learning takes place in a group
- The final product is co-constructed
- Roles/responsibilities are flexible and agreed
- The process is important

## Cooperative work

- Individual goals within the group
- Learning is an individual process
- The final product consists of individual contributions
- Roles and responsibilities are usually pre-defined
- The final product is important

When working on projects, collaborative work is the preferred system, giving pupils an opportunity to share ideas, verbalise opinions and interact with other classmates. Thanks to this, a real communicative context is developed in the classroom during which pupils must listen to each other and reach an agreement to create a common product.

To apply successful project work in the classroom you should:

- Keep a flexible project schedule and involve pupils in project design when possible. Promote parent involvement.
- Prepare pupils by having them thinking about the project in advance. A rubric can be very useful to show them what they are aiming for and trying to accomplish. Use negotiation strategies to help them understand the rationale for this type of work.
- Establish moments for feedback and specific products at the end of each work session to promote a sense of mission, e.g. record evidence of progress using field notes or observation templates. Keep records public so pupils have ownership of them by using rubrics or checklists.
- Avoid making decisions for pupils. It will take time for pupils to be able to develop time management skills and learning to learn competence. Promote this by providing them with support during the project, e.g. a timeline with the work sessions; worksheets with instructions or steps to follow; a project goals checklist to tick; a webquest to develop critical thinking skills, etc.
- Assess the quality of projects by using professional work as a reference. Boost the quality of your pupils' work by showing them good examples of other pupils' work. Develop scaffolding to help pupils reach the standards and include both individual and group grades.
- Promote full participation by using a checklist for active observation of pupils that will give you objective evidence of their performance. Set realistic alternatives and consequences for non-participation such as suggesting individual ways of working on the project, negative individual grades, etc.
- Foster reflection strategies both for the process and for the final product from a critical point of view to improve future performance. When deciding on how to group your pupils, you should consider your rationale so as to group pupils according to the right criterion. Here are some ideas to arrange your class for group and project work.

**Grouping for leadership**. If you have passive pupils who need someone monitoring and taking control of their active contribution in group work, pre-assign groups and make sure these pupils share groups with class leaders (those pupils who are more skilled or have more knowledge).

**Random selection groups**. If the task does not require specific pupils to be separate or together you can simply put the groups in alphabetical order, take their names from a bag or hat, use a pack of cards (group them based on having black or red cards, cards in a specific order, the same numbers ...) or word-family cards, synonym word cards, date of birth, etc.

Then, you can rotate some members to create new groups. Turn and talk (front row/back row) for a quick group task is also a possibility.

If you are familiar with your pupils' interests, e.g. football teams, make cards with the names of the most popular players and use them to make the 'football teams'. You can do this with popular films, TV series and cartoons of their interest.

**Grouping by interest**. Have your pupils complete a survey and group them based on their responses. You can also design the task according to different interests and give pupils the opportunity to join a group according to their personal interest or expectations of the task, e.g. in a presentation about their hometown, pupils interested in history can focus on historical buildings and pupils interested in sports can focus on stadiums and sports facilities.

# How to work with mixed-ability groups

by Magdalena Custodio Espinar

Teaching and learning EFL or CLIL involves many different processes such as recording observations, presentation of ideas, argumentation, modelling constructions and explanations, arriving at conclusions, obtaining, evaluating and communicating information … in English! This is a very rich and complex communicative context which requires both cognitive and language skills for learning to occur.

Pupils' engagement in the learning process can be increased significantly by analysing in advance the linguistic and cognitive demands of every task. This analysis will allow teachers to provide pupils with the necessary scaffolding to encourage them to actively participate in the lesson, regardless of the language level of that pupil.

## Language scaffolding

In EFL and CLIL, language is used for learning and communicating. This means that it is necessary to scaffold the input (the language pupils receive), the intake (the information they process) and the output (the language they are able to produce after this information processing) to ensure an effective interaction. In order to make this process possible, the role of the teacher is very important and this process emphasises their guiding role in the classroom. This scaffolding is very important because the interaction promotes the necessary feedback to connect the input received and the output produced in a meaningful way by pupils. This is called interlanguage development and it is a key factor of content learning and language development.

To identify the necessary scaffolding for our pupils we can conduct a language demands analysis. It consists of identifying and describing in advance different types of language involved in CLIL lessons and performance-based tasks: language of learning, language for learning and language through learning (Coyle, Hood, Marsh, 2010).

**Language of learning** refers to the language connected with the content being learnt. Pupils will learn it to access new knowledge, e.g. learning about sound: high/low pitch, tone, volume, etc.

**Language for learning** is the language necessary to perform the communicative functions of the learning context. If pupils need to compare the waves of the sound in a graph, do they know the comparative and superlative form of adjectives? If not, scaffolding is required to complete this task.

**Language through learning** refers to language learnt due to cognitive and academic development. Each pupil will develop this type of language during the learning process in close relation to their individual cognitive development by interacting with the resources (personal, digital, etc.) and completing the tasks.

Analysing the linguistic demands of the content and the task will allow teachers to provide pupils with suitable scaffolding strategies likely to promote interaction and feedback in the classroom. In the previous example the teacher can provide oral scaffolding by displaying visual aids such as word cards for the language of learning and the comparative and superlative structure on a poster to help pupils interact (compare the waves of the sound).

In addition, a cognitive taxonomy provides a hierarchy of thinking skills organised from lower order thinking skills (LOTs, e.g. identify) to higher order thinking skills (HOTs, e.g. compare). Bloom's revised taxonomy comprises six cognitive domains involving cognitive skills such as remembering, understanding, applying, analysing, evaluating and creating. Using a taxonomy will allow teachers to adapt the degree of difficulty of the activities they plan from a cognitive point of view by identifying the cognitive domain and skill they demand. It will also help them develop a 'continuum of practice' of always going from LOTs to HOTs, thus starting at pupils' present cognitive level (because, for example, you cannot apply if you do not first understand and remember).

## Differentiated learning

Using a taxonomy to prepare your lessons can help them be more effective and flexible and, therefore, more likely to be learnt by all the pupils. Here are some examples of strategies to cope with mixed-ability pupils in the classroom.

- **Low level pupils are a majority**. Since a taxonomy is a hierarchy of cognitive skills we must try to extend children's thinking skills from LOTs to HOTs by practising first at lower levels (remembering and understanding) and progressively moving towards higher levels (applying, analysing, evaluating and creating). Therefore, if the average level of the class is very low, we will have to take this into account and provide them with more activities from the lower levels at the beginning and gradually include some of higher levels.
- **High level pupils are a majority**. If the average of the class is very high, you should try to provide them with more activities from the higher levels in order to ensure a motivating and challenging context.
- **Heterogeneous pupils**. Prepare activities at lower levels (remembering and understanding) for some children and activities at higher levels to work and practise the same content at the same time. For example, list the main stages of metamorphosis (LOT); find out and describe the main stages of metamorphosis (HOT).
- **Fast finishers**. All pupils work first on the same set of activities, then pupils who finish earlier can design their own activities at a higher level. You can teach them to use the taxonomy for this purpose.
- **Gifted pupils with a special curricular adaptation**. Prepare compulsory activities for all the children at lower levels and voluntary activities for 'those who want to go further'. This strategy will provide more pupils with the opportunity to do the higher order activities and will allow the teacher to include different activities for the class and for the gifted pupil in an easy and unforced manner. For example, prepare a set of activities from different levels about the properties of light, then offer the possibility to investigate what a shadow is, when it can be seen, why it changes length, etc. You can give pupils a book or website, etc. for them to find out about it.

# How to work with stories

### Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise the children for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each story card.

### Stage 2 – Listening to the story

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each story card. At this stage, remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

### Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or make up your own questions.

When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage, it is best to speak English.

### Stage 4 – Acting out

After having listened to the story a few times, your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

## Suggested exercises

### Exercises with story cards

- Cover the numbers on the cards. Shuffle the cards, stick them to the board and ask pupils to arrange them in the correct order.
- Cover the numbers on the cards. Stick the cards to the board in the correct order. Ask pupils to close their eyes, then take away one card. The pupils are supposed to identify the missing card.
- Cover the numbers on the cards. Hide the cards in various places in the classroom. Ask pupils to find them and stick them to the board in the correct order.
- Show pupils a story card and read the corresponding lines. When reading, make intentional mistakes, e.g. say *red* instead of *yellow*. Pupils correct your mistakes.
- Distribute the story cards among a few pupils. Play the story recording. When a pupil hears the lines referring to his/her card, he/she should stand up and show it to the class.

### Exercises without story cards

- Ask pupils to draw a scene from the story they have heard.
- Ask pupils to invent another ending for the story they have heard.
- Pupils draw their favourite character.
- Talk to pupils about what the characters learnt.
- Ask the children about the way they would behave or feel if they were one of the characters.
- Read some lines from the story. Pupils should provide the name of the character who says the lines.

## How to work with videos

### How is the video material presented?

In *Jordan Team Together* Grade 3, there are videos which show pupils how to do the unit projects. They contain the target vocabulary and grammar of the unit. Videos are a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language fulfils its educational functions at all levels of understanding. Pupils may watch the same videos many times and each time their perception of the material they watch is enhanced.

### When can the videos be used in class?

- The Project videos can be used as part of the presentation stage for the activity in Lesson 8.
- You can also use the Project videos to revise the material. Children have got good short-term memory, but watching the same episodes again two months after new material was introduced will considerably stimulate their memorising ability.

### How should the videos be used?

- Watch the video with pupils from the beginning to the end.
- Watch the video again, stopping the recording after each scene so that you can ask pupils questions about the things they see.

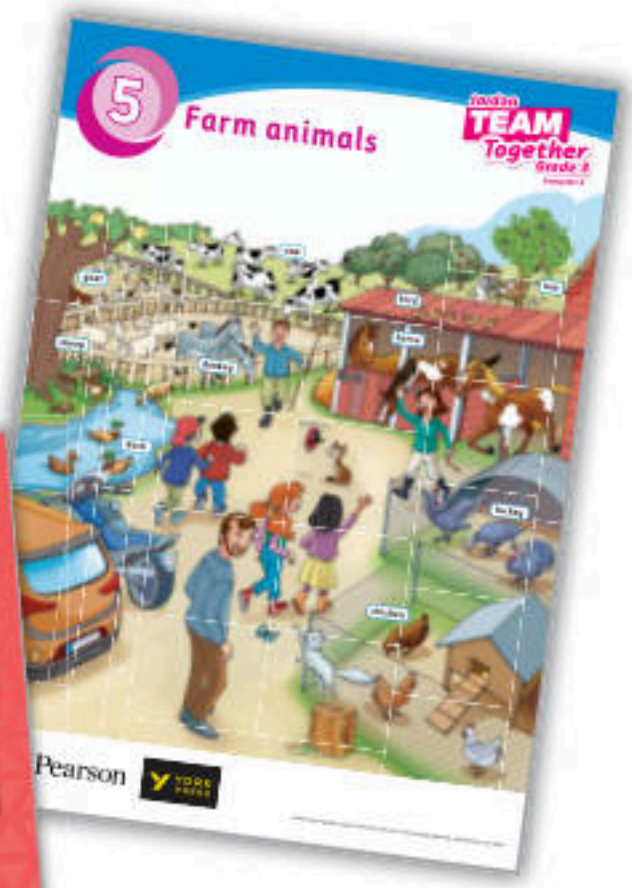
# How to work with posters

Posters can be a powerful and engaging tool for presenting or consolidating the language covered in the Pupil's Book.

In *Jordan Team Together* Grade 3, there are 4 full-colour vocabulary posters featuring the main characters of this level. Each poster can be used for presentation or revision of the first set of vocabulary from each unit.

The generic **Classroom posters** can be used with any level of the course.

The pack is comprised of the Alphabet, Numbers, Classroom language, Months and seasons and Common irregular verbs posters.



## Techniques of working with posters

Stick the poster to the wall in a visible place. In this way it will remind pupils of the material they have covered.

### Predicting

In order to create the atmosphere of anticipation and to invoke curiosity in children, before you show the pupils a poster, give them its title. Tell pupils that in a moment they will see a poster with e.g. toys. Ask pupils to think about the vocabulary which may be presented in the poster. Encourage pupils to provide examples of particular words related to this thematic group. In the case of toys it will be: *a teddy, a doll, a ball, a kite*, etc. Then, stick the poster to the wall and check together how many words the pupils predicted correctly.

### Asking questions

Point to the objects, persons, colours, etc. presented in the poster and ask questions: *What's this? What colour is it? How many (balls) can you see? Is it a (doll)?*, etc.

### Finding and pointing

Ask individual children to come to the poster, find and point to appropriate objects, e.g.: *Point to the (red car)*, etc. You may also divide pupils into two teams and change finding particular elements into an exciting competition. Ask one person from the team to come to the poster and find a particular object. If he/she does it correctly, the team scores a point. If he/she makes a mistake, another team takes a turn. Pupils may replace the teacher and give the commands.

### Memory game

Set a specific time limit, e.g. 30 seconds. Tell pupils to look at the poster carefully and remember as much as they can. Then, cover the poster or take it off the wall and ask children one by one about the objects presented in the poster. You may also ask about the features of these objects, e.g.: *Is the (ball) (big)? What colour is the (kite)?* Pupils' task is to answer from memory. You may also conduct this exercise as a team competition, observing the time limit. The team who provided the biggest number of names of objects from the poster wins.

### True or false?

Point to various objects in the poster and make true or false sentences related to them. For example, point to a lion and say *It's a zebra*. Pupils answer *No*.

### Quiz

Tell pupils that you are thinking about a certain picture from the poster. The pupils' task is to guess which picture you mean. You may describe the object you have in mind for more advanced pupils, e.g.: *It's grey. It's small. It has got a tail. What is it?* Pupils: *(It's a bird.)*

### Peeping through a keyhole

Cut out a hole (5–7 cm wide) resembling a keyhole in the middle of a large sheet of paper. Place the sheet on the poster and ask pupils what they can see. Move the sheet on the poster so that each time children guess the name of another object.

### Singing

Use a chant related to the subject of the poster and introduced in the Pupil's Book. Ask one or more pupils to come to the poster. Play the chant; the task of children standing by the poster is to point to the objects mentioned in the recording.

### Placing words on the poster

If pupils can recognise written words, you may ask them to place appropriate word cards below the pictures in the poster. One by one, pupils come to the poster and place a card with the corresponding word in the appropriate place. Then you may ask all pupils to read the words aloud together.

### Make your own poster

Pupils can create their own posters, based on a similar topic.

# Classroom language

## Greeting the class

Hello. Hi!
Good morning/afternoon.
Come in.
Sit down/Stand up, please.
What day is it today?
How are you today?
Is everyone here?
Is anyone away today?
Where is (Juan)?

## Starting the lesson

Are you ready?
Let's begin/start.
Listen (to me).
Look (at me/at the board).
Take out your books/notebooks/coloured pencils.
Give this/these out, please.
Have you got a (pencil)?
Open your books at page (4).
Turn to page (6).
Open the window/door.
Close the window/door.

## Managing the class

Be quiet, please.
Look at me/Listen to me.
Come to the front of the class.
Come to the board.
Come here, please.
Put your hands up/down.
Who's next?
Queue/Line up!
Repeat after me.
Wait a minute, please.
Hurry up.

## Words of praise

Well done!
Excellent!
Fantastic!
That's nice.
Much better.
Good job.
Congratulations!
That's correct!
Great work!
Good luck!
Thank you.

## During the lesson – instructions

Hold up your picture.
Draw/Colour/Stick/Cut out ...
Write the answer on the board/in your book.
Let's sing.
All together now.
It's break time/lunch time.
Wait a minute, please.
Be careful.
Sorry, guess/try again.
Next, please.
Again, please.

## During the lesson – questions

Are you ready?
Do you understand?
What do you think?
Anything else?
May/Can I help you?
Are you finished?
Who's finished?
What can you see?

## Pair work/Group work

Find a partner.
Get into twos/threes.
Who's your partner?
Work in pairs/groups.
Make a circle.
Work with your partner/friend/group.
Show your partner/friend/group.
Tell your partner/friend/group.
Now ask your partner/friend/group.

## Language used for playing games

It's my/your/his/her turn.
Whose turn is it?
You're out.
Don't look.
No cheating.
Turn around.
Close your eyes.
Pass the (ball, cup), etc.
Wait outside.
Roll the dice.
Move your/my counter (3) spaces.
Miss a turn.
Go back (2) spaces.
Roll again.
I've won!
You're the winner!

## Useful phrases for the pupils

May/Can I go to the toilet?
I understand/I don't understand.
Excuse me ...
I'm sorry.
Can you help me?
I'm ready.
I'm finished.

## Ending the lesson

Put your books/notebooks/coloured pencils away.
Tidy up.
Put that in the bin/rubbish bin, please.
Collect the stickers/cards/spinners/scissors, please.
The lesson is finished.
That's all for today.
Goodbye!
See you tomorrow.
Have a nice weekend/holiday.

## Flashcard games

**Which card is this?**

Cut out a small square in the middle of an A4 sheet of white paper. Cover the flashcards with this sheet of paper in such a way that pupils can see only part of the picture in the cut-out hole. Ask pupils to guess what the cards present.

**Observation**

Show pupils a flashcard, but do it quickly. Then ask them: *What's this?* The pupils' task is to name the object presented in the card. If pupils fail to guess it the first time, show them the card again a little slower than before.

**Guess and take it!**

Hold up a flashcard. The pupil who is first to say the word presented in the card may take it. The pupil who collects the highest number of cards wins.

**Echo**

Make sure that pupils are familiar with the echo technique. Show pupils the flashcards and speak out relevant words. Ask pupils to repeat the words after you a few times quieter and quieter, like an echo.

**Remember and say it!**

Stick four or five cards to the board. Ask pupils to remember what they present. Then, remove the cards from the board and ask pupils to say the names. Repeat with other cards.

**Remembering the order**

Select four flashcards from the same topic and stick them to the board. Ask a few volunteers to look at the pictures and say the names of the objects presented. Then, ask pupils to remember the order in which the cards are placed on the board. Stick the cards face down on the board and ask pupils to say the words in the correct order.

**What's missing?**

Stick the flashcards on the board. Give pupils a few minutes to remember the order in which they are placed. Then, ask pupils to close their eyes and remove one of the cards. Ask them: *What's missing?* Pupils identify the missing card.

***Snap!***

Prepare flashcards from one vocabulary group. Say or write on the board one word from the group. Show pupils all cards from the group. When pupils see the card with the picture corresponding to the word, they call: *Snap!*

**Which card have you got?**

Select a few flashcards and give them to pupils. Ask them to pass the cards on in such a way that they cannot see what they show. At some point say *Stop*, and ask: *Who's got the (apple)?* The pupil who has the card you asked for says: *Me!*

**Where is this card?**

Stick the flashcards all over the classroom. Say the words and pupils point to appropriate cards.

**Listen and pass it on!**

Distribute the flashcards with selected words among pupils (e.g. one card per desk). Speak out sentences including the selected words and ask the pupils to pass appropriate cards to you.

**Standing up**

Hand over the cards from one set, e.g. with animals, to particular pupils. Say the names of the animals aloud. The task of the pupil holding the card presenting the animal you named is to stand up when he/she hears the name and to show the picture to the other pupils.

**Raise your card**

Distribute the cards among pupils. Tell pupils a short story in English. When a pupil hears the word depicted in his/her card, he/she raises it up.

***Yes!/No!***

Show pupils the flashcards and ask them to name the pictures together with you. Then, show pupils the cards in such a way that only they can see the pictures. Say a word in English. The pupils' task is to say aloud: *Yes!* if the picture shows the word you said. If the picture does not show the given word, pupils say *No!* Continue providing words until all the pictures are correctly named.

**Numbers**

Stick five flashcards on the board, e.g. with food. Ask one pupil to come to the board and to write numbers under appropriate pictures following your instructions, e.g.: *the (chicken) is number (one).* Do the same with the four remaining cards. Then, ask particular pupils *What's number (three)?*

**Charades**

If it is possible, ask pupils to sit in a circle. Give one pupil the entire set of cards, e.g. from the unit *Food*. Play a recording. Pupils pass the set on when they hear the recording. Stop the audio. Then, the pupil who holds the set stands up, selects one card and mimes the word (e.g. if he/she had chosen a picture of a banana, he/she mimes peeling it and eating it). The task of the others is to guess the word. The card described is taken away and the game goes on.

**Which is different?**

Stick a set of five cards to the board: four from the same group and one from a different group. Ask pupils *Which is different?* The pupils' task is to find the odd card as quickly as possible.

**Categories**

Revise the vocabulary belonging to two topics, e.g. animals and food, using the flashcards. Show pupils the flashcards and check if they can provide correct names. Then, divide pupils into two groups and ask them to recall as many words belonging to one category as they remember. Award the team with one point for one correct answer.

**Game with the bag**

Put a few flashcards belonging to various categories in a nontransparent bag. Ask pupils to pick one card from the bag and name the item it presents. A pupil picks up cards and names pictures until he/she takes a picture he/she is not able to name. Count all the correctly named cards and award the pupil one point for each card. Put the cards in the bag again and repeat the game with another pupil. The winner is the pupil who scores the highest number of points.

**Countdown**

Divide the class into small groups. Give each group several shuffled flashcards relating to different units (prepare copies of cards if you want each group to have the same set). Ask the groups to divide the cards into separate categories (e.g. colours, school objects, etc.). The winner is the group which completes the task first.

**Easy or difficult?**

Divide 20 flashcards into two groups: 'easy' (e.g. with vocabulary relating to the currently discussed unit) and 'difficult' (e.g. with vocabulary relating to previous units). Divide the class into two teams. Each team scores 5 points for each correctly given word from the 'difficult' group and 1 point for a word from the 'easy' group.

## Flashcard and Word Card games

**Match the cards**

Stick word cards belonging to one group on the board in one column. Stick a shuffled set of corresponding flashcards in another column. Ask pupils to come to the board one by one and match the flashcards with the appropriate words.

**Mime the word**

Stick five or six word cards to the board in one row. Prepare the corresponding flashcards and ask certain pupils to come to the board and place the pictures under the appropriate word cards. When all cards are correctly matched, point to particular words and encourage pupils to read them together. Then, take off the flashcards. Ask one pupil to come to the board and point at the word to be mimed. Do the same with the other words.

**Find a match**

Prepare five flashcards and five corresponding word cards. Distribute them among pupils and then ask them to come to the front of the class. Explain to them that you will count to ten (or fifteen, if pupils know these numbers) aloud together with other pupils and during this time they have to find their match. When they find their partners, pupils stand up and raise their cards.

***Bingo!***

Ask pupils to prepare four or five word cards related to the topic you suggest. Raise the word cards, saying the name of the depicted object. The pupils' task is to mark in their sets the words which they saw in the pictures. The pupil who marks all the pictures calls *Bingo!* Then, ask the winner to read out the marked words. You may continue the game with the other pupils.

**Sound cards**

Prepare an audio recording. Distribute shuffled flashcards and corresponding word cards among pupils. Play the recording. The pupils' task is to pass cards on from one to another. When you stop the audio, the pupils holding word cards stand up and read the words aloud. The pupils with flashcards stand up upon hearing a word corresponding to their picture.

**Draw the word**

Place a set of word cards on the desk. Draw a box on the board. Ask a pupil to pick up the first card and draw the object mentioned in the card in the box on the board. Other pupils guess the word. When they guess the word, the pupil shows the word card to the class.

## Games with a puppet/soft toy

**Words and scenes**

Using a soft toy, speak out a new word in English and ask pupils to perform a simple task, e.g. *Find something red. Stand up. Pick up a rubber. Point to ... . Touch something ... . etc.*

**Questions**

Using a soft toy, ask pupils simple questions, e.g. *What's your name? What colour is it? Have you got a pencil? Do you like cheese?*

***Can I have ..., please?***

Distribute flashcards to pupils. Ask them to name objects presented in the cards. Then, using a soft toy ask for particular cards: *Can I have the (bird), please?* The pupils' task is to give the appropriate card to the toy.

**Pass the soft toy**

If it is possible, ask pupils to sit in a circle. Play the recording of the song you want to revise and ask pupils to pass the soft toy to one another when they hear the audio. When you stop the recording, the task of the pupil holding the toy is to say a word or a line from the song. Start the recording again.

## Games with songs and chants

**Sing and respond**

Provide a few pupils with one word they have to remember. (The words should come from the song or chant you want to revise.) Play the recording and ask pupils to stand up and sing and sit down when they hear their word.

**Sing and stand in the correct order**

Use the flashcards with objects appearing in the song you want to revise. Ask a few pupils to come to the board. Give them the cards. Explain to pupils that their task is to listen to the lyrics carefully and to stand in the order in which the words from their cards appear. The other pupils sing the song.

**Performances**

Select a few songs or chants for which you can prepare simple costumes or props. Teach pupils to show the content of the song or chant with gestures or mimics. Invite parents, teachers or pupils from other classes to a mini-performance.

## TPR activities

**What does the picture present?**

Distribute small sheets of paper among pupils and ask them to draw on them one object from the covered material, e.g. food. Collect the papers and stick them to pupils' backs without revealing to them what the pictures present. The aim of the game is to stimulate pupils to ask questions, thanks to which they will be able to guess which picture they have on their backs, e.g. *Is it a (banana)?* Pupils may walk around the classroom or play in pairs.

**Broken telephone**

Divide pupils into two groups. Pupils stand in two rows. First pupils in each row should stay close to the teacher's desk. Put flashcards belonging to two categories, e.g. food and animals on the desk. Whisper one word from different categories (e.g. *1 – bread, 2 – cat)* to the two last pupils in the rows. Say *Start!* Pupils whisper the word one to another to the first pupil in the row. The task of this pupil is to select the appropriate picture card from the pile lying on your desk and show it to you. A team scores one point for every correctly chosen card. Then the first pupil in a row goes to its end and the game goes on.

**Alternative bingo**

Ask each pupil to draw a picture presenting a word from a certain vocabulary group (e.g. animals). While pupils are drawing, write words belonging to this vocabulary group on small pieces of paper and put them in a box or bag. Ask pupils to stand up. Pick up one piece of paper at a time and read out the word. The pupils who drew the corresponding animal or object should sit down. Continue until you use all the pieces of paper.

**How many of us are there?**

Play a recording and ask pupils to move around the classroom in a particular way (jumping, walking). At some point stop the audio and say a number between 2 and 5 in English. Pupils have to form groups composed of the appropriate number of people. Pupils who have not joined any group have to wait one turn. Continue the game. If pupils feel confident, say numbers between 6 and 10.

**Catch and say it!**

Ask pupils to stand in a big circle. Say a category of vocabulary (e.g. food) aloud and throw a soft ball to a selected pupil. The pupil has to say a word from the category you chose. If the pupil doesn't catch the ball or say the appropriate word, he/she has to sit down. Continue the game until all pupils sit down.

**Pass the ball**

Ask pupils to sit in a circle. Choose a category of vocabulary. Give pupils a small soft ball and ask them to pass it from hand to hand. Every pupil who receives the ball has to say a word belonging to the chosen category – if he/she fails to do so, he/she drops out of the game.

**The ball is burning**

Pupils standing in a circle throw a ball or a soft toy to one another and name the colours. The ball or soft toy shouldn't be caught when somebody says *Black!* If despite that, somebody catches the ball, he/she kneels or squats down and continues playing. When he/she catches the ball properly in the next turn, he/she stands up.

**Guessing game: pictures**

Ask one pupil to slowly draw on the board a picture presenting a new word from the current lesson. Other pupils try to guess what the picture presents and say the appropriate word. The pupil who guesses the word first draws the next picture.

**I name it and you point to it**

Pupils sit in a circle. In the middle, place a few flashcards belonging to one vocabulary group. Ask pupils to keep their hands behind their backs. Say a word presented on one of the cards placed in the middle of the circle. The pupils' task is to touch it as quickly as possible. You can divide the class into teams and award points to the group whose representative touched the card first. Pupils may also play this game in pairs or in small groups.

***Simon says***

Give pupils simple instructions. Warn them, however, that they can follow the instructions only when these are preceded by the phrase *Simon says*, e.g. when you say *Simon says jump*, pupils can jump, but when you say only *Jump*, they cannot move (explain pupils that Simon is a king who gives them commands). The pupil who makes a mistake loses one point. Vary the speed of instructions – to make the game more interesting. Later you may ask pupils to give instructions. Instead of the name *Simon* you may use the word *teacher*, your name, or the name of a toy or puppet, if you use it.

***Word Swat***

Divide pupils into two teams. Ask them to stand in a line facing the board. Give the pupil at the front of teach team a fly swatter. Place the words randomly on the board. Say or describe a word. The pupil with the fly swatter must run and swatter the correct word/s. The pupil who completes the task first wins a point.

## Team games

**Picture charades**

Divide the class into two teams. Invite one representative of each team to the front of the classroom. Show each of them the same word card or whisper to them the same word. Pupils draw on the board pictures presenting the word. The team which is the first to guess the meaning of the picture and provides the correct word scores one point.

**Funny race**

Divide the class into two teams. Each of the teams stands in a row behind one chair, placing another chair a few metres away. One pupil of each team sits on the chair standing at the front of the row. Give each group different names of activities (*jump, clap, stamp,* etc.). Pupils have to move from the chair they sit on to the other one belonging to their team while performing the activity. The pupil who follows the instruction correctly and sits on the second chair first, scores one point for his/her team.

**Board race**

Divide the class into two teams. On the board draw a long racetrack divided into a number of stages corresponding to the number of questions prepared. Use pieces of colourful paper or magnets as pawns (one for each team). Ask pupils questions, e.g. show them flashcards, story cards or objects located in the classroom and ask *What's this? How many?* The pupil who provides the correct answer scores one point for his/her team and may move the pawn to the next field. The team which reaches the finishing line with the highest score is the winner.

**Answer and draw points**

Divide the class into two teams. Invite representatives of both teams to the board in turns. Quietly give them particular words and ask them to draw appropriate pictures on the board. If the picture depicts the word correctly, the pupil rolls the dice or spins the spinner and scores the indicated number of points for his/her team.

**Parachute**

Divide pupils into two teams. On the board draw a big falling parachute with a parachutist. Think of a word from the current unit and draw as many strokes or lines attached to the parachute, as many letters there are in the word. Pupils from both teams try to guess the word. For each incorrect answer erase one of the lines. Grant points to the teams when they provide a correct answer. When you erase all lines before the word is guessed, the team who answered last loses a point. In order to make the game more dramatic, draw a shark emerging from the sea below the parachutist.

**Hanging the laundry**

Cut out the shapes of some clothes from cardboard in various colours. On the board draw a line and stick the clothes there. You can also hang pieces of cardboard on a real washing line spread between two places in the classroom. Allow pupils to examine for a while the order in which the clothes are hung, then take them off the string. Ask pupils to draw clothes in their notebooks in the same order in which they saw them before. If there is no time to draw, ask pupils to give names of the clothes in the correct order. You may also divide the class into two teams and award points to the team which provides the correct answer first.

**Repetition game**

Divide the class into two teams. Invite one pupil from each team to the front of the class. Stick a few flashcards to the board and number them. Ask a pupil to provide the number of a picture on the board. Roll the dice or spin the spinner. The pupil has to repeat a given word the stated number of times. For correct performance of the task, the pupil scores for his/her team the number of points equal to the number on the die or spinner.

**Team quiz**

Show pupils a set of ten flashcards and ask them to name the objects presented. Raising each of the cards, ask *What is it?* The pupils' task is to name the picture: *It's (a boat).* Stick the cards face down on the board. Behind the cards write numbers from 1 to 10. Divide pupils into two teams. Say the names of the objects on the back of the cards aloud.

The pupils' task is to guess which number represents a specific picture. Reveal the card to which the pupils have pointed: if the answer is correct, the team scores 2 points. If the answer is incorrect, it's the turn of the other group to guess. The game continues until all cards are revealed.

**Noughts and crosses**

Divide the class into two teams: 'noughts' and 'crosses'. Draw the grid for noughts and crosses on the board. Place one card in each field of the grid, face down to the board. Ask a pupil from the first team to reveal one card. If the pupil can say the correct word, he/she may take the card and place the sign of his/her team in that field. Then the pupil from the other team does the same. The winner is the team which manages to put 3 signs in a row.

**Listen and touch!**

Divide the class into two teams. Stick a certain number of flashcards to the board. Ask one pupil from each team to stand in front of the board. Say one of the words presented on the cards on the board. The pupil who touches the correct card first scores one point for his/her team. Repeat with other pupils and cards.

**Guess the name**

Divide the class into two teams. Ask one pupil from each team to come to the front of the class and stand with their back towards you. Hold up a flashcard, count to three and say *Turn around.* The pupil who turns around first and says the correct word scores one point for his/her team. Repeat with other pupils and cards.

## Notes

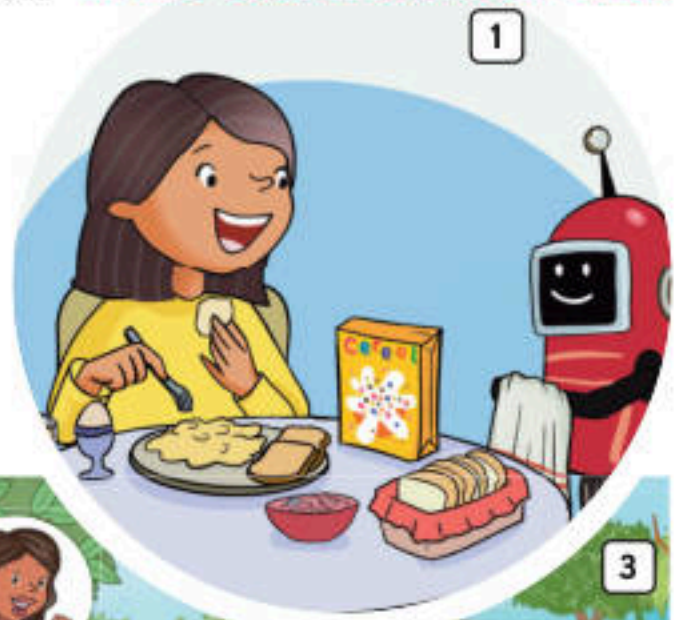
Welcome

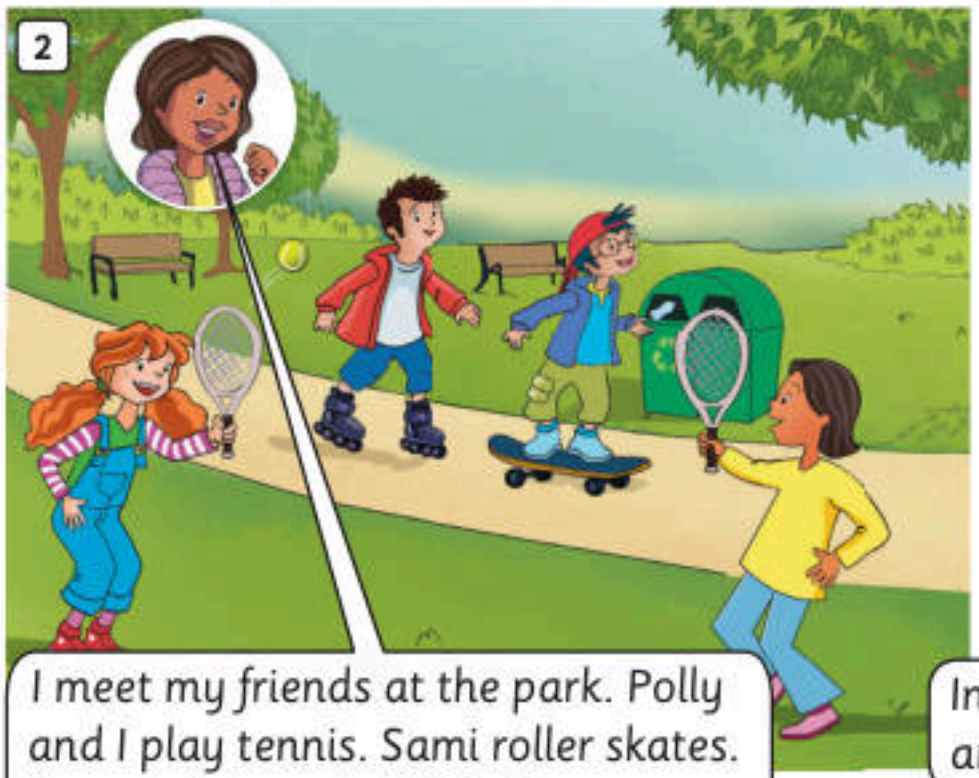
# My favourite day!

1 What colour is Tom's skateboard? Tom's skateboard is blue.

2 W1 Listen and read.

My favourite day is Friday.
I get up at 7 o'clock in the morning.
Then I have a big breakfast.

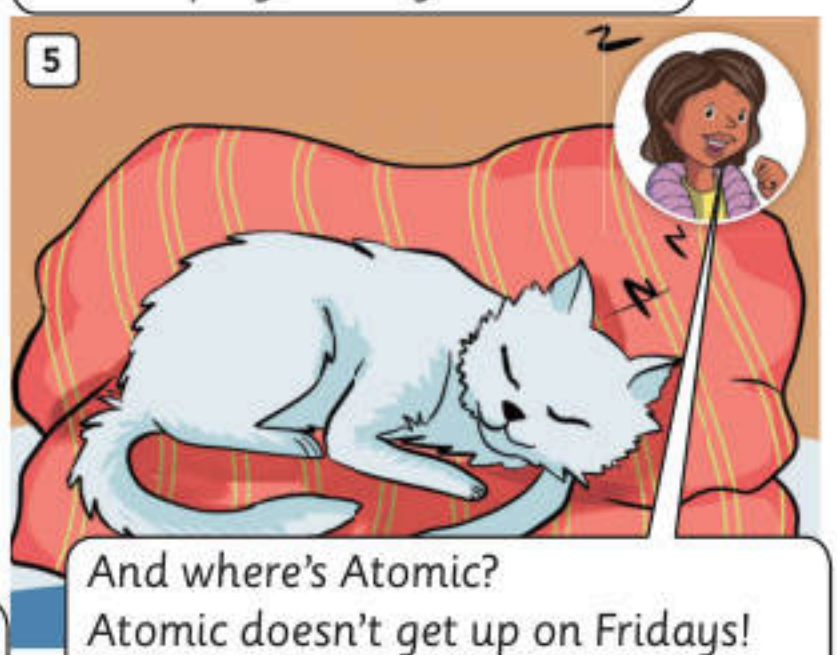



I meet my friends at the park. Polly and I play tennis. Sami roller skates. Tom skateboards. It's fun!

In the afternoon, we have lunch and we play in the garden.

We watch TV in the evening. We're tired.




And where's Atomic?
Atomic doesn't get up on Fridays!
It's Atomic's favourite day.

# Activities

## Objectives

- **Lesson aims:** to read simple cartoon stories; to revise activities and times
- **Target language:** *get up, have breakfast, go to school, meet my friends, play tennis, roller skate, skateboard, have lunch, play in the garden, have art lessons, do my homework, have dinner, watch TV, morning, afternoon, evening, at … o'clock, I like/ don't like …*

## Materials

- Pupil's Book Pages 4–5
- Activity Book Pages 2–3
- strips of paper
- a bag
- sheets of paper, enough for each pupil
- True/False response cards

## Global Scale of English (GSE)

- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Reading:** Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23). Can identify key information in short, simple factual texts (GSE 34). Can understand the correct sequence of events in a simple story or dialogue (GSE 37).
- **Speaking:** Can answer simple questions about habits and daily routines (GSE 31). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; True/ False cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Ask pupils to recall what they learnt in Semester 1. Write the words they remember on the board.
- Act out some of the activities they learnt for them to name the activities.

## Presentation

- Explain that in this lesson pupils will revise things they learnt in Semester 1.

## Practice

### Pupil's Book

**1 What colour is Tom's skateboard?**

- Ask pupils to name the main characters. These are Tom, Polly, Sami, Laila and the robot Bo.
- Using the Lollipop stick technique, pupils describe the pictures.
- Have pupils find Tom's skateboard and say its colour.
- **Extension** In pairs, pupils describe each character, what they do and when on a Friday.

**Extra activity Critical thinking**

- Ask pupils to tell you what their favourite day is and what they do on their favourite day.

**2 W1 Listen and read.**

- Play the audio for pupils to read along to.
- Use the Lollipop stick technique to have pupils tell you as many things as they can remember about the story.
- Ask pupils what Tom is doing in the second picture. Elicit that it's important to keep our parks clean by putting rubbish in the bin. Explain that Tom is recycling the plastic bottle which is even better for the environment.
- **Extension** Say a few statements about the story and use the True/False cards technique to elicit answers, e.g. *Laila gets up at 8 o'clock (False). Sami roller skates (True).*

**3 Act out the story.**

- Write the names of the characters in the story on strips of paper. Place the strips in a bag.
- Place pupils in small groups.
- Bring a group to the front of the class and ask each member to draw a strip of paper to perform that role.

**Diversity**

**Support**

- Place pupils in small groups, with a strong leader in each. The leader reads each sentence for the group members to repeat after them. Then members read sentences to the group. Monitor and gently correct any pronunciation mistakes.

**Challenge**

- In pairs, pupils read a random sentence from the story for their partner to find in the text.

**4 Viewing and presenting Design and share a poster of your favourite day.**

- Ask pupils what their favourite activities are.
- Ask each pupil to complete the activity on a sheet of A4 paper.
- Use the Lollipop stick technique to ask confident pupils to present their work to the class. Highlight popular activities to the class. Make a classroom display.

**5 W2 & W3 Listen and chant.**

- Play the chant. The pupils clap along to the song.
- Play the chant. The pupils repeat the chant.
- A karaoke version of the song is also available (track W3).

**Extra activity TPR**

- Play the chant. Pupils act out the activities in the chant.

**6** **W4 Listen and read.**

- Play the audio for pupils to read along to.
- Place pupils in pairs to read the dialogue.

**7** **Act out the dialogue. Use different activities and days.**

- Place pupils in pairs and have them act out the dialogues.

**Activity Book**

**1** **What do the children do in the story? Look and tick (✔).**

- Explain to pupils that they will use their Activity Books throughout the course both to consolidate and extend the Pupil's Book lessons and as separate lessons where indicated.
- Pupils tick the corresponding pictures.

**Answer key** Pupils tick: 2, 5, 6, 7, 9, 10, 12

**2** **Look and write.**

- Pupils look at the pictures and write the activities below the pictures.

**Answer key** 2 go to school, 3 have art lessons, 4 go home, 5 do homework, 6 go to bed

**3** **W5 Read and write. Listen and check.**

- Pupils read and complete the dialogue from Pupil's Book page 5 exercise 6. Then they listen and check their answers.

**Answer key** like, don't, playing, play, How

**Boy 1:** What do you like doing?
**Boy 2:** I like playing football.
**Boy 1:** I don't like playing football, but I love playing badminton.
**Boy 2:** Me, too! Let's play now.
**Boy 1:** I can't. How about Saturday?
**Boy 2:** OK!

## Finishing the lesson

- Place pupils in small groups to act out activities for the rest of the group to guess.
- Use the Summative questions technique to ask pupils what they think about what they learnt today.

3 Act out the story.

4 Viewing and presenting Design and share a poster of your favourite day.

5 W2 W3 Listen and chant.

It's another day
Hip, hip, hooray!

Then I go home
What do you do?

I get up in the morning
I have breakfast, too
Then I go to school
What do you do?

I do my homework in the evening
I have dinner, too
Then I watch TV
What do you do?

I have lunch in the afternoon
I have art lessons, too

It's another day
Hip, hip, hooray!

## English in action
Talking about favourite activities

6 W4 Listen and read.

7 Act out the dialogue. Use different activities and days.

# Grammar

## Objectives

- **Lesson aims:** to revise the present simple, activities, clothes and jobs
- **Target language:** *I play …, She plays …, We play …, on Saturday/at the weekend, Does he play …? Yes, he does./No, he doesn't.*

## Global Scale of English (GSE)

- **Listening:** Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short basic descriptions, if spoken slowly and clearly (GSE 19). Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24). Can get the gist of a simple song, if supported by gestures (GSE 21).
- **Reading:** Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can answer simple questions about habits and daily routines (GSE 31). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

## Materials

- Pupil's Book Pages 6–7
- Activity Book Pages 4–5
- True/False response cards

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; True/False cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Though-provoking questions technique

## Starting the lesson

- Say True/False sentences about the story from Lesson 1 to see how much the class can remember, e.g. *Polly gets up at 7 o'clock (True). The children do their homework on Friday (False).* Pupils use the True/False cards technique.

## Presentation

- Explain that in this lesson pupils will revise the present simple and activities.

## Practice

### Pupil's Book

**1 W6 Listen and match.**

- Ask pupils to identify the activities from the photos (*watch TV, roller skate, play badminton, play video games*).
- Play the audio and pupils complete the activity.

1
**Man:** What do you do on Friday?
**Girl:** I roller skate.

2
**Man:** Do you play badminton on Friday?
**Boy:** No, I don't. I play video games.

3
**Man:** What do you do on Friday?
**Girl:** I play badminton with my friends.

4
**Man:** What do you do on Friday?
**Boys:** We watch TV

**2 W7 & W8 Listen and point. Then listen and chant.**

- Use the Lollipop stick technique to have pupils tell you what things they see in the pictures.
- Ask pupils to read the song.
- Pupils sing the song.
- A karaoke version of the song is available (track W8).

### Diversity

**Support**

- Read the lines slowly with the pupils tracing the words.
- Play the audio and pause at the end of each line for pupils to point at the activities in the picture. Replay the audio as necessary.
- Monitor and gently correct any pronunciation mistakes.

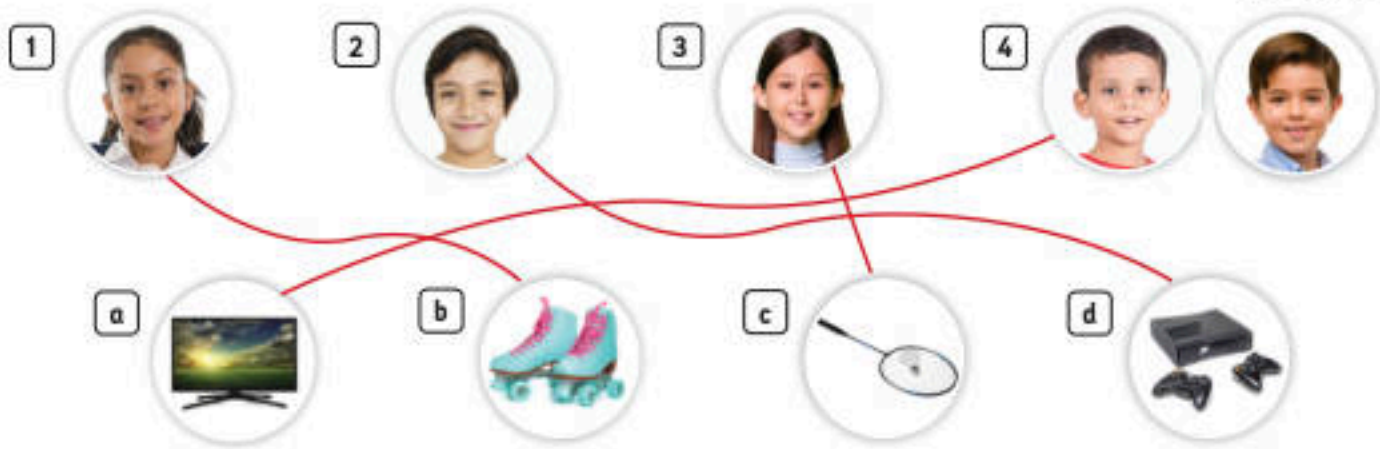
**Challenge**

- In small groups, pupils write a new verse for the song to sing to the class.

**3 Ask and answer.**

- Ask pupils to tell you when you add an *s* to the verb in the present simple (when you use *he/she*). Elicit how you make a question and short answers using the present simple by pointing to the questions and answers in the song.
- W9 Draw pupils' attention to the Grammar box and the recorded model.
- Place pupils in pairs and have them complete the activity using different pronouns, activities and days.

## 1 W6 Listen and match.




## 2 W7 W8 Listen and point. Then listen and chant.

Yippee!
It's the weekend!
But are my friends free
To play with me?
Does Khalil play basketball on Saturday?

No, he doesn't. No, he doesn't.
Does Salwa play basketball on Saturday?
No, she doesn't. No, she doesn't.
And what about you?

## 3 Ask and answer.

Does he watch TV on Saturday?

No, he doesn't. He roller skates on Saturday.

W9

I play football.
She plays football.
We play football.

Does he play football on Saturday?
Yes, he does./ No, he doesn't.

**4** **W10 Write. Then listen and check.**

- Before pupils do the activity, elicit any clothes they may remember in English.
- Pupils write the words under the photos.
- Play the audio for the pupils to check their work.

**5** **Look and say.**

- Ask a pupil to read the speech bubble.
- In groups, pupils make sentences about what the group members are wearing.
- Ask some of the class to demonstrate their sentences in front of the class.

**6** **W11 Look and say. Then listen and number.**

- Ask pupils to name as many jobs as they can in English.
- Ask pupils to name the jobs on the page.
- Play the audio for the children to listen and number.

**1** I want to be a police officer.
**2** My uncle is a builder.
**3** I want to be a doctor.
**4** My mum is a chef.
**5** I want to be a teacher.

**7** **Say.**

- In pairs, ask pupils to say what they want to be when they are older. Ask them to use the speech bubble as a model.
- Using the Lollipop stick technique, ask pupils to say their sentences.

**Activity Book**

**1** **Circle and match.**

- Pupils circle the correct words and match to the pictures.

**Answer key** 2 skateboards, b, 3 play, e, 4 reads, c, 5 play, f 6 plays, a

**2** **Write the answers.**

- Pupils look at the pictures and write the correct answers.

**Answer key** 2 No, she doesn't. 3 No, he doesn't. 4 Yes, she does. 5 Yes, he does. 6 No, she doesn't.

**3** **Look and circle.**

- Pupils look and circle the correct words.

**Answer key** 2 sandals, 3 socks, 4 hat, 5 scarf, 6 jeans

**4** **Read and match.**

- Pupils read the sentences and match them to the correct pictures.

**Answer key** 2 c, 3 d, 4 a

- Now tell pupils to complete the Picture dictionary on page 43.

## Finishing the lesson

- Using the Thought-provoking questions technique, ask pupils how they feel about their learning, if they feel they are learning successfully, what they can work on to improve themselves and what they would like to learn next.

## 4 W10 Write. Then listen and check.

1 dress

2 sandals

3 socks

4 hat

5 scarf

6 jeans

## 5 Look and say.

You're wearing a shirt and trainers.



## 6 W11 Look and say. Then listen and number.

## 7 Say.

I want to be an astronaut.

# Mapping

## Topics

**Theme 4**: Environment **Theme 2**: Culture

## Scope and Sequence Matrix

**Listening**: demonstrating appropriate listening behaviours; using prior knowledge to understand short familiar dialogue with familiar words; following simple short instructions of a teacher, peers or a recording in activities and games; recognising information while listening; using prior knowledge to understand short familiar dialogue with familiar words; demonstrating preferences after listening to an audio text

**Speaking**: communicating ideas clearly; communicating with the correct use of pauses; using adjectives to describe people and objects; talking about events happening now using the present progressive

**Reading**: understanding simple dialogues; reading short texts of at least five sentences in the past or present tense; locating main and key ideas in a reading text; identifying the relationship between characters

**Writing**: using accurate spelling, capitalisation and punctuation; revising a short, simple written text with the teacher/peers

**Viewing and presenting**: viewing visual information and starting to show some understanding by asking questions about genre; beginning to view different viewpoints of the same story; delivering a short oral presentation about an object or event of interest; using actions and body language to reinforce and add meaning to oral presentations; deducing the purpose of the visual text and relating it to his/her personal experience

## Learning Outcomes and Performance Indicators

**Listening**: follow simple instructions in activities and games; identify people and objects based on oral descriptions (She sits next to the window.); respond to simple questions before, during and after listening; draw, select or write simple words in response to questions in presented oral material; express opinions and preferences after listening to an audio text; listen to and join in simple chants and songs; locate needed information while listening; use words and short phrases (Excuse me!) or body language (facial expressions) to show lack of understanding; ask for help (What does the word door mean?)

**Speaking**: discuss actions happening now using the present progressive tense; talk about situations, people and things; talk about time; retell a short story

**Reading**: use knowledge of punctuation marks to better understand a reading text; use pictures and other visual organisers to make predictions about the content; use phonic knowledge and word recognition to aid comprehension; use pictures and contextual clues to infer the meanings of new vocabulary items; independently read short texts of at least five sentences in the past or present tense; locate key facts or information in a reading text (e.g. names, places, events, etc.); identify the relationship between characters, if any, or the main idea in a text; understand the concept, as well as content, of simple dialogues; read and follow multi-step commands and requests in class, asking for clarification when needed; retell basic information in a reading text; deduce the meaning of certain vocabulary items relating them to context clues; spell one-syllable words that have blends, contractions or words ending in *-tion*, *-ing*; use stress and intonation patterns to clearly communicate ideas (stress content words; contract weak forms; express rising-falling intonation; stress the main verb in a sentence; stress the final word in a sentence); use syllabification and sentence segmentation to communicate with correct pauses; use the correct stress, intonation and pauses to effectively ask, answer, advise, direct and express likes and dislikes

**Writing**: write a short, simple memo to a friend; learn to accept peer review and objectively discuss criticism; revise a written test based on peer feedback

**Viewing and presenting**: start to demonstrate understanding of visual information by asking questions about genre; realise that texts and illustrations work together to convey information; begin to view different versions of the same story and realise the effectiveness of different viewpoints (picture book version vs. film/movie version of a story); listen to other responses, realising that people react differently; discuss his/her own feelings in response to visual messages; deliver a short oral presentation about an object or event of interest; use actions and body language to reinforce and add meaning to oral presentations

## Unit objectives

to talk about farm animals and activities

## Language

| | |
|---|---|
| **Vocabulary** | **Farm animals**: *chicken, cow, donkey, duck, goat, horse, sheep, bird, bee, turkey*<br>**Farm activities**: *collect the eggs, milk the cows, brush the horses, fix the gate, sweep the barn, clean the cage* |
| **Grammar** | *Is he/she/it flying? Yes, he/she/it is. No, he/she/it isn't.*<br>*Are they brushing the horses? Yes, they are./No, they aren't.* |
| **Functions** | *Sorry, can you repeat that?* |
| **Phonics** | */ng/, /ing/ wing, ring; singing, milking* |

## Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–10)

**Mathematical, scientific and technological competences:** understand the time in a story (L. 3); use numbering to complete an activity (L. 9)

**Digital competence:** use Pupil's Book eBook (L. 1–10)

**Social and civic competences:** raise awareness of cultural similarities and differences (L. 8); learn how to ask for clarification (L. 9)

**Cultural awareness and expression:** learn to be creative (L. 3 and 8)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1–10); follow instructions (L. 1–10); personalisation of language learnt (L. 8 and 9)

**Initiative and entrepreneurship:** choose a topic for the project (L. 8)

## 21st Century Skills for Learning and Innovation

| | |
|---|---|
| **Critical thinking** | Predicting (L. 3); Problem solving (L. 3); Logical thinking (L. 3 and 8); Defining and describing (L. 1, 3, 5, 7, 8 and 9); Finding information (L. 3, 5, 7 and 8); Planning (L. 5 and 8); Reflecting on learning (L. 1–10) |
| **Creativity** | Design an area for animals on a farm (L. 3) |
| **Communication** | Talking about farm animals and activities (L. 1, 5 and 7); Asking for clarification (L. 9); Cut-outs game (L. 7); Functional dialogue (L. 9) |
| **Collaboration** | Project groupwork (L. 8); Acting out (L. 3 and 9) |

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Picture dictionary: Activity Book p. 44
- Unit 5 Extra practice: Activity Book p. 13
- Unit 5 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 5 Test

# Vocabulary and Grammar

## Objectives

- **Lesson aims:** to talk about farm animals
- **Target language:** *chicken, cow, donkey, duck, goat, horse, sheep, bird, bee, turkey; Is it flying? Yes, it is./No, it isn't.*

## Global Scale of English (GSE)

- **Reading:** Can recognise basic action words (GSE 21).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).

## Materials

- Pupil's Book Pages 8–9
- flashcards from this lesson
- stopwatch
- sheets of A4 paper, enough for each pupil
- stick or sock puppets
- picture of a farmer
- Resources 38 and 46

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork

## Starting the lesson

- Ask pupils what words for animals they know.
- Place pupils in groups. Each member says the name of a farm animal they know.
- Pupils discuss which animals they know the names for in English.

## Presentation

- Explain that in this lesson pupils will learn about farms and farm animals.
- Ask pupils if they've ever been to a farm and what they liked or didn't like about it.

## Practice

**Pupil's Book**

**1 How many animals can you see?**

- Ask pupils to name the animals they see and count them. Make sure they count the different types of animals not each individual animal.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions in the box.
- **Extension** Use the Lollipop stick technique for pupils to say as many words as they can from the picture.

**Extra activity Critical thinking**

- Show pupils the picture of the farmer. Ask them if they know anyone who is a farmer and if they want to be farmers. Why/ why not?

**2 5.1 Listen and stick. Then listen and say.**

- Place the flashcards on the board. Reinforce by pointing, saying a word incorrectly and having pupils correct you.
- Point to an item and use the Lollipop stick technique to have pupils tell you what it is.
- **Extension** Ask pupils to place the words in alphabetical order.

I love the farm! Look! I can see a chicken.
I can see a cow.
I can see a donkey.
I can see a duck.
I can see a goat.
I can see a horse.
I can see a sheep.
I can see a bird.
I can see a bee.
I can see a turkey.
The farm is fun!

**Now listen and say.**

chicken, cow, donkey, duck, goat, horse, sheep, bird, bee, turkey

**Diversity**

**Support**

- Place the flashcards on the board. Ask pupils to take their stick or sock puppets.
- Tell pupils that the puppet will say a farm animal, which their puppets have to sound out and say. Point to the word *chicken* with the puppet. Say, pausing at each syllable, ch – i – ck – en. *Chicken.* Pupils repeat after you.
- Continue with all the words.

**Challenge**

- Have pupils write as many animals as they can without referring to their books. Then they look in their books and write the missing words.

**Extra activity Fast finishers**

- Have pupils draw their three favourite farm animals and label them.

**3 Find the animals in the picture on page 8.**

- Place pupils in pairs to complete the activity. As they do so, they write them in their notebooks.
- Draw pupils' attention to the singular/plural box. Read the words out loud and pupils repeat. Then count different animals for pupils to practise the plural form.

**4 5.2 & 5.3 Listen and chant.**

- On the board, write *Is it jumping? Yes, it is. No, it isn't.*
- Explain that we use *is* and *-ing* after the verb to show that we are doing something now when we have *he, she* and *it*. We use short answers to reply.
- Play the chant. As pupils sing, have them mime on the spot the actions they hear.
- A karaoke version of the chant is also available (track 5.3).

**5 Play a mime game.**

- 5.4 Draw pupils' attention to the Grammar box and the recorded model.
- Have three pupils read and act out the model dialogue.
- Place pupils in groups of three to complete the activity.

## Finishing the lesson

- Play Word swat with the Unit 5 flashcards.

**2** **Listen and stick. Then listen and say.**

**3** **Find the animals in the picture on page 8.**

**4** **Listen and chant.**

one horse – two horses
one sheep – two sheep

Look at the bee. Look at the bee.
Is it jumping? Is it jumping?
No, it isn't. No, it isn't.
Is it flying? Is it flying?
Yes, it is!

Look at the boy. Look at the boy.
Is he walking? Is he walking?
No, he isn't. No, he isn't.
Is he running? Is he running?
Yes, he is!

**5** **Play a mime game.**

Is he/she/it flying?
Yes, he/she/it is.
No, he/she/it isn't.



## Lesson 2 Activity Book

### Objectives

- **Lesson aims:** to talk about farm animals
- **Target language:** *chicken, cow, donkey, duck, goat, horse, sheep, bird, bee, turkey*

### Global Scale of English (GSE)

- **Reading:** Can recognise basic action words (GSE 21).
- **Writing:** Can write basic, single-clause sentences, given a model (GSE 29). Can label simple pictures related to familiar topics by copying single words (GSE 16).

### Materials

- Activity Book Pages 6–7

### Assessment for Learning

- Monitoring pupils' learning: Random selection tool
- Peer learning: pairwork
- Independent learning: Summative questions technique

### Starting the lesson

- Write the alphabet on the board and then say it chorally. Use the Random selection tool to ask pupils to say a farm animal that starts with a letter of the alphabet.

### Practice

**1** **Look at Pupil's Book page 8. Read and write.**

- Pupils answer the question in pairs.
- Check answers as a class.

**Answer key** 1 car and motorbike.; 2 It's blue.; 3 I can see two cats.

**2** **Follow and write.**

- Explain that the images on the left are footprints of the animals they are connected to by lines.
- Pupils follow the lines, look at the images and write the words from the box.

**Answer key** 2 goat, 3 horse, 4 duck, 5 cow, 6 donkey, 7 bee, 8 bird, 9 sheep, 10 chicken

**3** **Look and write.**

- Pupils answer the questions with short answers from the box.

**Answer key** 2 No, it isn't.; 3 Yes, it is.; 4 No, it isn't.

**4** **Look, read and circle.**

- Pupils circle the correct answers.
- Check answers as a class.

**Answer key** 2 swimming, 3 running, 4 drawing

### Finishing the lesson

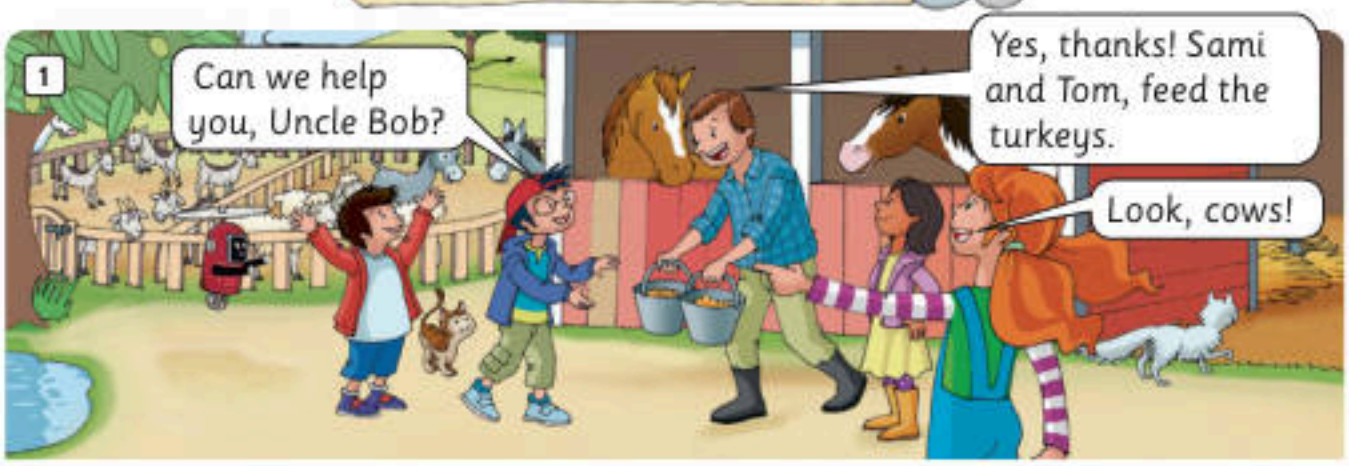
- Use the Summative questions technique to ask pupils what they liked about today's lesson.

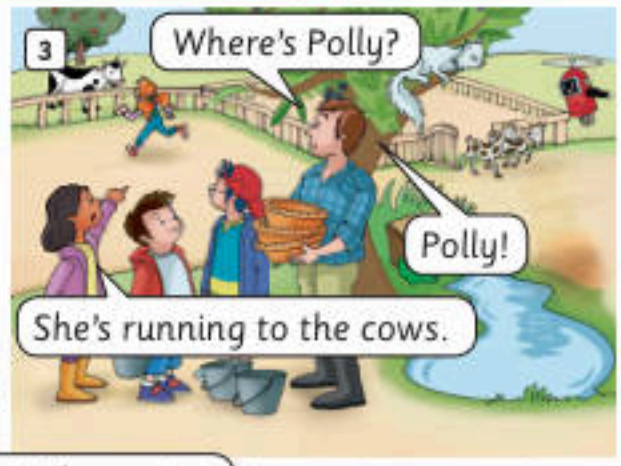
## Story

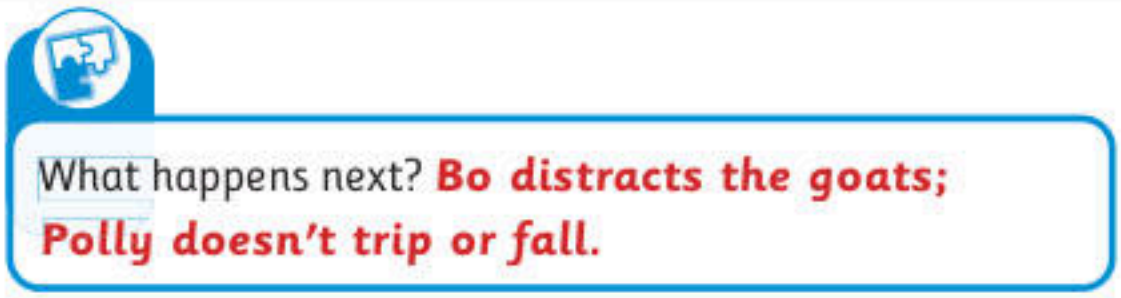
1 Before you read How many goats and horses can you see? **I can see five goats and two horses.**

2 Listen and read.

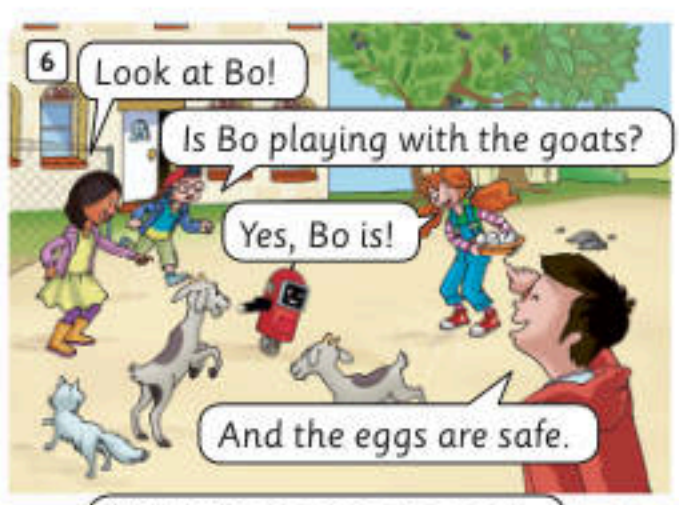
# Watch out, Polly!

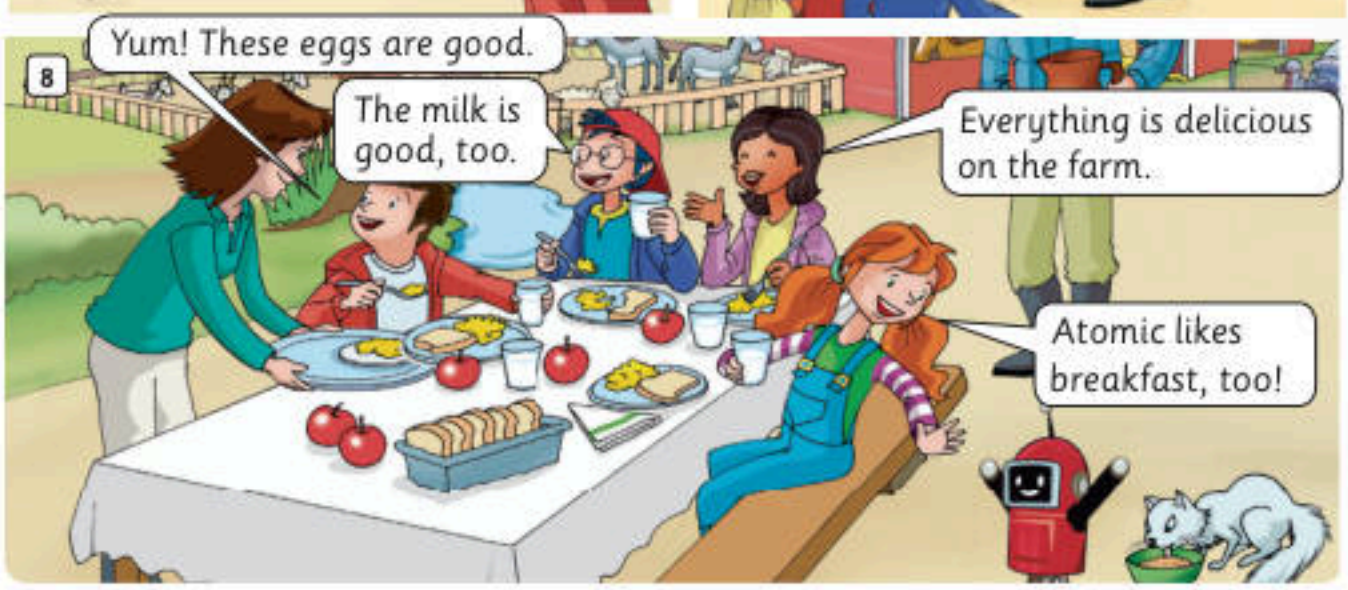






What happens next? **Bo distracts the goats; Polly doesn't trip or fall.**






**3** After you read **Look at the story. Read and write.**

Yes No is isn't

1 Is she feeding the ducks? ___No___, she ___isn't___.

2 Is he feeding the turkeys? ___Yes___, he ___is___.

3 Is she feeding the cows? ___No___, she ___isn't___.

4 Is he having breakfast? ___Yes___, he ___is___.

**4** **Act out the story.**

**5** Viewing and presenting **Design and share an area for animals on a farm.**

Values
Pay attention
Look after animals

# Story

## Objectives

- **Lesson aims:** to read simple cartoon stories
- **Target language:** farm animals and work; *She's running to the cows. They're running after me.*

## Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

## Materials

- Pupil's Book Pages 10–11
- Yes/No response cards
- sheets of A4 paper, enough for each pupil
- Unit 5 story cards
- strips of paper, three per pupil
- Resources 62 and 70

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring pupils' learning: Lollipop stick technique; Yes/No technique
- Peer learning: pairwork; groupwork

## Starting the lesson

- Give pupils three strips of paper each. Ask them to write a word from the new vocabulary on each one.
- Have pupils walk around the class and say the words to different pupils.
- Pupils swap strips with different partners and repeat the activity.

## Presentation

- Using the Key question technique, ask pupils what they have learnt in the stories so far.
- Tell pupils that today's story is about a farm. Ask pupils if they know anyone who works on a farm.
- On the board, write *Watch out, Polly!* Ask pupils what they think will happen in the story.

## Practice

### Pupil's Book

**1 Before you read How many goats and horses can you see?**

- Ask pupils to say as many animals from the story as they can. Have them count the goats and horses.
- Have pupils look at all the pictures of the story and say what's happening in them.
- **Extension** Ask pupils to think about what kind of things they can do on a farm.

**2 5.5 Listen and read.**

- Have pupils read or listen to the story. Ask them what happens in it.
- Play the audio again and pause at frame 5. In pairs, pupils discuss the question in the box.
- Using the Yes/No technique, say different statements about the story, e.g. *Uncle Bob is a farmer. (Yes). Polly feeds the horses. (No).*
- **Extension** Pupils write two false statements about the story for their partners to correct.
- Refer pupils to the question box again. Ask if their guesses were correct.

**3 After you read Look at the story. Read and write.**

- Ask pupils what each child in the story is doing.
- Pupils do the activity individually and check with their partners.

### Diversity

**Support**

- Help pupils find the frame where they can find the answer for each sentence. For the first one, point to frame 2. Read the sentence *Laila, feed the chickens, please.* Write it on the board. Then ask the question, point to the board and elicit the answer. Continue with items 2–4, using frames 1, 2 and 8.

**Challenge**

- Pupils write four questions about frame 8 and the food. *Is Polly drinking milk?*
- In pairs, they swap their questions and write the answers.

### Extra activity TPR

- Have pupils stand around the class. Explain that you will read the story as they walk around the class. When pupils hear an animal, they have to stop and make the noise of the animal. Pupils who don't stop walking, sit down.

**4 Act out the story.**

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- **Extension** Give each group a sheet of A4 paper to draw different objects from the story to use as props, e.g. animals, eggs, buckets, etc.
- Have the groups perform in front of the class.

**5 Viewing and presenting Design and share an area for animals on a farm.**

- Ask pupils what kinds of things a farm should have for the animals to keep them safe and healthy. Write ideas on the board.
- Place pupils in small groups and have them complete the activity on a sheet of A4 paper.
- Use the Lollipop stick technique to ask groups to present their work to the class. Make a classroom display.

### Extra activity Communication

- Place pupils in pairs and have them write three questions about the story.
- Pupils swap partners to ask and answer their questions.

### Values

- Ask pupils why it's important to pay attention wherever we may be.
- Ask pupils why it's important to look after animals.

## Finishing the lesson

- Ask pupils to say their favourite scene from the story.

## How to work with stories

**Stage 1 – Before listening to the story**

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each story card.

**Stage 2 – Listening to the story**

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each story card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

**Stage 3 – After listening to the story**

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or make up your own questions.
When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.

**Stage 4 – Acting out**

After having listened to the story a few times, your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

**For more ideas, see page 17.**

### CLIL Link

In Unit 5, the story is based around the concept of animals from the Natural Science curriculum.

Polly and her friends are helping at Tom's Uncle Bob's farm.

To explore this concept further, you can use Resource 70.

## Lesson 4 Activity Book

### Objectives

- **Lesson aims:** to recognise facts about simple cartoon stories
- **Target language:** farm animals and work; *She's running to the cows. They're running after me.*

### Global Scale of English (GSE)

- **Reading:** Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).

### Materials

- Activity Book Page 8

### Assessment for Learning

Peer learning: Think-pair-share technique
Independent learning: Summative questions technique

### Starting the lesson

- Ask pupils if they remember the value of the story. Ask them to list as many situations as they can where it's important to pay attention.

### Practice

**1 After you read** **Remember the story. Read and tick (✔).**

- With books closed, ask pupils to tell you about the story.
- Check answers as a class.
- **Extension** Have pupils correct false sentences.

**Answer key** 2 True, 3 True, 4 False, 5 False

**2 Values** **Look and circle.**

- Ask pupils why it's important for them to pay attention in each situation.
- Pupils check if the people in the pictures are paying attention or not and circle accordingly.

**Answer key** 1 No, 2 Yes, 3 Yes

**3** **Look and colour.**

- Use the Think-pair-share technique to discuss if pupils liked the story.

### Finishing the lesson

- Use the Summative questions technique to have pupils discuss what they think about today's lesson, what they've managed to learn and where they have difficulties.

# Vocabulary and Grammar

## Objectives

- **Lesson aims:** to listen to and talk about farm activities
- **Target language:** *collect the eggs, milk the cows, brush the horses, fix the gate, sweep the barn, clean the cage*

## Global Scale of English (GSE)

- **Reading:** Can understand basic sentences about where things, animals or people are (GSE 27). Can distinguish between a negative statement and a positive statement (GSE 25).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).

## Materials

- Pupil's Book Page 12
- lesson flashcards
- sheets of A4 paper, enough for each pupil
- strips of paper, six per pupil
- Resources 39, 47, 54 and 58

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique; Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Ask pupils to say action or activity words. Write them on the board.

## Presentation

- Explain that in this lesson pupils will learn different types of things they can do on a farm.
- Place the lesson flashcards on the board. Go through each expression and have pupils repeat after you.
- Ask pupils if they have done any of these things. Ask pupils which activity they think will be the most difficult and which one the easiest.

## Practice

### Pupil's Book

**1 5.6 Listen and say. Then listen and tick (✔) or cross (✘).**

- Point to an activity for pupils to mime and say after you.
- Play the first part of the audio. Pupils repeat the activities as they hear them.
- **Extension** In pairs, pupils say and mime an activity.

collect the eggs, milk the cows, brush the horses, fix the gate, sweep the barn, clean the cage

**Now listen and tick or cross.**

I'm Farmer Brown. This is my day.
In the morning, I collect the eggs. I milk the goat, too.
In the afternoon, I brush the donkeys and I fix the gate.
In the evening, I sweep the barn and I clean the cage, too.
At night, I go to bed at 9 o'clock. I'm tired!

## Diversity

**Support**

- Place pupils in pairs and give each pupil six strips.
- One pupil writes the verbs, while the other one writes the nouns.
- Pupils mix them up well. Then they match the strips as fast as they can.

**Challenge**

- Pupils write about their day on the farm. They make affirmative and negative sentences using the new vocabulary and the parts of the day.

**2 5.7 & 5.8 Listen and sing.**

- Ask pupils to read the song and say which two activities from Activity 1 aren't in the song.
- Play the song for pupils to sing. Explain that when they hear an action, they mime it.
- A karaoke version of the song is available (track 5.8).
- **Extension** Place pupils in small groups to rewrite the song using different actions. Groups sing their song.

### Extra activity TPR

- Have pupils close their eyes. Place the lesson flashcards around the classroom, almost hidden and bring pupils to the middle of the classroom.
- Say an action and ask pupils to find its matching flashcard. The first pupil to find the flashcards brings them to the front and pupils mime the action.

**3 Look at Activity 2. Ask and answer.**

- 5.9 Draw pupils' attention to the Grammar box and the recorded model.
- On the board, write *Are they brushing the horses? Yes, they are./No, they aren't.* Explain to pupils that we use *are* and *-ing* after the verb to ask about actions happening now when the subject is in the plural. We use short answers to reply.
- Use the Traffic light cards technique to check understanding.
- **Extension** On the board, write *He, She, It, They* in one column. Then write *is, are* in another column. In the third column place the lesson flashcards. Tell pupils you are going to say and point to a pronoun and an action. Pupils have to form the question, e.g. *Is he milking the cows?*
- Bring a pupil to the front of the class. The pupil has to nod their head *yes* or *no* for the class to answer with a short answer.
- Use the Lollipop stick technique to quiz pupils.

### Extra activity Creativity

- Place pupils in pairs and give them a sheet of A4 paper. Tell them to pretend they work on a farm and make a schedule of their day using *In the morning, In the afternoon*, etc. and the time.
- Have pupils illustrate their work and present it to the class.

## Finishing the lesson

- Use the Summative questions technique to ask pupils how this lesson has helped them improve their English. Ask pupils what they would like to learn next.

**1** Listen and say. Then listen and tick (✔) or cross (✘).

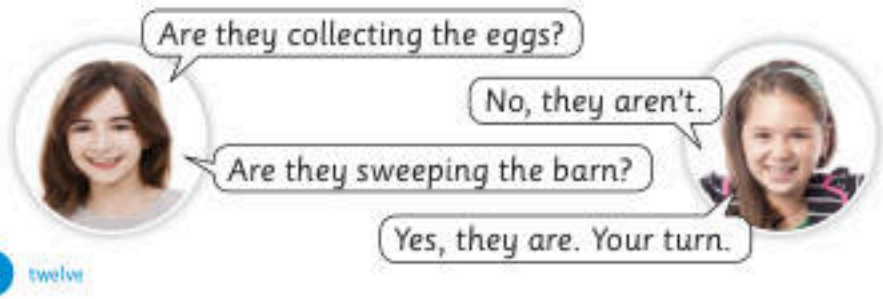
collect the eggs | milk the cows | brush the horses | fix the gate | sweep the barn | clean the cage

**2** Listen and sing.

On the farm today
There's no time to play.
There's no time to play.
Are they milking the cows?
Are they sweeping the barn?
Yes, they are. Yes, they are.
They're sweeping the barn.
Are they brushing the horses?
Are they cleaning the cage?
No, they aren't. No, they aren't.
They're fixing the gate.
On the farm today
There's no time to play.
There's no time to play.

**3** Look at Activity 2. Ask and answer.

Are they brushing the horses?
Yes, they are./No, they aren't.






## Lesson 6 Activity Book

### Objectives

- **Lesson aims:** to answer questions about farm activities
- **Target language:** *collect the eggs, milk the cows, brush the horses, fix the gate, sweep the barn, clean the cage*

### Global Scale of English (GSE)

- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30).

### Materials

- Activity Book Page 9

### Assessment for Learning

Peer learning: pairwork
Independent learning: portfolios

### Starting the lesson

- Write some of the sentences from the farm on the board with key words missing. Pupils complete the missing sentences e.g. *collect the ... fix the ... .*

### Practice

**1** Look and circle.

- Ask pupils to say what the action in each picture is.

**Answer key** 2 b, 3 a, 4 b, 5 a, 6 b

**2** 5.10 Listen and write.

- Pupils listen to the audio and then write short answers.
- Tell pupils to go to the Extra practice on page 13 and do the activities. See notes in Lesson 10.
- Then tell pupils to complete the Picture dictionary on page 44.

**Answer key** 2 Yes, they are.; 3 No, they aren't.; 4 No, they aren't.

1 Are they cleaning the cage?
2 Are they milking the cows?
3 Are they brushing the donkeys?
4 Are they feeding the chickens?

**Extra activity** Fast finishers

- Pupils make sentences about each item in Activity 1. Place their work in their portfolios.

### Finishing the lesson

- Have pupils work in pairs to mime an activity. Ask pupils *Are they sweeping the barn?* etc. Pupils answer with *Yes they are* or *No they aren't.*

## Objectives

- **Lesson aims:** to play a game about animals and farm activities
- **Target language:** revision of all taught words and grammar

## Global Scale of English (GSE)

- **Reading:** Can understand basic sentences about where things, animals or people are (GSE 27).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).
- **Writing:** Can write a single basic sentence about what they/other people are doing (GSE 31).

## Materials

- Pupil's Book Page 13
- Activity Book Page 10
- unit flashcards
- sheets of A4 paper, enough for each pupil
- Activity 1 audioscript with names or actions blotted out
- scissors

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique; Lollipop stick technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique; Expert envoy technique
- Independent learning: Summative questions technique

## Starting the lesson

- Play a Bingo! game with animals and farm activities.
- Hand each pupil a sheet of paper for them to draw a 3x3 table and write vocabulary from Lessons 1 and 5. Allow them to copy the words from their Pupil's Books.
- Mix up all the unit flashcards and take them out one by one and stick them on the board. The first pupils to have the nine words call Bingo! and say the words.

## Presentation

- Explain that in this lesson pupils will do a listening activity and then play a game with their cut-out cards.

## Practice

**Pupil's Book**

### Diversity

**Support**

- Before pupils start the activity, have pupils look at the picture and say what farm animals and jobs they see in it. Write them on the board.
- On the board, write *Hamed is sweeping the barn.*
- In pairs, pupils write three sentences about the picture like the one on the board. Tell pupils they can refer back to the unit for help.
- Pupils swap partners. Ask them to read their sentences to their new partner who has to trace the name of the action with their finger.

**Challenge**

- Pupils write three questions about the picture using the present continuous form to ask their partners.

**1** **5.11 Listen and draw lines. There's one extra name.**

- Explain the activity. Use the Traffic light cards technique to check pupils understand it.
- Ask pupils what they think the answers will be.
- Play the audio twice, pausing for pupils to write answers.
- **Extension** Give pupils the audioscript with the names or activities blotted out. Pupils refer to the activity and complete the audioscript.

| | | |
|---|---|---|
| 1 | **Man:** | Are Anas and Huda on the school farm? |
| | **Boy:** | Yes, they are. |
| | **Man:** | Where are they? |
| | **Boy:** | They're next to the barn. |
| | **Man:** | Next to the barn? Are they fixing the gate? |
| | **Boy:** | Yes, they are. Anas and Huda are fixing the gate. |
| 2 | **Boy:** | Can you see Muna? |
| | **Man:** | Yes. Muna is next to the cage. |
| | **Boy:** | Oh, yes. I can see her. |
| | **Man:** | Good. Look! Is she cleaning the cage? |
| | **Boy:** | No, she isn't. She's brushing the horse. |
| 3 | **Boy:** | What about Hamed? Is he in the barn? |
| | **Man:** | Yes, he is. |
| | **Boy:** | Oh, I see him. Is he sweeping the barn? |
| | **Man:** | No, he isn't. He's milking the cow. |
| | **Boy:** | Oh, good! I like milk. |
| 4 | **Boy:** | Are Saeed and Aysha feeding the chickens? |
| | **Man:** | Saeed and Aysha? No, they aren't. They're collecting eggs. |
| | **Boy:** | Yes. You're right. Oh, I'm hungry! Let's have lunch. |
| | **Man:** | Me, too. Let's have eggs for lunch. |
| | **Boy:** | Good idea. |

### Extra activity Critical thinking

- Place pupils in small groups. Have pupils look at the picture in Activity 1 and think about working on a farm. Ask pupils to discuss why farms are important for us and how they help society. Tell pupils to think about why we should protect farms. Have pupils present their ideas to the class.

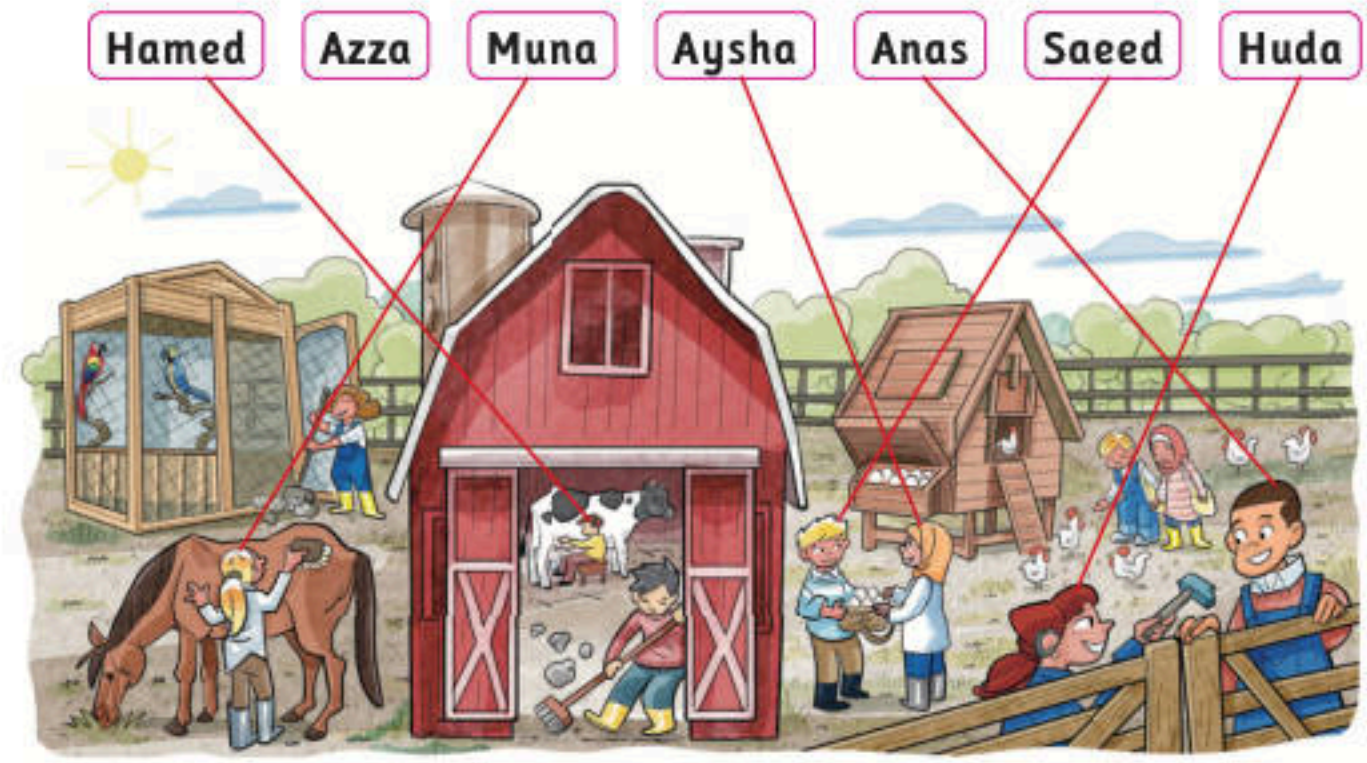
**2** **5.12 Cut out. Then listen and play.**

- Place pupils in pairs and play the audio.
- Ask pupils to look at their cards and using the Lollipop stick technique, have random pupils describe a picture.
- Use the Expert envoy technique to help pupils who haven't understood the game.

### Extra activity TPR

- Divide the class into two teams and have them form a line starting at the back of the classroom.
- Have pupils play a game of Chinese whispers with short sentences.

**1** 5.11 **Listen and draw lines. There's one extra name.**




**2** 5.12 **Cut out. Then listen and play.**

**Activity Book**

**1** **Read and circle.**

**Answer key** 2 No, they aren't.; 3 Yes, they are.; 4 No, she isn't.; 5 Yes, they are.

**2** **Write, draw and share.**

- Explain that pupils have to imagine they are on a farm with their family or friends. They have to write a few sentences about what they are doing on the farm.
- Pupils show their work to their partners and use the Two stars and a wish technique to comment on each other's work. They read their sentences in pairs.
- **Extension** Pupils make three questions about their paragraph for their partners to answer.

## Finishing the lesson

- Use the Summative questions technique to ask pupils about what they learnt in this lesson and what they did. Ask them to make brief notes.
- Have pupils stand up and tell the class what they have learnt in 30 seconds. Explain that they can look at their notes.

**Next lesson** Ask pupils to bring in pictures of farms, farm animals and anything else related to farms.

# Culture

## Objectives

- **Lesson aims:** to read a simple text about farms in Jordan; to write about a day on the farm
- **Target language:** *farm, olive trees, picnic*

## Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Speaking:** Can answer simple questions about habits and routines (GSE 30).

## Materials

- Pupil's Book Page 14
- Activity Book Page 11
- Lesson 5 song
- sheets of A4 paper, enough for each pupil
- pictures of farms, farm animals or anything related to farms

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique; portfolios

## Starting the lesson

- Refer pupils to page 12 in their Pupil's Books and ask them to tell you what they learnt in that lesson.
- Have pupils read the song. Play the song for pupils to sing and mime to.

## Presentation

- Explain that in this lesson pupils will learn about farms in Jordan.
- Ask pupils to say what they know about farms in their country.

### Culture notes

- In Jordan and all over the world you can go and help on different farms. Children can get really close to the animals, with opportunities to groom goats, stroke rabbits, feed chickens, milk cows and hunt for new-laid eggs.

**Key words search**
farm holidays, agro-tourism

## Practice

### Pupil's Book

**1 Before you read Where do you go at the weekend to have fun?**

- Have pupils say what kinds of things they do at the weekend. Ask pupils if they would go and help on a farm. Encourage pupils to explain their answers.
- **Extension** Ask pupils what they think they would learn working on a farm.

**2 5.13 Listen and read.**

- Ask pupils to describe the pictures in the text.
- After listening to the audio, ask pupils what they found interesting about it. Ask pupils what they would like to do on a farm.
- **Extension** Ask pupils different questions about the text.

### Diversity

**Support**

- Place pupils in five small groups and give them a paragraph from the text to read to each other. Groups then come to the front of the class and read their paragraph. Help pupils as they read.

**3 After you read Activity book, page 11.**

- Pupils turn to page 11 in their Activity Books.

### Extra activity Collaborative work

- In groups, have pupils imagine they own a farm. Have them say what activities they would have the helpers do. Ask if there are any activities they wouldn't want the helpers to do and why. They present their ideas to the class.

### Activity Book

**1 Look and write.**

**Answer key** 1 farm, 2 picnic, 3 olive trees

**2 After you read Read and circle.**

- Use the Traffic light cards technique to make sure pupils have understood the activity.

**Answer key** 2 learn about, 3 collect, 4 outside

### Extra activity TPR

- Ask pupils to come to the front of the class and stand in a circle. Tell pupils you will say a sentence about farms. If it is correct, they have to jump up and down. If you are wrong, they mustn't move.
- Say *I play tennis on a farm.* The pupils who move, sit down on the spot and lose a turn.

### Extra activity Fast finishers

- Pupils write and draw six of their favourite words from the unit on a sheet of A4 paper. They make sentences with the words as well. Place their work in their portfolios.

Lesson 8 CULTURE

# Having fun on the farm

Do you like animals? Do you like farms? In Jordan, you can go to a farm for the weekend. It's fun for all the family!

You help on the farm. You take care of the animals. Look! She's brushing a horse.

You learn about food. You learn about chickens, too. Look, they're collecting eggs.

Are they collecting eggs? No, they aren't. They're collecting olives.

Look at this family. They're having a picnic. They're having fun outside on the farm!

1 Before you read **Where do you go at the weekend to have fun?**

2 5.13 **Listen and read.**

3 After you read **Activity Book, page 11.**

*It's a day on the farm. Look at the sheep. They're running.*

## Project

Viewing and presenting **Make a collage of a farm.**

1. Together, choose the animals.
2. Find photos, draw pictures and make figures.
3. Make your collage.
4. Write. *It's a day on the farm. Look at the ... They're ...*
5. Present it to the class.

## Project

### Viewing and presenting Make a collage of a farm.

- Explain to pupils that a collage is a poster with different pictures on a set topic and that they are going to work on their own.
- Ask pupils to say words they think they will use for the project and write them on the board.
- Give pupils a sheet of A4 paper and, using the Lollipop stick technique, ask a pupil to read through the instructions.
- Remind pupils to write sentences about their collage in their notebooks.

## Finishing the lesson

- Have each pupil write two sentences using the words from Lesson 8.
- Divide the group in pairs. Explain that they have to read their sentences to their partners as dictation.
- The pupil with the least or no mistakes wins.
- Use the Thought-provoking questions technique to ask pupils what they think about the Culture lesson and what kinds of things they have learnt. Ask pupils what else they would like to learn in future Culture lessons.

# English in action

## Objectives

- **Lesson aims:** to ask for clarification
- **Target language:** *Fix the gate, please. Sorry, can you repeat that?*

## Global Scale of English (GSE)

- **Listening:** Can identify the context in which an everyday conversation is taking place (GSE 35).
- **Speaking:** Can ask for repetition and clarification when they don't understand, using simple fixed expressions (GSE 29).

## Materials

- Pupil's Book Page 15
- Activity Book 12
- strips of paper, five per pupil
- a bottle per group
- straw puppets
- Resource 66

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Stop/Go technique
- Peer learning: pairwork
- Independent learning: Summative questions technique; portfolios

## Starting the lesson

- Divide the class into small groups and have them sit in a circle. Put the bottle in the middle.
- Explain that one member spins the bottle. The person it points to has to say a word from a category the teacher says, e.g. if the teacher says *jobs*, the pupil says *pilot*.
- Then the next person has to say the previous word and one more, e.g. *pilot, cook*.
- The groups stop when a pupil cannot add a word.

## Presentation

- Explain that in this lesson pupils will learn how to ask for clarification.
- Ask pupils what they say to someone if they haven't understood what that person wants.
- On the board, write *Sorry, can you repeat that?*

### Extra activity Critical thinking

- Use the Lollipop stick technique to bring a pupil to the front. Have that pupil ask you your name. Say *What?* Ask pupils if you were being polite. Then have pupils repeat their question. Say *Sorry, can you repeat that?* Ask pupils if that was more polite and encourage them to think about why it's important to be polite.

## Practice

### Pupil's Book

**1** **5.14 Listen and read.**

- Ask pupils to look at the picture and tell you what they see. Tell them to guess what the people in the picture could be talking about.
- Play the audio once for pupils to read and listen to.
- **Extension** Place pupils in pairs. Give each pair five strips of paper. Have them write each dialogue sentence.
- Pupils place strips in the middle and mix them up. They have to put the strips of paper in order and then take turns reading the dialogue.

**2** **Act out the dialogue. Use different activities and animals.**

- Using the Stop/Go technique, have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use straw puppets if they like.
- Act out the dialogue with pairs.

### Diversity

**Support**

- Write the sentences from the dialogue in scrambled order. Pupils copy three sentences from the board and write them correctly.
- Use the Lollipop stick technique to ask for the correct answers. Read the sentences slowly for pupils to repeat.

**Challenge**

- Pupils rewrite the dialogue using different actions and animals and illustrate their work. Pupils present their work to the class. Place their work in their portfolios.

### Activity Book

**1** **5.15 Listen and number.**

**Answer key** 3, 4, 1, 5, 2

## Finishing the lesson

- Use the Summative questions technique to ask pupils to tell you what they enjoyed about today's lesson.

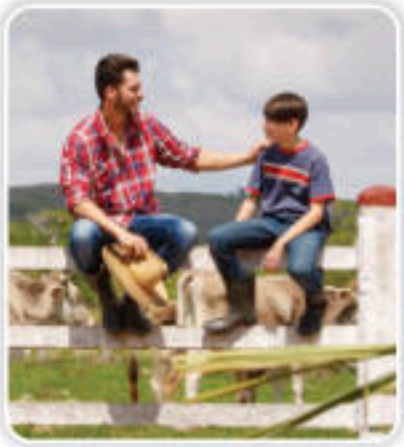
## English in action 5
Asking for clarification

**1** 5.14 **Listen and read.**

Fix the gate, please.

Yes. Fix the gate, please.

Thank you.



Sorry, can you repeat that?

OK! I can feed the ducks, too.

**2** **Act out the dialogue. Use different activities and animals.**

collect the eggs | clean the cage | sweep the barn

cows | turkeys | horses

## Phonics

Lesson 10

**1** 5.16 **Listen and say.**

wing ring singing milking

**2** 5.17 **Listen and circle.**

1 (ng) ing 2 ng (ing) 3 (ng) ing

4 ng (ing) 5 ng (ing) 6 ng (ing)

**3** 5.18 **Listen and say the tongue twister.**

The man with his big ring is singing and milking the cow.

# Phonics

## Objectives

- **Lesson aims:** to listen to and say the blends *ng* and *ing*

## Global Scale of English (GSE)

- **Reading:** Can identify individual sounds within simple words (GSE 26).
- **Listening:** Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can say simple tongue twisters and other types of playful language (GSE 27).
- **Writing:** Can write the letters of the alphabet by their sounds (GSE 10).

## Materials

- Pupil's Book Page 15
- Activity Book Page 12
- phonics from this and past lessons on index cards
- phonics notebooks for each pupil

## Assessment for Learning

Peer learning: pairwork

## Starting the lesson

- Use the sounds which pupils learned in Grade 3 Semester 1. Give each pupil a word made up of the sounds which pupils know. Say the word. The pupil writes the word correctly on the board.
- Suggested sounds and words include *play (pl)*, *drum (dr)*, *tree (tr)*, *swim (sw)*, *stop (st)* and *what (wh)*.

## Presentation

- On the board, write *ng* and *ing*. Say the phonics sounds and have pupils repeat after you.
- Elicit other words that pupils know with these sounds and write them on the board.

## Practice

### Pupil's Book

**1** 5.16 **Listen and say.**

- On the board, write *ng* and *ing*. Say the words with these phonics and have pupils repeat after you.
- Play the audio for pupils to listen and say.
- Have pupils say the phonic sounds and words in pairs.
- **Extension** Pupils write sentences with the new phonics.

**2** 5.17 **Listen and circle.**

- **Extension** Play the audio again, with pauses for pupils to write and say the words they hear.
- Have pupils take out their phonics notebooks and write the phonics they have learnt today in them.
- Say different words for pupils to say the phonics.

**1** wing **2** jumping **3** sing **4** flying **5** cleaning **6** sweeping

**3** 5.18 **Listen and say the tongue twister.**

- Ask pupils to read the tongue twister and find and say words with the phonics in today's lesson.

### Activity Book

**1** 5.19 **Listen and write *ng* or *ing*. Then match.**

**Answer key** 2 ing, f; 3 ng, a; 4 ing, b; 5 ng, d; 6 ing, e

### Extra practice

**1** **Look and circle.**

**Answer key** 2 donkey, 3 bee, 4 sheep, 5 goat

**2** **Look and write.**

**Answer key** 2 Yes, he is. 3 No, it isn't. 4 Yes, it is.

**3** **Look, read and number.**

**Answer key** 2 d, 3 a, 4 b

## Finishing the lesson

- Say one of the words containing *ng*. Pupils clap. Say one of the words containing *ing*. Pupils stand up.

**Next lesson** Unit 5 Test

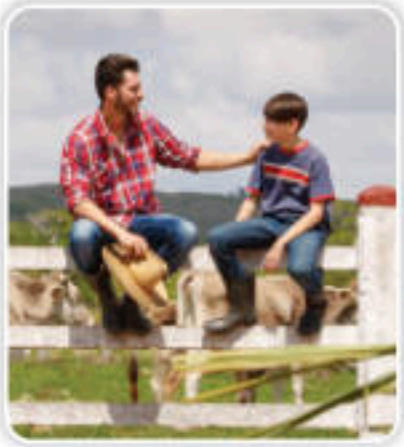
## English in action 5
Asking for clarification

**1** 5.14 **Listen and read.**

Fix the gate, please.

Yes. Fix the gate, please.

Thank you.



Sorry, can you repeat that?

OK! I can feed the ducks, too.

**2** **Act out the dialogue. Use different activities and animals.**

collect the eggs | clean the cage | sweep the barn

cows | turkeys | horses

## Phonics

Lesson 10

**1** 5.16 **Listen and say.**

wing ring singing milking

**2** 5.17 **Listen and circle.**

1 (ng) ing 2 ng (ing) 3 (ng) ing

4 ng (ing) 5 ng (ing) 6 ng (ing)

**3** 5.18 **Listen and say the tongue twister.**

The man with his big ring is singing and milking the cow.

# Mapping

## Topics

**Theme 4**: Environment **Theme 2**: Culture

## Scope and Sequence Matrix

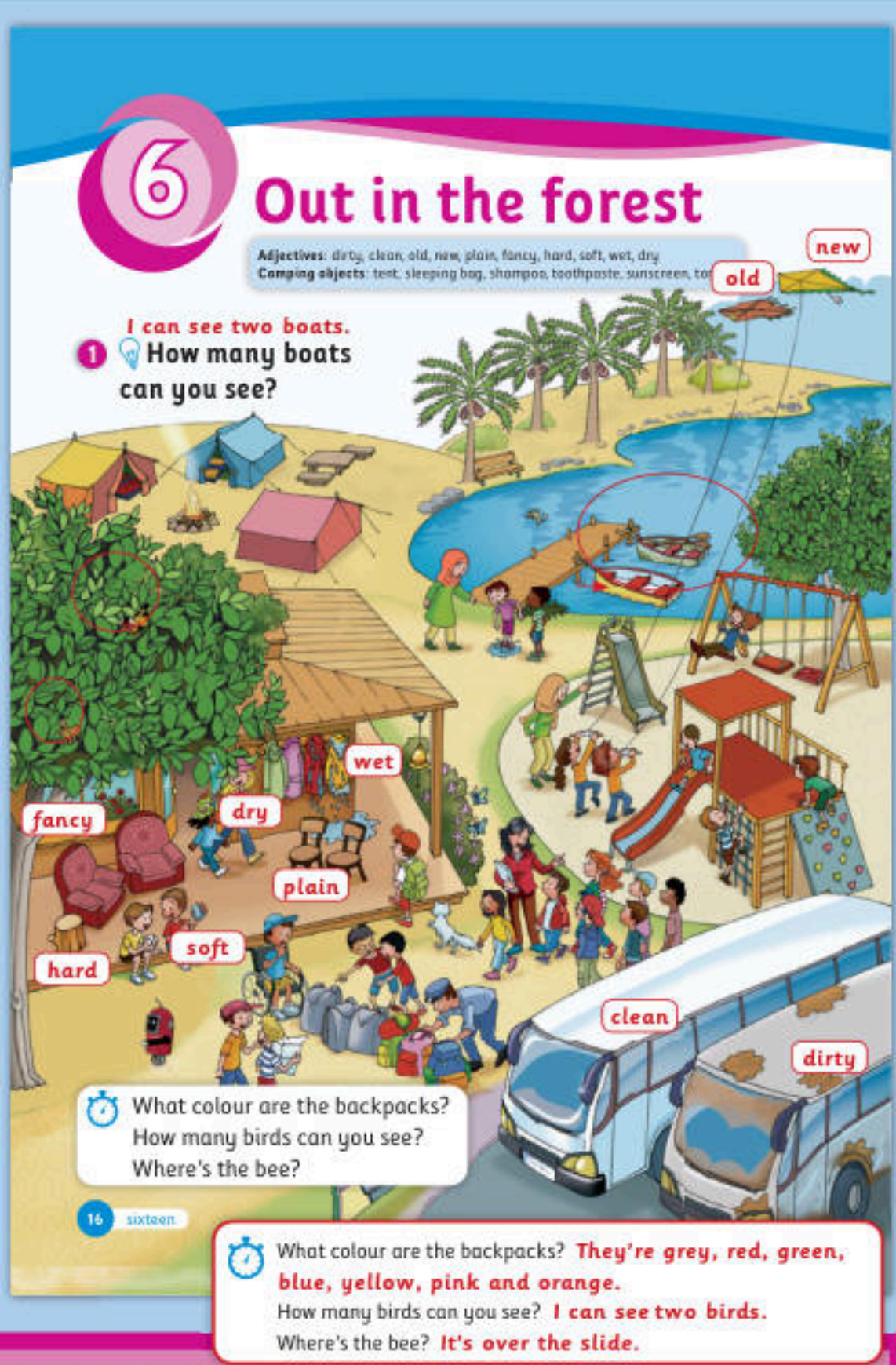
**Listening**: demonstrating appropriate listening behaviours; using prior knowledge to understand short familiar dialogue with familiar words; following simple short instructions of a teacher, peers or a recording in activities and games; recognising information while listening; using prior knowledge to understand short familiar dialogue with familiar words; identifying rhyming words; demonstrating preferences after listening to an audio text

**Speaking**: communicating ideas clearly; communicating with the correct use of pauses; using adjectives to describe people and objects

**Reading**: understanding simple dialogues; reading short texts of at least five sentences in the past or present tense; locating main and key ideas in a reading text; identifying the relationship between characters

**Writing**: using accurate spelling, capitalisation and punctuation; revising a short, simple written text with the teacher/peers

**Viewing and presenting**: viewing visual information and starting to show some understanding by asking questions about genre; beginning to view different viewpoints of the same story; delivering a short oral presentation about an object or event of interest; using actions and body language to reinforce and add meaning to oral presentations; deducing the purpose of the visual text and relating it to his/her personal experience




What colour are the backpacks? **They're grey, red, green, blue, yellow, pink and orange.**
How many birds can you see? **I can see two birds.**
Where's the bee? **It's over the slide.**

## Learning Outcomes and Performance Indicators

**Listening**: follow simple instructions in activities and games; identify people and objects based on oral descriptions (She sits next to the window.); respond to simple questions before, during and after listening; draw, select or write simple words in response to questions in presented oral material; express opinions and preferences after listening to an audio text; listen to and join in simple chants and songs; locate needed information while listening; use words and short phrases (Excuse me!) or body language (facial expressions) to show lack of understanding; ask for help (What does the word door mean?)

**Speaking**: talk about situations, people and things; use adjectives that are in alignment with the themes selected; retell a short story

**Reading**: use knowledge of punctuation marks to better understand a reading text; use pictures and other visual organisers to make predictions about the content; use phonic knowledge and word recognition to aid comprehension; use pictures and contextual clues to infer the meanings of new vocabulary items; independently read short texts of at least five sentences in the past or present tense; locate key facts or information in a reading text (e.g. names, places, events, etc.); identify the relationship between characters, if any, or the main idea in a text; understand the concept, as well as content, of simple dialogues; read and follow multi-step commands and requests in class, asking for clarification when needed; retell basic information in a reading text; deduce the meaning of certain vocabulary items relating them to context clues; spell one-syllable words that have blends, contractions or words ending in *-tion*, *-ing*; use stress and intonation patterns to clearly communicate ideas (stress content words; contract weak forms; express rising-falling intonation; stress the main verb in a sentence; stress the final word in a sentence); use syllabification and sentence segmentation to communicate with correct pauses; use the correct stress, intonation and pauses to effectively ask, answer, advise, direct and express likes and dislikes.

**Writing**: write a letter to a friend using proper format; learn to accept peer review and objectively discuss criticism; revise a written test based on peer feedback

**Viewing and presenting**: start to demonstrate understanding of visual information by asking questions about genre; realise that texts and illustrations work together to convey information; begin to view different versions of the same story and realise the effectiveness of different viewpoints (picture book version vs. film/movie version of a story); listen to other responses, realising that people react differently; discuss his/her own feelings in response to visual messages; deliver a short oral presentation about an object or event of interest; use actions and body language to reinforce and add meaning to oral presentations

## Unit objectives

to talk about adjectives and camping objects

## Language

| | |
|---|---|
| **Vocabulary** | **Adjectives:** *dirty, clean, old, new, plain, fancy, hard, soft, wet, dry*<br>**Camping objects:** *tent, sleeping bag, shampoo, toothpaste, sunscreen, torch* |
| **Grammar** | *I haven't got a new book. He/She hasn't got a soft ball.*<br>*Have you got a tent? Yes, I have./No, I haven't.*<br>*Has he/she got a tent?*<br>*Yes, he/she has./No, he/she hasn't.* |
| **Functions** | *Whose torch is this? Is it yours?* |
| **Phonics** | */cl/, /sl/, /fl/ clean, cliff; sleep, slug; flag, flip flop* |

## Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–10)

**Mathematical, scientific and technological competences:** use numbers to count things and animals (L. 1)

**Digital competence:** use Pupil's Book eBook (L. 1–10)

**Social and civic competences:** raise awareness of cultural similarities and differences (L. 8)

**Cultural awareness and expression:** learn to be creative (L. 3 and 8)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1–10); follow instructions (L. 1–10); personalisation of language learnt (L. 8 and 9)

**Initiative and entrepreneurship:** choose a topic for the project (L. 8)

## 21st Century Skills for Learning and Innovation

| | |
|---|---|
| **Critical thinking** | Predicting (L. 3); Problem solving (L. 3); Logical thinking (L. 3 and 8); Defining and describing (L. 1, 3, 5, 7, 8 and 9); Finding information (L. 3, 5, 7 and 8); Planning (L. 5 and 8); Reflecting on learning (L. 1–10) |
| **Creativity** | Design a path through a forest (L. 3) |
| **Communication** | Talking about objects using adjectives and talking about camping objects (L. 1 and 5); Talking about possessions (L.7 and 9); Cut-outs game (L. 7); Functional dialogue (L. 9) |
| **Collaboration** | Project groupwork (L. 8); Acting out (L. 3 and 9) |

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Picture dictionary: Activity Book p. 45
- Unit 6 Extra practice: Activity Book p. 21
- Unit 6 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 6 Test

# Vocabulary and Grammar



## Objectives

- **Lesson aims:** to talk about things using adjectives
- **Target language:** *dirty, clean, old, new, plain, fancy, hard, soft, wet, dry; I haven't got a new book. He/She hasn't got a soft ball.*

## Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can use a few simple words to describe objects, if supported by pictures (GSE 23). Can recite a short, simple rhyme or chant (GSE 16). Can answer simple questions about things people have got (GSE 28).

## Materials

- Pupil's Book Pages 16–17
- flashcards from this lesson
- stopwatch
- sheets of A4 paper, enough for each pupil
- fly swatters
- new or old book
- Resources 40 and 48

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork

## Starting the lesson

- On the board, write *The Farm* and tell pupils they have 45 seconds to write as many words as they can that are related to farms.
- Then they look in their Pupil's Books and add missing words.
- Use the Lollipop stick technique to ask pupils to say different sentences related to farms.

## Presentation

- Explain that in this lesson pupils will learn how to describe things.
- Pick up a book and say *I've got a book. It's (new/old).* Have pupils show you an object they have and say sentences.

## Practice

### Pupil's Book

**1 How many boats can you see?**

- Ask pupils to count the boats in the picture.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions in the box.
- **Extension** Have pupils write three sentences about the picture using colours and numbers.
- Walk around and quiz pupils on the pictures.

**Extra activity** **Critical thinking**

- Explain to pupils that the children are at a camp. Ask pupils if they've ever been to a camp.
- Have pupils think about the positive aspects of going to a camp like the one in the picture. Encourage pupils to talk about things they would do there.

**2 6.1 Listen and stick. Then listen and say.**

- Place the flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
- Point to an item and use the Lollipop stick technique to have pupils tell you what it is.
- **Extension** Have pupils make two sentences with the new vocabulary to say aloud.

**Girl 1:** Wow. Look at all these things!
**Girl 2:** Yes! Look! This T-shirt is dirty. That T-shirt is clean.

**Girl 1:** And this car is old. That car is new.
**Girl 2:** Look! This kite is plain. And that kite is fancy.
**Girl 1:** This doll is hard. That doll is soft.
**Girl 2:** Oh, no! It's raining. These socks are wet. These socks are dry.
**Girl 1:** Hurry up! Run!

**Now listen and say.**

dirty, clean, old, new, plain, fancy, hard, soft, wet, dry

**Diversity**

**Support**

- Write new vocabulary on the board with some letters mixed up. Ask pupils to write the words correctly in their notebooks.
- Then ask pupils to come to the board and correct your words.

**Challenge**

- In pairs, pupils think of things they have or they see in class to match the adjectives, e.g. *a hard desk.*

**3 Find the adjectives in the picture on page 16.**

- In pairs, pupils look at the picture and describe the different objects using the new vocabulary.

**4 6.2 & 6.3 Listen and chant.**

- On the board, write *I haven't got an old scooter.*
- Explain that we place the adjective before the noun. Also tell pupils we use *I haven't got* and *He/She hasn't got* to show that we don't own something.
- Have pupils read the chant and find examples of the new grammar. Play the chant.
- **Extension** Pupils write an adjective. When they hear their word, they raise their paper. Keep papers for the TPR activity.
- A karaoke version of the chant is available (track 6.3).

**5 Point and say.**

- 6.4 Draw pupils' attention to the Grammar box and the recorded model.
- Have pupils read and act out the model dialogue.
- Place pupils in pairs to complete the activity.

**Extra activity** **TPR**

- Place pupils in two lines with their sheets. Make sure all the new vocabulary is covered.
- Say an adjective and the pupils with that word take a step forward. Then the pupils with the opposite adjective to that word have to go and stand next to the pupils and say the words.

## Finishing the lesson

- Play Word swat with the Unit 6 flashcards.

**2** **Listen and stick. Then listen and say.**

**3** **Find the adjectives in the picture on page 16.**

**4** **Listen and chant.**

*I haven't got a scooter,*
*this is true.*
*I've got a ball,*
*it's old and blue.*
*I've got a bike,*
*it's fancy and new.*
*And I've got a kite –*
*it's fancy, too.*

*She hasn't got a kite,*
*this is true.*
*She's got a robot,*
*it's hard and blue.*
*She's got a teddy,*
*it's soft and green.*
*And she's got a doll –*
*it's old and clean.*

**5** **Point and say.**

I haven't got a new book.
He/She hasn't got a soft ball.



## Lesson 2 Activity Book

### Objectives

- **Lesson aims:** to talk about things using adjectives
- **Target language:** *dirty, clean, old, new, plain, fancy, hard, soft, wet, dry; I haven't got a new book. He/She hasn't got a soft ball.*

### Global Scale of English (GSE)

- **Writing:** Can write basic, single-clause sentences, given a model (GSE 29).

### Materials

- Activity Book Pages 14–15

### Assessment for Learning

Independent learning: Summative questions technique

### Starting the lesson

- Ask pupils to remember the new words from Lesson 1. Ask them to point to something in the room that demonstrates each adjective as they say it.

### Practice

**1** **Look at Pupil's Book page 16. Read and write.**

- Pupils read and answer the questions. Ask them to refer back to the Pupil's Book if necessary.

**Answer key** 1 It's sunny.; 2 The teacher is wearing trousers and a shirt.; 3 I can see one fish.

**2** **Look, match and write.**

- Pupils look at the pictures, match to the opposite adjective and write the word using the word pool.

**Answer key** 2 clean, d; 3 wet, a; 4 hard, b; 5 new, c

**3** **Follow and circle.**

- Pupils follow the lines and circle the correct words.

**Answer key** 2 She hasn't got; 3 She's got; 4 I haven't got

**4** **Look and write.**

- Pupils complete the sentences using the words in the word pool.

**Answer key** 1 She hasn't got, She's got; 2 He's got, He hasn't got; 3 I haven't got, I've got

### Finishing the lesson

- Use the Summative questions technique to ask pupils what they liked about today's lesson.

## Story

1 Before you read **Who's got the yoyo?**

2 6.5 **Listen and read.**

# The map problem

1
Oh, I love walking! The forest is fun!
Look at the map. Let's find this cabin.
Can I carry the map?

2
We walk north!
What?! Has Bo got a yoyo?
Yes, Bo has.
Bo has got the yoyo.
Oh no! Look at Tom's things!

3
Let me help you, Tom!
Ugh! My backpack is old.
Put Tom's things in my backpack.

4
Tom! Your sweater!
Oh, no! Now I've got a wet sweater.
Here. Put on my dry jacket.
Thanks, Polly.

5
Oh, no! The map!
How can we find the cabin?
What can we do?
How can they find the cabin?

How can they find the cabin?
**They can use the compass.**

**3** After you read **Look at the story. Read and write.**

's got  hasn't got

1 Tom ___'s got___ an old backpack.

2 Sami ___hasn't got___ a wet sweater.

3 Atomic ___hasn't got___ a yoyo.

4 Amal ___'s got___ a compass.

**4** **Act out the story.**

Values
Be resourceful
Don't leave your things in nature

**5** Viewing and presenting **Look at the map in the story. Design and share your path through a forest. Where do you start? Where do you end?**

# Story

## Objectives

- **Lesson aims:** to read simple cartoon stories
- **Target language:** adjectives and camping objects; *My backpack is old. I've got a wet sweater.*

## Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand basic sentences about things people have, if supported by pictures (GSE 26). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Speaking:** Can answer simple questions about things people have got (GSE 28). Can act out parts of a picture story using simple actions and words (GSE 30).

## Materials

- Pupil's Book Pages 18–19
- sheets of A4 paper, enough for each pupil
- Unit 6 story cards
- strips of paper
- a bag or a box
- True/False response cards
- Resources 63 and 71

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring pupils' learning: Lollipop stick technique; True/False cards technique
- Peer learning: pairwork; groupwork

## Starting the lesson

- Give pupils three strips of paper each. Ask them to write a word from the new vocabulary on each one.
- Pupils say the word to their partner who has to find its opposite. Pupils then swap strips with a different pair and repeat the activity.

## Presentation

- Using the Key question technique, ask pupils what they enjoy about the stories in the course.
- Tell pupils that today's story is about a problem with a map.
- On the board, write *The map problem*. Ask pupils what they think will happen in the story.

## Practice

**Pupil's Book**

**1 Before you read Who's got the yoyo?**

- Ask pupils to say as many toys as they can remember. Pupils look for the yoyo in the story.
- Have pupils look at all the pictures of the story and say what's happening in them.

**2 6.5 Listen and read.**

- Have pupils read or listen to the story.Ask them what happens in it.
- Play the audio again and pause at frame 5. In pairs, pupils discuss the question in the box.
- Using the True/False cards technique, say different statements about the story, e.g. *Polly loves walking. (True) Sami has got an old backpack. (No).*
- **Extension** Pupils write three questions about the story for their partners to answer.
- Refer pupils to the question box again. Ask if their guesses were correct.

### Diversity

**Support**

- To help pupils read with fluency and understanding, write different sentences from the story on strips of paper and place them in a bag or a box. Pupils pick a strip and read it aloud. If they struggle, first you read the sentence and they read after you.

**Challenge**

- After listening to the story, have pupils read aloud to a partner. Then, one pupil says a sentence from the story and the other finds the sentence in the book.

### Extra activity TPR

- Say sentences from the story for pupils to mime. Say *I love walking*. Pupils mime walking.

**3 After you read Look at the story. Read and write.**

- **Extension** Pupils write three sentences with *has got* and three with *hasn't got* about the characters in the story.

**4 Act out the story.**

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- **Extension** Give each group a sheet of A4 paper to draw different objects from the story to use as props, e.g. map, yoyo. They can also use real props, e.g. sweater.
- Have the groups perform in front of the class.

**5 Viewing and presenting Look at the map in the story. Design and share your path through a forest. Where do you start? Where do you end?**

- Ask pupils how maps help us. Have pupils tell you what kind of things they would find on a map of a forest.
- Place pupils in small groups and have them complete the activity on a sheet of A4 paper.
- Use the Lollipop stick technique to ask groups to present their work to the class. Make a classroom display.

### Values

- Ask pupils in what ways we can be resourceful. Have pupils think about why being resourceful is important.
- Ask pupils why it's important that we make sure that we don't leave any of our possessions or things when we are in nature.

### Extra activity Communication

- Place pupils in groups and have them write a short story about themselves in a forest.
- Pupils perform their story to the class.

## Finishing the lesson

- In pairs, pupils discuss their favourite scene from the story.

## How to work with stories

**Stage 1 – Before listening to the story**

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each story card.

**Stage 2 – Listening to the story**

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each story card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

**Stage 3 – After listening to the story**

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or make up your own questions.
When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.

**Stage 4 – Acting out**

After having listened to the story a few times, your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

**For more ideas, see page 17.**

### CLIL Link

In Unit 6, the story is based around the concept of being safe from the Social Science curriculum.

Polly and her friends are outside in the forest looking for a cabin. Despite losing a map, they reach their destination safely as they had a compass with them.

To explore this concept further, you can use Resource 71.

## Lesson 4 Activity Book

### Objectives

- **Lesson aims:** to remember facts about simple cartoon stories
- **Target language:** adjectives and camping objects; *My backpack is old. I've got a wet sweater.*

### Global Scale of English (GSE)

- **Reading:** Can understand basic sentences about things people have, if supported by pictures (GSE 26).

### Materials

- Activity Book Page 16

### Assessment for Learning

Peer learning: pairwork; Think-pair-share technique
Independent learning: Summative questions technique

### Starting the lesson

- Write some of the words from the story with their vowels missing. Pupils complete the words with the missing vowels.

### Practice

**1 After you read Remember the story. Correct the words in bold.**

- With books closed, ask pupils to tell you about the story.
- Check answers as a class.

**Answer key** 2 yoyo, 3 sweater, 4 cabin, 5 hungry

**2 Values Look and tick (✔) or cross (✘).**

- Ask pupils how the people in the pictures are being resourceful.
- **Extension** In pairs, pupils help the girl in the first picture to be resourceful. What would they do?

**Answer key** 1 ✘, 2 ✔, 3 ✔

**3 Look and colour.**

- Use the Think-pair-share technique to discuss if pupils liked the story.

### Finishing the lesson

- Use the Summative questions technique to have pupils discuss what they think about today's lesson, what they've managed to learn and where they have difficulties.

# Vocabulary and Grammar



## Objectives

- **Lesson aims:** to talk about about camping items
- **Target language:** *tent, sleeping bag, shampoo, toothpaste, sunscreen, torch; Have you got a tent? Yes, I have./No, I haven't. Has he/she got a tent? Yes, he/she has./No, he/she hasn't.*

## Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can recite a short, simple rhyme or chant. (GSE 16). Can ask basic questions to find out what possessions others have got (GSE 28).

## Materials

- Pupil's Book Page 20
- unit flashcards
- sheets of A4 paper, enough for each pupil
- fly swatters
- Resources 41, 49, 55 and 59

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique; Lollipop stick technique
- Peer learning: pairwork

## Starting the lesson

- Ask pupils to say as many adjectives as they can. Write them.
- Then ask pupils what kind of things they can take with them on a camping trip or on a holiday. Write them on the board. Keep them for the next step.

## Presentation

- Explain that in this lesson pupils will learn about different things they can take with them on trips.
- Place the lesson flashcards on the board. Go through each word and have pupils repeat after you.
- Compare the new words to the words on the board. Ask pupils how the new items can help us on trips.

## Practice

### Pupil's Book

**1 6.6 Listen and say. Then listen and tick (✔). What's missing?**

- Say an item for pupils to point to in their Pupil's Books.
- Play the first part of the audio. Pupils repeat the items as they hear them. The second time they tick the objects.
- **Extension** In pairs, pupils say a word for their partner to point to and spell.

tent, sleeping bag, shampoo, toothpaste, sunscreen, torch

**Now listen and tick. What's missing?**

**Boy 1:** I think I've got everything. Let's check. I've got the shampoo. I've got the torch. I've got the toothpaste. Good! I've got the sunscreen. Oh, and I've got the tent.

**Boy 2:** Good. Let's go!

**2 6.7 & 6.8 Listen and sing.**

- Ask pupils to read the song and underline all the new vocabulary.
- Explain that we use *Have you got ...?* and *Has he/she got ...?* to ask about things people own.
- Play the song for pupils to sing. Explain that when they hear camping items, they clap their hands.
- A karaoke version of the song is available (track 6.8).

## Diversity

**Support**

- Place the lesson flashcards on the board. Say the words for pupils to repeat after you.
- Then explain you will say five words out of the six for pupils to guess the missing one. Continue with three rounds.
- In pairs, pupils continue playing with the pictures in the book.
- Correct any pronunciation mistakes.

**Challenge**

- Pupils write three sentences with *I have got* and three with *I haven't got.*
- In pairs, pupils must guess if they have or haven't got the same things. A pupil reads a sentence and their partner checks if they coincide. Ask pupils when they finish the activity.

**3 Look at Activity 1. Circle one thing you've got. Then ask.**

- 6.9 Draw pupils' attention to the Grammar box and the recorded model.
- On the board, write *Have you got a tent? Yes, I have./ No, I haven't.* Ask the question to a pupil and elicit an answer. Then write *Has he/she got a tent? Yes, he/she has./No, he/she hasn't.* and ask the question to a different pupil, pointing to the previous pupil.
- Use the Traffic light cards technique to check understanding.
- **Extension** On the board, write *Have Has* in one column. Then write *you he she* in another column. In the third column place the lesson flashcards. Tell pupils you are going to say and point to a pronoun and an item. Pupils have to form the question. Tell pupils you will say *Yes* or *No* for them to complete the short answer.
- Use the Lollipop stick technique to ask pairs to come to the front and act out their dialogue.

### Extra activity Creativity

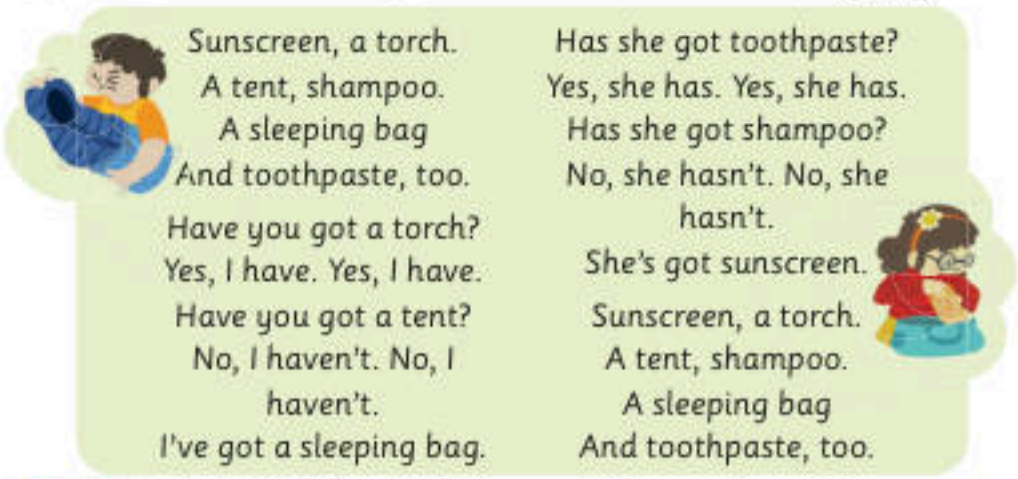
- Place pupils in pairs and give them a sheet of A4 paper. Tell them to imagine they are going on a camping trip. Have them make a list of ten items they have to take with them, using adjectives, e.g. *new book, new sunscreen.*
- Have pupils illustrate their work and present it to the class.

## Finishing the lesson

- Play Word swat with the Unit 6 flashcards.

**1** **Listen and say. Then listen and tick (✔).**
**What's missing?** **The sleeping bag is missing.**

**2** **Listen and sing.**



Sunscreen, a torch.
A tent, shampoo.
A sleeping bag
And toothpaste, too.
Have you got a torch?
Yes, I have. Yes, I have.
Have you got a tent?
No, I haven't. No, I haven't.
I've got a sleeping bag.
Has she got toothpaste?
Yes, she has. Yes, she has.
Has she got shampoo?
No, she hasn't. No, she hasn't.
She's got sunscreen.
Sunscreen, a torch.
A tent, shampoo.
A sleeping bag
And toothpaste, too.

**3** **Look at Activity 1. Circle one thing you've got. Then ask.**

Have you got a tent?
Yes, I have./No, I haven't.
Has he/she got a tent?
Yes, he/she has./No, he/she hasn't.



## Lesson 6 Activity Book

### Objectives

- **Lesson aims:** to remember about camping items
- **Target language:** *tent, sleeping bag, shampoo, toothpaste, sunscreen, torch; Have you got a tent? Yes, I have./No, I haven't. Has he/she got a tent? Yes, he/she has./No, he/she hasn't.*

### Global Scale of English (GSE)

- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).

### Materials

- Activity Book Page 17

### Assessment for Learning

Independent learning: Summative questions technique; portfolios

### Starting the lesson

- Ask individuals questions with *Have you got ...?* Encourage them to respond with *Yes, I have.* or *No, I haven't.*

### Practice

**1** **Look, order and write.**

**Answer key** 2 toothpaste, 3 sunscreen, 4 shampoo, 5 sleeping bag, 6 tent

**2** **6.10 Listen and match.**

- Tell pupils to go to the Extra practice on page 21 and do the activities. See notes in Lesson 10.
- Then tell pupils to complete the Picture dictionary on page 45.

**Answer key** 2 a, 3 d, 4 b

1 Has he got a sleeping bag?
2 Has she got sunscreen?
3 Have you got a backpack?
4 Have you got shampoo?

**Extra activity** **Fast finishers**

- Pupils write the questions for Activity 2 using *Has he/she got ...?* and different items, with answers. Place their work in their portfolios.

### Finishing the lesson

- Use the Summative questions technique to ask pupils how this lesson has helped them improve their English and what they would like to learn next.

## Objectives

- **Lesson aims:** to play a game describing items
- **Target language:** revision of all taught words and grammar

## Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Listening:** Can understand basic phrases or sentences about things people have if supported by pictures (GSE 26).
- **Writing:** Can write basic, single-clause sentences, given a model (GSE 29).

## Materials

- Pupil's Book Page 21
- Activity Book Page 18
- unit flashcards
- sheets of A4 paper, enough for each pupil
- Activity 1 audioscript with names or actions blotted out
- scissors

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique
- Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique
- Independent learning: Summative questions technique

## Starting the lesson

- On the board, write the first three or last three letters of unit vocabulary words.
- Give pupils one minute to find as many words as they can and write them in their notebooks.
- Use the Lollipop stick technique to have pupils come to the front and complete the words.

## Presentation

- Explain that in this lesson pupils will do a listening activity and then play a game with their cut-out cards.
- Ask pupils to say as many words from the unit vocabulary as they can. Write them on the board as they do so.
- Use the flashcards to play a matching game on the board.

## Practice

### Pupil's Book

#### Diversity

**Support**

- Before pupils start the activity, have them look at the pictures and say what camping items they see in them.
- On the board, write *1 A He has got a* ... and elicit *sleeping bag*. *1 B He has got a* ... and elicit *tent*. Continue with other items and write sentences on the board.
- Play the audio and stop after each sentence to tick or cross on the board. Then pupils tick the correct answer in their books.

**Challenge**

- In pairs, pupils point to a classroom object and say *What's this? It's a book*. They go on with all classroom objects.
- Pupils write the questions with *Has he/she got ...?* for each picture in their notebook.
- In pairs, pupils point to a picture and ask the questions.

**1** 6.11 **Listen and tick (✔).**

- Explain the activity. Use the Traffic light cards technique to check pupils understand it.
- Play the audio twice, pausing for pupils to write their answers.
- **Extension** Place pupils in pairs. Give pupils the audioscript with items blotted out. Pupils use it as a template to write dialogues about items of their choice from the activity.
- Use the Lollipop stick technique to have pupils read out their dialogues to the class.

1 What has he got?
What has he got? Has he got a tent?
No, he hasn't. He's got a sleeping bag.
2 What have you got?
What have you got? Have you got sunscreen?
No, I haven't. I've got shampoo.
3 What has she got?
What has she got? Has she got a fancy tent?
Yes, she has.

**2** 6.12 **Cut out. Then listen and play.**

- Place pupils in pairs and play the audio.
- Ask pupils to look at their cards and using the Lollipop stick technique, have random pupils describe a picture.
- Use the Expert envoy technique to help pupils who haven't understood the game.

#### Extra activity Creativity

- Place pupils in small groups and give them a sheet of A4 paper. Tell them to imagine they are going camping. Have them make a list of things they should take with them and illustrate their work.

#### Extra activity TPR

- Draw an imaginary line in the middle of the board. Have pupils form two lines in front of it.
- Tell pupils you are going to say a category and the two people in front of the line have to run to the board and write a word from that word group for their team to get a point. If they make a mistake, they go to the back.

### Activity Book

**1** **Read and write.**

**Answer key** 2 No, hasn't; 3 Yes, has; 4 Yes, has

## 1 Listen and tick (✔).

**1** What has he got?

A ✔

B ☐

C ☐

**2** What have you got?

A ☐

B ✔

C ☐

**3** What has she got?

A ✔

B ☐

C ☐

## 2 Cut out. Then listen and play.

**2 Write, draw and share.**

- Ask pupils to imagine they are on a camping weekend and write sentences about what they are doing there with friends or family.
- Pupils show their work to their partners and use the Two stars and a wish technique to comment on each other's work. They read their sentences in pairs.
- **Extension** Pupils make three false statements about their paragraph for their partners to correct.

## Finishing the lesson

- Give each pupil a sheet of A4 paper. Use the Summative questions technique to have the pupils think about what they learnt so far in the unit and what their favourite activities were. Ask them to make brief notes. Then have the pupils stand up and read their notes to the class. Pupils illustrate their work.

# Culture

## Objectives

- **Lesson aims:** to read a simple text about camping food in Jordan; to make a recipe book of popular camping food
- **Target language:** *hole, lid, meat, vegetables, grills, fire, barrel*

## Materials

- Pupil's Book Page 22
- Activity Book Page 19
- sheets of A4 paper, enough for each pupil
- pictures of popular camping food in Jordan

## Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).
- **Writing:** Can write a short list of instructions for using or doing something (e.g. playing a game), given a model (GSE 42).

## Assessment for Learning

- Setting aims and criteria: Key question technique; lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Stop/Go technique
- Peer learning: groupwork
- Independent learning: Thought-provoking questions technique

## Starting the lesson

- Use the Key question technique to have a short discussion on what pupils have learnt so far in their Culture lessons. Ask pupils how these lessons have helped them understand the world a little bit better.
- Have a quick class vote on the best Culture lesson so far and revisit it to read the text.

## Presentation

- Explain that in this lesson pupils will learn about a popular camping food in Jordan.
- Ask pupils to say what they know about camping food in Jordan.

### Culture notes

- *Zarb* is a traditional Bedouin style of cooking marinated meat and vegetables. The food is slow-cooked in an oven dug in the sandy ground. Bedouins would prepare their meals at midday and place their food underground. The food would be ready for dinner at sunset.

**Key words search**

*Zarb*, Bedouin traditional cooking method

## Practice

### Pupil's Book

**1 Before you read What's your favourite camping food?**

- Show pupils pictures of different food. Ask pupils what they enjoy eating when they go camping or would enjoy should they go.
- Ask pupils if they think camp food should be easy to make and why.

**2 6.13 Listen and read.**

- Ask pupils to describe the pictures in the text and tell you what their favourite food item is.
- After listening to the audio, ask pupils if they have tried *Zarb* or would like to try it.
- **Extension** Tell pupils you are going to say how to make *Zarb* but you might make a mistake. When they hear a mistake, pupils clap their hands and correct you.

### Diversity

**Support**

- On the board write words from the text, e.g. *hole, fire, grills, lid.*
- Point at each word as you say it for pupils to repeat after you. Then have pupils find four of these words in the text. They copy the sentence in their notebooks and underline the word from the board in the sentence.
- Help pupils as they read the text.

**Challenge**

- Ask pupils to read the cooking method and try to remember it by heart or say it in their own words.

**3 After you read Activity book, page 19.**

- Pupils turn to page 19 in their Activity Books.

### Extra activity Critical thinking

- Have pupils imagine they are camping. Ask pupils to think about their safety at a campsite, e.g. Do they make a fire if it's windy? Do they make a fire without an adult present? Do they leave the group without telling anyone? Do they eat food they don't recognise? and so forth.

### Activity Book

**1 Look and write.**

**Answer key** 2 fire, 3 grill, 4 hole

**2 After you read Read and number.**

- Use the Stop/Go technique to make sure pupils have understood the activity.

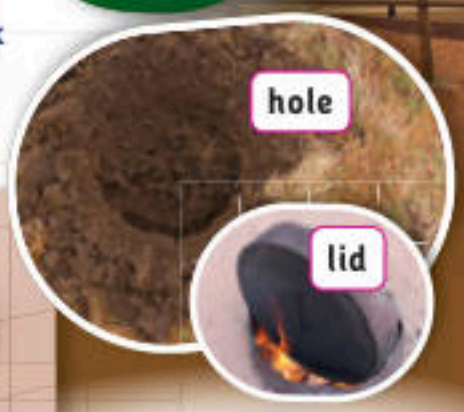
**Answer key** 2 c, 3 e, 4 a, 5 b

Lesson 8

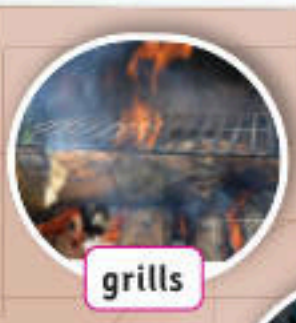
CULTURE

# Camping food!

**Families in Jordan often like to cook *Zarb* when they go camping in the desert or countryside. It's a traditional type of barbecue.**




**How do you make a *Zarb* oven?**




1 Make a hole and put the metal barrel in the hole.
2 Make a fire in the barrel.
3 Put two grills on top of the fire. Put vegetables on the top grill and meat on the bottom grill.
4 Put a lid on the oven and cook!
5 Then, enjoy the food with rice and salad. Tasty!

1 Before you read **What's your favourite camping food?**

2 6.13 **Listen and read.**

3 After you read **Activity Book, page 19.**

## Project

Viewing and presenting **Make a recipe book of popular camping food.**

1 Together, think of the food.
2 Find photos or draw pictures.
3 Write. *Let's make … Have you got …? Put … Then put …*
4 Make a class recipe book.
5 Present it to the class.

SAJIYEH

1 Fry meat and onions.
2 Add peppers.
3 Chop tomatoes. Add the tomatoes.
4 Eat with yoghurt and bread.

## Project

**Viewing and presenting** **Make a recipe book of popular camping food.**

- Place pictures of food on the board. Point to the *sajiyeh* and ask pupils to tell you how they would make a *sajiyeh*. Write the steps on the board. Tell pupils they have just written a recipe.
- Ask pupils to say what words they think they will use for the project and write them on the board.
- Place pupils in groups and give them a sheet of A4 paper.
- Using the Lollipop stick technique, ask a pupil to read through the instructions.
- Pupils present their work to the class.

**Extra activity** **TPR**

- Ask pupils to come to the front of the class and stand in a circle. Say a word from the text and start spelling it slowly. As you say a letter pupils take a step. If you say the wrong letter, they mustn't move. Pupils who move sit down and lose a turn.

## Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils which lessons they like the best. Ask pupils what else they would like to learn in future Culture lessons.

**Next lesson** Have pupils bring in a coat hanger for the next lesson and twelve index cards.

# English in action



## Objectives

- **Lesson aims:** to talk about who possessions belong to
- **Target language:** *Whose torch is this? It's his.*

## Global Scale of English (GSE)

- **Listening:** Can identify the context in which an everyday conversation is taking place (GSE 35).
- **Speaking:** Can ask basic questions to find out who things belong to (GSE 31).

## Materials

- Pupil's Book Page 23
- Activity Book Page 20
- sheets of A4 paper, enough for each pupil
- bags or boxes
- straw puppets
- pictures of boys and pictures of girls
- Resource 67

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Give pupils a sheet of A4 paper each. Have pupils write ten words they have learnt in this unit.
- Say all the new words from this unit in random order. Each time pupils hear a word on their list, they cross it off. The first person to cross off all their words calls out *Bingo!*

## Presentation

- Explain that in this lesson pupils will learn how to talk about possessions.
- On the board, write *Whose backpack is that?*
- Point to a backpack and elicit an answer.

## Practice

**Pupil's Book**

### Diversity

**Support**

- Write on the board *It's my chair. It's mine. It's his book. It's his. It's her desk. It's hers.*
- Hold the picture of the boy in one hand and an object from the classroom in the other. Say *It's his (book). It's his.* Pupils repeat after you. Repeat with picture of the girl. Then pick up a pencil and say *It's my book. It's mine.*
- Place pupils in pairs and have them do the activity using the pictures you brought. Monitor and help as necessary.

**Challenge**

- In groups of three, pupils place different small objects they own in a bag or a box. One pupil takes out one object and says *It's mine/his/hers.* Continue until all the objects are done.

**1** 6.14 **Listen and read.**

- Ask pupils to look at the picture and tell you what they see.
- Play the audio once for pupils to read and listen to.
- Play the audio again for pupils to repeat chorally.

**2** **Act out the dialogue. Use different objects and adjectives.**

- Using the Traffic light cards technique, have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use straw puppets if they like.

**Activity Book**

**1** 6.15 **Listen and write.**

**Answer key** shampoo, plain, fancy

## Finishing the lesson

- Use the Summative questions technique to ask ss to tell you what they enjoyed about today's lesson.

## English in action 6
Talking about possession

**1** Listen and read.

Whose torch is this? Is it yours?

Yes, it's mine.

No, it isn't. It's his.

You're right. This one is fancy. Mine is plain. I'm sorry.

**2** Act out the dialogue. Use different objects and adjectives.

sleeping bag | tent | toothpaste

clean | wet | new

## Phonics

Lesson 10

**1** Listen and say.

clean cliff

sleep slug

flag flip flop

**2** Listen and write *cl*, *fl* or *sl*.

1 sl 3 cl 5 cl

2 sl 4 fl 6 sl

**3** Listen and say the tongue twister.

The slug sleeps on a clean flip flop on a cliff.

# Phonics



## Objectives

- **Lesson aims:** to listen to and say the blends *cl*, *sl* and *fl*

## Global Scale of English (GSE)

- **Reading:** Can identify individual sounds within simple words (GSE 26).
- **Listening:** Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can say simple tongue twisters and other types of playful language (GSE 27).
- **Writing:** Can write the letters of the alphabet by their sounds (GSE 10).

## Materials

- Pupil's Book Page 23
- Activity Book Page 20
- coat hanger for each pupil
- index cards
- dice
- string and stapler
- phonics notebooks for each pupil

## Assessment for Learning

Monitoring pupils' learning: Lollipop stick technique
Peer learning: pairwork; groupwork

## Starting the lesson

- Divide the class into small groups. Give each group a die.
- Tell pupils you will say a sound. Pupils then throw the die and they have to say as many words with that sound as the number on the die.
- Use the Lollipop stick technique to have groups say the words aloud.

## Practice

### Pupil's Book

**1** **6.16 Listen and say.**

- On the board, write *cl*, *sl* and *fl*. Have pupils repeat after you.
- Play the audio for pupils to listen and say.
- Write the phonic words on the board. Tell pupils you will spell a phonic word for them to say which one it is.
- Have pupils say the phonic sounds and words in pairs.
- **Extension** Ask pupils to write sentences with the new phonics.

**2** **6.17 Listen and write *cl*, *fl* or *sl*.**

- **Extension** Play the audio again, with pauses for pupils to write and say the words they hear.
- Have pupils take out their phonics notebooks and write the phonics they have learnt today in them.
- Say different phonics for pupils to say a word.

**1** slug **2** sleep **3** clap **4** flag **5** clip **6** slip

**3** **6.18 Listen and say the tongue twister.**

- Ask pupils to read the tongue twister and find and say words with the phonics in today's lesson.
- In pairs, pupils say the tongue twister as fast as they can to their partner.

### Extra activity **Creativity**

- Ask pupils to take out their coat hangers and index cards. Supply if necessary. Tell pupils to write a phonic they have learnt so far on each index card, one on the front and one on the back.
- Staple a piece of string on each card and hang the card on the coat hanger.
- Place a hanger in the classroom and add a new phonic after every lesson. Pupils use it to say words with that phonic.

### Activity Book

**1** **6.19 Listen and write *cl*, *fl* or *sl*.**

**Answer key** 2 slug, 3 flag, 4 flip flop, 5 sleep, 6 clean

**1** cliff, cliff **2** slug, slug **3** flag, flag
**4** flip flop, flip flop **5** sleep, sleep **6** clean, clean

#### Extra practice

**1** **Look and write.**

**Answer key** 2 sleeping bag, 3 torch, 4 tent, 5 toothpaste, 6 sunscreen

**2** **Write.**

**Answer key** clean

**3** **Follow and circle.**

**Answer key** 2 a, 3 a, 4 a

## Finishing the lesson

- Say one of the words containing *cl*. Pupils clap. Say one of the words containing *sl*. Pupils stand up. Say one of the words containing *fl*. Pupils put their hands up. Continue saying words with the sounds from the lesson for pupils to do the actions.

**Next lesson** Unit 6 Test

## English in action 6
Talking about possession

**1** 6.14 **Listen and read.**

Whose torch is this? Is it yours?

Yes, it's mine.

No, it isn't. It's his.

You're right. This one is fancy. Mine is plain. I'm sorry.

**2** **Act out the dialogue. Use different objects and adjectives.**

sleeping bag | tent | toothpaste

clean | wet | new

## Phonics

Lesson 10

**1** 6.16 **Listen and say.**

clean cliff

sleep slug

flag flip flop

**2** 6.17 **Listen and write *cl*, *fl* or *sl*.**

1 sl 3 cl 5 cl

2 sl 4 fl 6 sl

**3** 6.18 **Listen and say the tongue twister.**

The slug sleeps on a clean flip flop on a cliff.

# Mapping

## Topics

**Theme 1**: Society **Theme 2**: Culture

## Scope and Sequence Matrix

**Listening**: identifying people and objects based on oral descriptions; identifying rhyming words; following simple short instructions of a teacher, peers or a recording in activities and games; responding to short, simple questions before, during and after listening; demonstrating appropriate listening behaviours; recognising information while listening; using prior knowledge to understand short familiar dialogue with familiar words; demonstrating preferences after listening to an audio text

**Speaking**: communicating ideas clearly; communicating with the correct use of pauses; retelling a short story based on pictures or by using puppets

**Reading**: reading short texts of at least five sentences in the past or present tense; locating main and key ideas in a reading text; identifying the relationship between characters; understanding simple dialogues; retelling basic information in a reading text; reading short stories and limericks (AB)

**Writing**: using accurate spelling, capitalisation and punctuation; revising a short, simple written text with the teacher/peers; writing a short memo or letter to a friend (AB)

**Viewing and presenting**: beginning to view different viewpoints of the same story; delivering a short oral presentation about an object or event of interest; using actions and body language to reinforce and add meaning to oral presentations; deducing the purpose of the visual text and relating it to his/her personal experience

## Learning Outcomes and Performance Indicators

**Listening**: follow simple instructions in activities and games; identify people and objects based on oral descriptions (She sits next to the window.); respond to simple questions before, during and after listening; draw, select or write simple words in response to questions in presented oral material; express opinions and preferences after listening to an audio text; listen to and join in simple chants and songs; locate needed information while listening; use teacher introduction to understand new words when listening (reference to classroom and school objects); use words and short phrases (Excuse me!) or body language (facial expressions) to show lack of understanding; ask for help (What does the word door mean?)

**Speaking**: talk about situations, people and things; retell a short story

**Reading**: use knowledge of punctuation marks to better understand a reading text; use pictures and other visual organisers to make predictions about the content; use phonic knowledge and word recognition to aid comprehension; use pictures and contextual clues to infer the meanings of new vocabulary items; independently read short texts of at least five sentences in the past or present tense; locate key facts or information in a reading text (e.g. names, places, events, etc.); identify the relationship between characters, if any, or the main idea in a text; understand the concept, as well as content, of simple dialogues; read and follow multi-step commands and requests in class, asking for clarification when needed; retell basic information in a reading text; deduce the meaning of certain vocabulary items relating them to context clues; spell one-syllable words that have blends, contractions or words ending in *-tion*, *-ing*

**Writing**: write a short, simple memo to a friend; learn to accept peer review and objectively discuss criticism; revise a written test based on peer feedback

**Viewing and presenting**: start to demonstrate understanding of visual information by asking questions about genre; realise that texts and illustrations work together to convey information; begin to view different versions of the same story and realise the effectiveness of different viewpoints (picture book version vs. film/movie version of a story); listen to other responses, realising that people react differently; discuss his/her own feelings in response to visual messages; deliver a short oral presentation about an object or event of interest; use actions and body language to reinforce and add meaning to oral presentations

## Unit objectives

to talk about furniture and prepositions of place

## Language

| | |
|---|---|
| **Vocabulary** | **Furniture**: *door, window, sofa, armchair, television, bed, wardrobe, mirror, clock, bookcase*<br>**Prepositions of place**: *in front of, between, opposite, behind, next to* |
| **Grammar** | *There's a bookcase.*<br>*There are bookcases.*<br>*There isn't a chair.*<br>*There aren't any beds.* |
| **Functions** | *Is it behind the sofa? Look behind the armchair.* |
| **Phonics** | */ck/ truck, clock* |

## Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–10)

**Mathematical, scientific and technological competences:** use numbering to complete a task (L. 5)

**Digital competence:** use Pupil's Book eBook (L. 1–10)

**Social and civic competences:** raise awareness of cultural similarities and differences (L. 8); learn to give instructions (L. 9)

**Cultural awareness and expression:** learn to be creative (L. 3 and 8)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10), personalisation of language learnt (L. 8 and 10)

**Initiative and entrepreneurship:** choose a topic for the project (L. 8)

## 21st Century Skills for Learning and Innovation

| | |
|---|---|
| **Critical thinking** | Predicting (L. 1, 3 and 4); Logical thinking (L. 3); Defining and describing (L. 1, 5, 7 and 8); Finding information (L. 3, 5 and 8); Planning (L. 8); Reflecting on learning (L. 1–10) |
| **Creativity** | Make a verse of the chant about your home (L. 1)<br>Hide something in the classroom. Then write a clue for your friend (L. 3) |
| **Communication** | Describing furniture and prepositions (L. 1 and 5); Cut-outs game (L. 7); Functional dialogue (L. 9) |
| **Collaboration** | Project groupwork (L. 8); Acting out (L. 3 and 9) |

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Picture dictionary: Activity Book p. 46
- Unit 7 Extra practice: Activity Book p. 29
- Unit 7 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 7 Test

# Vocabulary and Grammar

## Objectives

- **Lesson aims:** to talk about furniture
- **Target language:** *door, window, sofa, armchair, television, bed, wardrobe, mirror, clock, bookcase; There's a bookcase. There are bookcases.*

## Global Scale of English (GSE)

- **Reading:** Can understand a short, simple description of a house or a flat, if supported by pictures (GSE 30).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can talk about furniture and rooms using simple language (GSE 32).

## Materials

- Pupil's Book Pages 24–25
- flashcards from this lesson
- stopwatch
- sheets of A4 paper, enough for each pupil
- strips of paper, three per pupil
- ten sticky notes per pair
- Resources 42 and 50

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique; portfolios

## Starting the lesson

- Give each pupil three strips of paper and ask them to write a vocabulary item on each one from any unit.
- Pupils stand in two lines, facing each other. One pupil says a word and the pupil opposite says a sentence. Collect one point for every correct sentence.

## Presentation

- Explain that in this lesson pupils will learn about furniture.
- Ask pupils to name different furniture in the classroom.

## Practice

### Pupil's Book

**1 How many furniture words do you know?**

- Ask pupils where the people in each picture are.
- Ask if they can name any of the pieces of furniture in the picture. Write them on the board.
- Pick up the stopwatch and give pupils one minute to answer the questions in the box.
- **Extension** In pairs, pupils write three things for their partners to find or questions to ask about the picture.

**2 7.1 Listen and stick. Then listen and say.**

- Place the flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
- Point to an item and use the Lollipop stick technique to have pupils tell you what it is.

**Boy 1:** Look at these photos. This is my house. This is the door.
**Boy 2:** That's the window.
**Boy 1:** This is the living room. This is our sofa.
**Boy 2:** That's an armchair.
**Boy 1:** This is the television. And, look, this is my bedroom.
**Boy 2:** That's your bed.
**Boy 1:** That's my wardrobe.
**Boy 2:** This is a mirror.
**Boy 1:** That's my clock.
**Boy 2:** This is your bookcase.
**Boy 1:** I like my house.
**Boy 2:** Me, too. It's great.

**Now listen and say.**
door, window, sofa, armchair, television, bed, wardrobe, mirror, clock, bookcase

**Extra activity** **Creativity**

- Ask pupils to think about their homes. Have them draw three favourite pieces of furniture on sheets of paper and make sentences about their drawings. Place their work in their portfolios.

**3 Find the furniture in the picture on page 24.**

- In pairs, pupils find the furniture and say the word.

**Diversity**

**Support**

- Place pupils in pairs. Give each pair ten sticky notes and ask them to write the new vocabulary on them. Pupils then place sticky notes on the picture on page 24 without referring to page 25.

**Challenge**

- Pupils put the new vocabulary in alphabetical order.

**4 7.2 & 7.3 Listen and chant.**

- On the board, write *There's a clock in my flat. There are bookcases.*
- Explain that we use *There's* and *There are* to show what is in a place.
- Pupils read the chant and find examples of the grammar.
- Play the chant. Tell pupils to clap their hands when they hear a piece of furniture.
- A karaoke version of the chant is available (track 7.3).

**5 Make a verse of the chant about your home.**

- Place pupils in small groups. Then they come to the front and sing their song to the class.

**6 Talk about your home.**

- 7.4 Draw pupils' attention to the Grammar box.
- Explain that we use *There's* with singular nouns and *There are* with plural nouns.

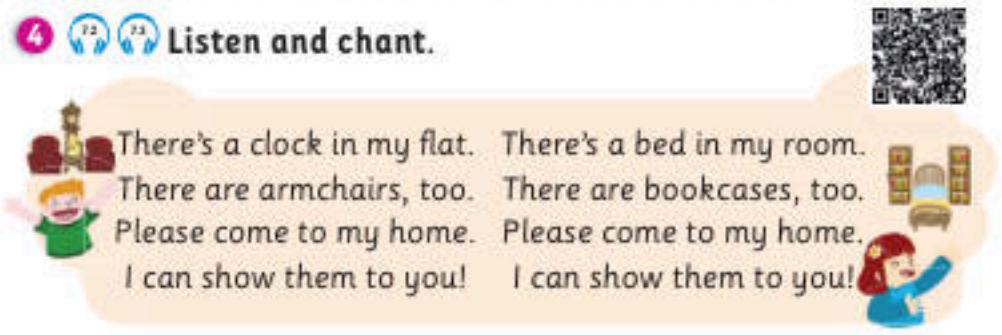
## Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils what else they would like to learn about in this unit.

**2** **Listen and stick. Then listen and say.**

**3** **Find the furniture in the picture on page 24.**

**4** **Listen and chant.**




**5** **Make a verse of the chant about your home.**

**6** **Talk about your home.**

## Lesson 2 Activity Book

### Objectives

- **Lesson aims:** to talk about furniture
- **Target language:** *door, window, sofa, armchair, television, bed, wardrobe, mirror, clock, bookcase; There's a bookcase. There are bookcases.*

### Global Scale of English (GSE)

- **Reading:** Can understand a short, simple description of a house or a flat, if supported by pictures (GSE 30).
- **Writing:** Can write basic, single-clause sentences, given a model (GSE 29). Can label simple pictures related to familiar topics by copying single words (GSE 16).

### Materials

- Activity Book Pages 22–23
- unit flashcards
- fly swatters

### Assessment for Learning

Peer learning: pairwork; groupwork

### Starting the lesson

- Place pupils in small groups and have them play a game where they draw a picture of the new vocabulary for their group members to guess.

### Practice

**1** **Look at Pupil's Book page 24. Read and write.**

- In pairs, pupils discuss the answers to the questions.
- Feedback as a class.

**Answer key** 1 Tom's parents are in the bedroom.; 2 I can see two armchairs.; 3 No, they aren't.

**2** **Look and write.**

- Pupils label the pictures using the words in the word pool.

**Answer key** 2 bed, 3 television, 4 wardrobe, 5 sofa, 6 clock, 7 armchair, 8 door, 9 window, 10 bookcase

**3** **Look and tick (✔) or cross (✘).**

- Pupils read the sentences and tick if the sentence is true, or cross if the sentence is false.

**Answer key** 2 ✔, 3 ✔, 4 ✔, 5 ✘, 6 ✘

**4** **Look, write and circle.**

- Pupils write *There's a* or *There are* and circle the correct singular or plural word.

**Answer key** 2 There are, mirrors; 3 There's a, wardrobe; 4 There are, bookcases; 5 There's a, window; 6 There's a, clock

### Finishing the lesson

- Play Word swat with the Unit 7 flashcards.

## Story

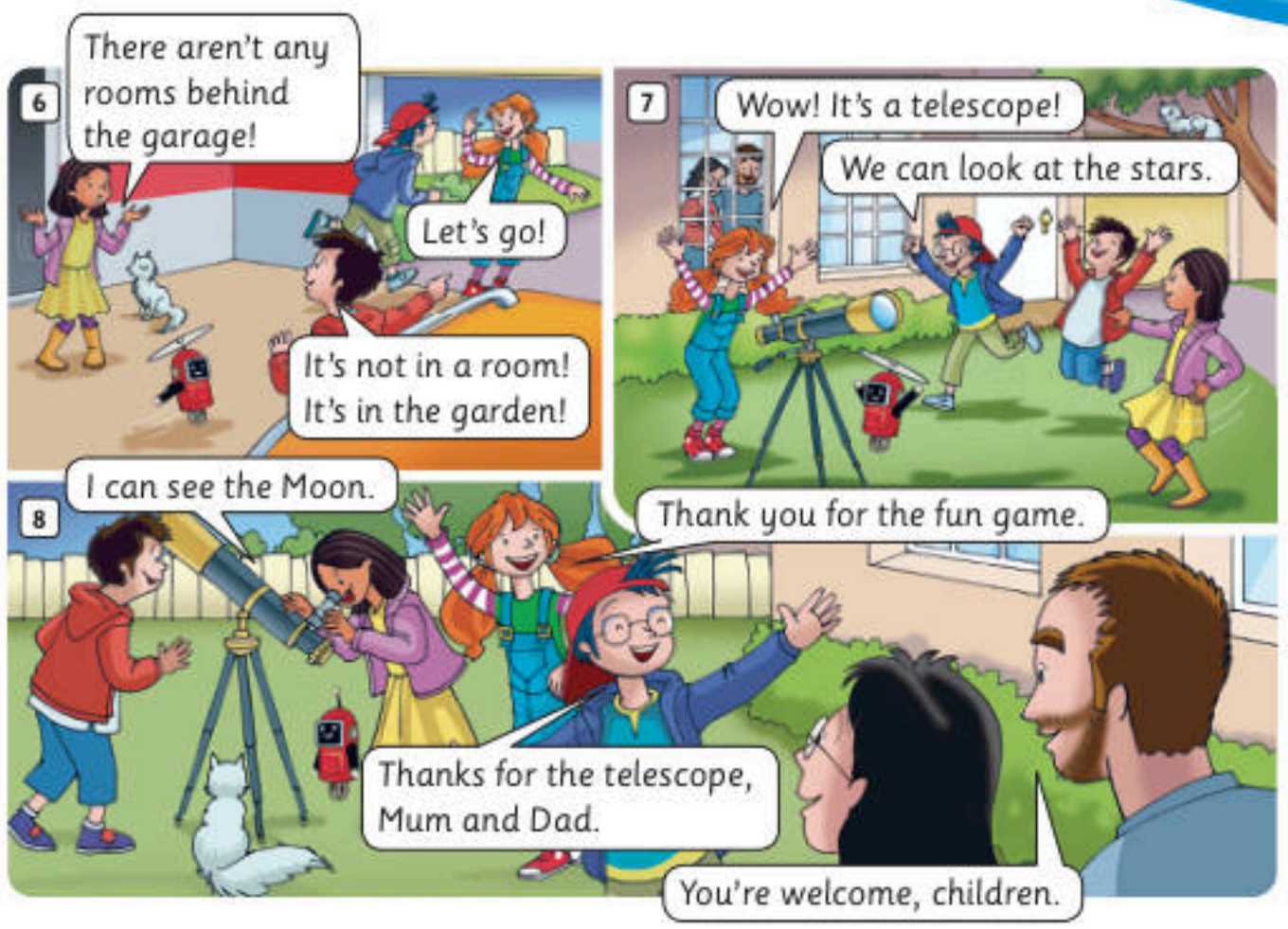
1 Before you read **Where are the pyjamas?**
**The pyjamas are on the bed.**

2 7.5 **Listen and read.**

# Fun at Tom's house

What's the cool surprise?

What's the cool surprise?
**It's a telescope.**




**3** After you read **Look at the story. Read and write** *Yes* **or** *No*.

1 There's a clock in the hall. Yes
2 There's a clue behind the clock. Yes
3 There's a teddy on the bed. Yes
4 There are bikes in the garden. No
5 There's a telescope in the garage. No

**4** **Act out the story.**

Values
Work together

**5** Viewing and presenting **Hide something in the classroom. Then write and share a clue for your friend.**

# Story

## Objectives

- **Lesson aims:** to read simple cartoon stories
- **Target language:** furniture; *The clue is in your bedroom.*

## Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand a short, simple description of a house or flat, if supported by pictures (GSE 30). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Speaking:** Can answer simple questions about where people or things are, using basic phrases (GSE 24). Can act out parts of a picture story using simple actions and words (GSE 30).

## Materials

- Pupil's Book Pages 26–27
- unit flashcards
- sheets of A4 paper, enough for each pupil
- Unit 7 story cards
- index cards
- Resources 64 and 72

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Stop/Go technique
- Peer learning: pairwork; groupwork; Expert envoy technique
- Independent learning: Summative questions technique

## Starting the lesson

- Tell pupils to write as many of the furniture words as they can remember from the previous lesson in one minute in their notebooks.
- Show a flashcard and if they have the word on the list they call it out. If not, they write it down.

## Presentation

- Tell pupils that today's story is about the children looking for something using different clues.
- On the board write *Fun at Tom's house.* Ask pupils what they think will happen in the story.

## Practice

**Pupil's Book**

**1 Before you read Where are the pyjamas?**

- Ask pupils to look at the pictures and use the Lollipop stick technique to have pupils describe each frame.
- Then have pupils look for the pyjamas in the story.

**2 7.5 Listen and read.**

- Have pupils read or listen to the story. Use the Expert envoy technique to have pupils help one another with anything they didn't understand.
- Play the audio again and pause at frame 5. In pairs, pupils discuss the question in the box.

**Extra activity Communication**

- Place pupils in pairs and have them write three statements about the story, one of which must be false.
- Pupils say the statements to their partners who have to answer true or false, and correct the false statement.

**3 After you read Look at the story. Read and write *Yes* or *No*.**

- Pupils complete the activity.
- **Extension** Pupils correct the incorrect statements.

**Diversity**

**Support**

- Tell pupils to find the following objects in the story and circle them: *the clock, the teddy, the bikes* and *the telescope.* Pupils point to the clock while you read the first sentence out loud.
- Then ask *Where are the children?* Elicit *the living room.* Then read the sentence again and ask *Yes or No?* Continue with the other sentences.

**Challenge**

- Pupils write four Yes/No statements about the story using tables, chairs, beds, cat and bike. In pairs, they swap their sentences and answer.

**Extra activity TPR**

- Tell pupils you are going to play True/False sentences. Pupils quietly walk around the class while you say sentences about the story. If the sentence is false, they have to stop and clap. Say *The children are playing a game. The first clue is on the bed.* Pupils stop and clap at the second sentence. Pupils who don't stop, sit down and lose a turn.

**4 Act out the story.**

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- **Extension** Give each group a sheet of A4 paper to draw different objects from the story to use as props, e.g. clues, telescope, teddy bear.
- Have the groups perform in front of the class.

**5 Viewing and presenting Hide something in the classroom. Then write and share a clue for your friend.**

- Place pupils in small groups. Ask them to think about an item they would like to hide. Use the Stop/Go technique to check understanding.
- Give each group three index cards to write clues on.
- Groups play against each other.

**Values**

- Ask pupils to think about why working together as a team is a positive thing to do. Ask them to talk about different ways they can work together to make things easy and people happier.

## Finishing the lesson

- Ask a pupil to come to the front of the class. Tell them to choose a scene and mime it as best as they can. The first pupil to guess the scene comes to the front to continue the game.
- Use the Summative questions technique to ask pupils what they enjoy about the stories. Have the class vote on their favourite story so far.

## How to work with stories

**Stage 1 – Before listening to the story**

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each story card.

**Stage 2 – Listening to the story**

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each story card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

**Stage 3 – After listening to the story**

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or make up your own questions.
When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.

**Stage 4 – Acting out**

After having listened to the story a few times, your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

**For more ideas, see page 17.**

### CLIL Link

In Unit 7, the story is based around the concept of our planet and what we can see in the sky from the Social Science curriculum.

Tom's parents hide clues for the children to find them and get a surprise. The children discover that the surprise is a telescope and take turns to look at the stars.

To explore this concept further, you can use Resource 72.

## Lesson 4 Activity Book

### Objectives

- **Lesson aims:** to understand simple cartoon stories
- **Target language:** furniture; *The clue is in your bedroom.*

### Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).

### Materials

- Activity Book Page 24

### Assessment for Learning

Peer learning: Think-pair-share technique

### Starting the lesson

- Write some of the words from the story on the board with their vowels missing. Pupils complete the words with the missing vowels.

### Practice

**1 After you read** **Remember the story. Read and number.**

- With books closed, ask pupils to tell you about the story.
- Check answers as a class.

**Answer key** 2 a, 3 d, 4 b

**2 Values** **Look and write *Yes* or *No*.**

- Have pupils tell you how the value is presented in each picture.
- Pupils complete the activity.

**Answer key** 1 Yes, 2 Yes, 3 No

**3** **Look and colour.**

- Use the Think-pair-share technique to discuss if pupils liked the story.

### Finishing the lesson

- Explain to pupils that you will read sentences from the story backwards for them to find which frame they are from.

# Vocabulary and Grammar

## Objectives

- **Lesson aims:** to listen to and use prepositions
- **Target language:** *in front of, between, opposite, behind, next to; There isn't a chair. There aren't any beds.*

## Materials

- Pupil's Book Page 28
- unit flashcards
- sheets of A4 paper, enough for each pupil
- Resources 43, 51, 56 and 60

## Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can describe the position of objects or people in a basic way, using pictures or gestures (GSE 26).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Thumbs up/down technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique; portfolios

## Starting the lesson

- Make a list of vocabulary covered in Units 5, 6 and 7 on the board and quickly revise it.
- Have pupils stand in a circle. Explain that you will say a word, and each pupil has to say a letter that spells the word.
- Pupils mustn't look at the board. If a pupil makes a mistake, they sit down and the next pupil takes their place.

## Presentation

- Explain that in this lesson pupils will learn prepositions and how to use them.
- Place the lesson flashcards on the board. Go through each word and have pupils repeat after you.
- Then point to a card and pupils tell you what the item is.
- Ask pupils to look around the class and make sentences with the prepositions and classroom items.

## Practice

### Pupil's Book

**1 7.6 Listen and say. Then listen and number.**

- Refer pupils to the box and ask them to look at it.
- Pupils then look at the picture and make as many sentences as they can about it using the prepositions.
- Play the first part of the audio. Pupils repeat the items as they hear them.
- The second time they number the prepositions they hear.
- **Extension** On the board, write *Where's the ...?* Say *Where's the sofa?* Elicit the answer. Continue with a few more items. Pupils then ask and answer in pairs.

in front of, between, opposite, behind, next to

**Now listen and number.**

1 We've got a new house.
Cool. Where's the sofa?
It's in front of the window.
2 Where's the television?
It's opposite the sofa.
3 Where's the bookcase?
It's between the armchairs.
4 Where's the book?
It's behind the bookcase.
5 Where's the bag?
It's next to the door. We love our new house.

## Diversity

**Support**

- Place the lesson flashcards on the board, in a column. Next to the word *in front of* write *The sofa is ... the window.* Elicit the correct preposition *in front of* and write it down. Continue with the other prepositions.
- When you finish, read the sentences for pupils to repeat.
- Play the audio and stop after each sentence for pupils to have time to write the correct number each time.

**Challenge**

- Pupils write the sentences about the picture using the prepositions and the furniture.

**2 7.7 & 7.8 Listen and sing.**

- Ask pupils to look at the picture and say where the different pieces of furniture are.
- Have pupils read the song quietly and tell you the new vocabulary they see in it.
- Play the song for pupils to sing.
- A karaoke version of the song is available (track 7.8).

### Extra activity Critical thinking

- Ask pupils if the rooms in the pictures are neat and tidy and why it's important to have neat and tidy rooms.

### Extra activity TPR

- On the board, place the unit flashcards.
- Divide pupils into two teams and have them line up in front of the class, a few metres back from the board.
- Say a preposition and a furniture word for the leader of each team to run up and point to it. If a pupil taps on the incorrect preposition or word, the team loses a turn.

**3 Play a true or false game.**

- 7.9 Draw pupils' attention to the Grammar box.
- Explain that we use *any* in the plural.
- Ask two pupils to read the model dialogue.
- Have pupils use the Thumbs up/down technique to check understanding.

### Extra activity Fast finishers

- Pupils write another verse for the song on sheets of paper, with the different furniture and in a different room.
- Then, place their work in their portfolios.

## Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils about their learning so far.

Vocabulary and Grammar

Lesson 5

1 Listen and say. Then listen and number.

in front of 1 | between 3 | opposite 2 | behind 4 | next to 5

in front of | next to | opposite | behind | between

2 Listen and sing.

This is my bedroom. What can you see?
Sing the song along with me.

There isn't a bookcase next to my bed.
It's opposite the door, and it's red.
There aren't any chairs behind the door.
They're in front of the window, on the floor.
There isn't a clock between the desk and me.
It's next to the picture of the tree.

This is my bedroom. What can you see?
Sing the song along with me.

3 Play a true or false game.

There isn't a clock next to the door.
True.
There aren't any books behind the desk.
False.

There isn't a chair.
There aren't any beds.

28 twenty-eight

## Lesson 6 Activity Book

### Objectives

- **Lesson aims:** to write prepositions
- **Target language:** *in front of, next to, opposite, behind, between; There isn't a chair. There aren't any beds.*

### Global Scale of English (GSE)

- **Writing:** Can write basic, single-clause sentences, given a model (GSE 29). Can label simple pictures related to familiar topics by copying single words (GSE 16).

### Materials

Activity Book Page 25

### Assessment for Learning

Peer learning: pairwork

### Starting the lesson

- Have pupils write as many words or sentences from the book as they can in one minute.

### Practice

**1 Look and write.**

- Pupils complete the crossword by looking at the picture clues.
- Pupils compare answers in pairs before whole class feedback.

**Answer key** 2 next to, 3 behind, 4 opposite, 5 between

**2 Write.**

- Pupils use the letters in the grey squares in the crossword to make a word to complete the sentence.

**Answer key** behind

**3 Look and write.**

- Ask pupils to describe the pictures.
- Now tell pupils to go to the Extra practice on page 29 and do the activities. See notes in Lesson 10.
- Then tell pupils to complete the Picture dictionary on page 46.

**Answer key** 2 There isn't a, 3 There aren't any, 4 There aren't any

### Finishing the lesson

- Have pupils work in pairs to ask and answer questions about where things are in the room. e.g. *Where is the door? It's opposite the window.*

**Next lesson** Ask pupils to bring in cut-outs of different furniture from magazines.

## Objectives

- **Lesson aims:** to play a game about where things are in a room
- **Target language:** revision of all taught words and grammar

## Global Scale of English (GSE)

- **Reading:** Can understand a short, simple description of a house or a flat (e.g. rooms, furniture), if supported by pictures (GSE 30).
- **Speaking:** Can talk about furniture and rooms using simple language (GSE 32).
- **Writing:** Can write a short, simple description of a familiar place, e.g. room, house or apartment (GSE 35).

## Materials

- Pupil's Book Page 29
- Activity Book Page 26
- unit flashcards
- stopwatch
- sheets of A4 paper, enough for each pupil
- strips of paper, enough for each pupil
- scissors
- cut-outs of furniture from different magazines

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Stop/Go technique; Lollipop stick technique
- Peer learning: pairwork; Two stars and a wish technique
- Independent learning: Thought-provoking questions technique

## Starting the lesson

- Give each pupil 26 strips of paper. On each one they have to write the letter of the alphabet.
- Place pupils in pairs. Say a word and pupils spell it using the strips of paper.
- Continue with words from Lessons 1 and 5.

## Presentation

- Explain that in this lesson pupils will do a listening activity and then play a game with their cut-out cards.
- Place the flashcards from Lessons 1 and 5 on the board in random order and have pupils line up in front of the board.
- Pick up the stopwatch and say a word. Give pupils 30 seconds to find and say it and then sit down. If a pupil cannot find the word, they go to the end of the line.

## Practice

### Pupil's Book

**1** **7.10 Listen and draw lines.**

- Ask pupils what the items in the circles are.
- Tell pupils that they are going to draw lines from the items to the room.
- Play the audio twice, pausing for pupils to draw the lines.

1 **Girl:** This is a picture of my living room.
**Woman:** Can you tell me about the things in your living room?
**Girl:** Sure. There's a sofa. Can you see the sofa?
**Woman:** Yes.
**Girl:** Good. There's an armchair opposite the sofa. It's orange. Orange is my favourite colour.

2 **Girl:** Now look behind the door.
**Woman:** Behind the door?
**Girl:** Yes. There are books behind the door.
**Woman:** Wow! A lot of books!
**Girl:** Yes, I love reading.
**Woman:** Me, too.

3 **Woman:** Have you got a table in the living room?
**Girl:** Yes. There's a table between the sofa and the armchair.
**Woman:** Aha. It's brown!
**Girl:** Yes.
**Woman:** Your living room is very colourful!

4 **Girl:** There are two mirrors. Can you see them?
**Woman:** Yes, I can. One is big and one is small.
**Girl:** Yes. There's a clock between the mirrors.
**Woman:** I see it! It's a fancy clock! I like it.
**Girl:** Thank you.

5 **Girl:** Look at the window.
**Woman:** OK.
**Girl:** There are toys in front of the window.
**Woman:** Wow! You've got a lot of toys.
**Girl:** Yes! The teddy is my favourite. It's new. And it's very big!

### Diversity

**Support**

- Play the audio once and stop after each sentence for pupils to repeat chorally. Play the audio again and stop after the sentence with the answer. Copy the sentence on the board and ask pupils to draw the line.

**Challenge**

- Then ask pupils to write sentences in their notebooks about each item. Pupils compare their answers.

**2** **7.11 Cut out. Then listen and play.**

- Place pupils in pairs and play the audio.
- Using the Stop/Go technique, have pupils tell you if they are ready to proceed with the game.
- Use the Lollipop stick technique to bring pairs to the front of the class and do the activity.

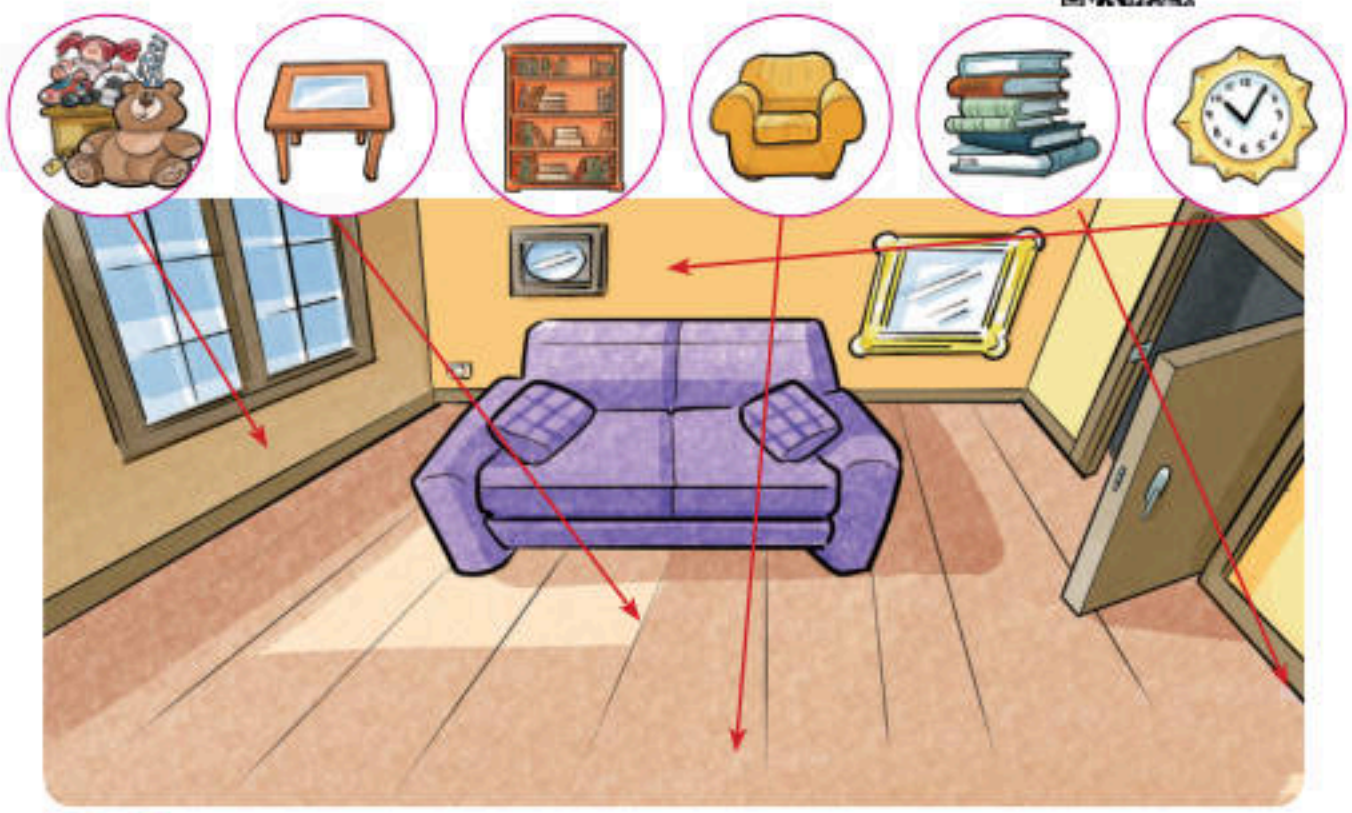
### Extra activity Creativity

- Have pupils take out their cut-outs from magazines and give them a sheet of A4 paper. Have them make a collage of their favourite furniture and write sentences about it, using prepositions and adjectives. Pupils present their work to the class. Make a classroom display.

### Extra activity TPR

- Give each pupil a strip of paper and write a piece of furniture on it. Pupils with the pieces of furniture come to the front of the class and have to stand in a place to show their preposition. Say *The sofa is behind the bookcase*. Pupils with *sofa* and *bookcase* come to the front. The *sofa* stands behind the *bookcase*.

## 1 Listen and draw lines.



## 2 Cut out. Then listen and play.

**Activity Book**

**1 Look, read and circle.**

**Answer key** 2 a, 3 b, 4 c

**2 Write, draw and share.**

- Explain that pupils have to draw and write about their favourite room.
- Tell pupils they can refer to the text in Activity 1.
- Use the Two stars and a wish technique for pupils to assess each other's work.

## Finishing the lesson

- On the board, write ten words from this unit. Ask pupils to write seven words from the board.
- Say seven words from the list and if the pupils have them, they tick them off.
- The first pupil to tick off all the words, comes to the front to call out the words for the next round.
- Use the Thought-provoking questions technique to ask pupils what they liked about this lesson, if it helped them learn successfully and what else they would like to learn.

# Culture

## Objectives

- **Lesson aims:** to read a simple text about log cabins; to make a poster about a dream house
- **Target language:** *log cabin, logs, fireplace, ceiling, wall*

## Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Speaking:** Can talk about furniture and rooms using simple language (GSE 32).
- **Writing:** Can write a short, simple description of a familiar place, e.g. room, house or apartment (GSE 35).

## Materials

- Pupil's Book Page 30
- Activity Book Page 27
- True/False response cards
- sheets of A4 paper, enough for each pupil
- strips of paper
- a bag or a box
- pictures of caravan parks, boat houses, small apartments

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; True/False cards technique
- Peer learning: groupwork; Expert envoy technique; Two stars and a wish technique
- Independent learning: Summative questions technique

## Starting the lesson

- Write prepositions from the previous lesson on strips of paper and place the strips in a bag or a box.
- Pupils come to the front and pull out a strip of paper from the bag or box. They have to read it and say a sentence with it using classroom objects.

## Presentation

- Explain that in this lesson pupils will learn about log cabins.
- Ask pupils if they can think what a log cabin is.

### Culture notes

- Log cabins are very popular as holiday homes and they are in the mountains. Some are very big, others are small. Many people use the cabins as homes as well. According to some historians, the first log cabins were brought from Sweden to the USA and used in the 1660s. They were popular because they were cheap and easy to build, but they did have problems. Today, log cabins are very different to what they were in the past.

**Key words search**

history of log cabins, the first American log cabin

## Practice

### Pupil's Book

**1 Before you read What kind of house do you live in? What furniture is there?**

- Ask pupils if they live in a house or a flat.
- Have pupils think about how big or small it is and tell you what furniture is in it.
- **Extension** Ask pupils to think about which furniture is most necessary in a home and why.

**2 7.12 Listen and read.**

- Write new words on the board, and ask pupils to find them in the pictures and point to them.
- Then ask pupils to describe the pictures in the text.
- Play the audio for pupils to read along to. Then use the Lollipop stick technique to have a few pupils read the text aloud.
- Say half a sentence about the text for pupils to complete.
- Pupils ask questions to each other about the text using the True/False cards technique.
- **Extension** Ask pupils if they think it is good to cut down trees to make homes. Why?/Why not?

### Diversity

**Support**

- Place pupils in small groups. Have them read the text and translate as much as they can in L1. Then have pupils underline any words they don't understand. Have pupils ask more advanced partners what these words mean.

**Challenge**

- Pupils write three interesting things they learnt in the text about log cabins.

**3 After you read Activity book, page 27.**

- Pupils turn to page 27 in their Activity Books.

### Extra activity Communication

- Show pupils pictures of boat houses, caravan parks, etc. Explain to pupils that people live here as well. In small groups, pupils think about how different these homes are to theirs and which ones they'd like to live in and why.

### Activity Book

**1 Look and match.**

**Answer key** 2 mountains, 3 ceiling, 4 logs, 5 fireplace

**2 After you read Read and write *Yes* or *No*.**

**Answer key** 2 Yes, 3 No, 4 No, 5 Yes

Lesson 8

CULTURE

# Log cabins

Logs come from trees. People use logs for many things.

People make houses called log cabins. There are log cabins in the mountains and forests in the USA. There are log cabins in some parts of Jordan, too. This log cabin is in Ajloun.

There are kitchens, living rooms and bedrooms in log cabins. Look at this living room. There's a big window and a fireplace in it.

There are log ceilings and walls in a log cabin. There's a log bed in this bedroom, too!

Log cabins are unusual and beautiful. Do you like log cabins?

1 Before you read **What kind of house do you live in? What furniture is there?**

2 7.12 **Listen and read.**

3 After you read **Activity Book, page 27.**

## Project

Viewing and presenting **Make a poster about your dream house.**

1 Together, think of different types of houses.
2 Find photos or draw pictures.
3 Write. *I want to live in ...*
*There's ... There are ...*
4 Make a poster.
5 Present it to the class.

## Project

**Viewing and presenting** **Make a poster about your dream house.**

- Ask pupils to think about different types of houses around the world. If an internet connection is available, use tablets or computers to do a search on them.
- Ask pupils what they know about these homes. Also have pupils refer to the pictures of houseboats, caravan parks, etc.
- Explain to pupils they are going to make a poster about their dream home. Tell pupils that they should think about the type of house, its rooms and furniture.
- Place pupils in small groups, using the Expert envoy technique for each one. Give pupils sheets of paper and read through the instructions. The expert explains to pupils in their group.
- Use the Two stars and a wish technique to have pupils judge works.

**Key words search**
unusual homes, dream homes

## Finishing the lesson

- Use the Summative questions technique to ask pupils what they would like to learn next.

# English in action



## Objectives

- **Lesson aims:** to talk about the location of things
- **Target language:** *Is it behind the sofa? Look behind the armchair.*

## Global Scale of English (GSE)

- **Listening:** Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).
- **Speaking:** Can answer simple questions about where people or things are, using basic phrases (GSE 24).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 32).

## Materials

- Pupil's Book Page 31
- Activity Book Page 28
- sheets of A4 paper, enough for each pupil
- straw puppets
- a small ball
- Resource 68

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Give pupils a sheet of A4 paper each. Have pupils write ten words they have learnt in this unit.
- Say all the new words from this unit in random order. Each time pupils hear a word on their list, they cross it off. The first person to cross off all their words calls out *Bingo!*

## Presentation

- Explain that in this lesson pupils will talk about location.
- Pick up the ball and place it next to a book. Ask pupils *Is it behind the book?* Elicit *No, it isn't.* Ask a pupil to repeat by placing the ball elsewhere.

## Practice

### Pupil's Book

**1** **7.13 Listen and read.**

- Ask pupils to look at the picture and describe it.
- Play the audio once for pupils to read and listen to. Ask pupils what the children were looking for.
- In pairs, pupils read the dialogue with their partners.

### Diversity

**Support**

- Read the sentences slowly with pupils tracing the words. Then play the audio and stop after each sentence for pupils to repeat in unison.
- Listen for pronunciation, intonation and correct use of the language.

**Challenge**

- Have pupils read the dialogue out loud in different manners or voices: read like you are tired/overexcited/bored/angry/nervous, etc.

### Extra activity Creativity

- Place pupils in small groups. Have them write their dialogue out and illustrate it in two frames. Pupils present their work to the class. Make a classroom display.

**2** **Act out the dialogue. Use different furniture and prepositions.**

- Using the Traffic light cards technique, have pupils tell you if they are ready to proceed with the activity.
- Tell pupils they can use other items as well. They can use straw puppets if they like, too.
- Using the Lollipop stick technique, invite pupils to come to the front of the class and act out the dialogue.

### Activity Book

**1** **7.14 Listen and order. Then write.**

- Pupils listen and reorder the words to complete the dialogue.

**Answer key** Is it between the bookcases?; Look between the beds.

## Finishing the lesson

- Use the Summative questions technique to ask pupils to tell you what they have learnt today, what they think they are good at and in what area they need a little more practice.

## English in action 7
Talking about location

**1** 7.13 **Listen and read.**

Oh, no! I can't find my action figure.

No, it isn't.

Good idea. Oh, here it is.

Is it behind the sofa?

Look behind the armchair.

**2** **Act out the dialogue. Use different furniture and prepositions.**

bookcase | television | bed | next to | opposite | under

## Phonics
Lesson 10

**1** 7.15 **Listen and say.**

truck clock

**2** 7.16 **Listen and circle.**

1 ck ch sh th 2 ck ch sh th 3 ck ch sh th

4 ck ch sh th 5 ck ch sh th 6 ck ch sh th

**3** 7.17 **Listen and say the tongue twister.**

Malek has got a clock and a black backpack in his truck.

# Phonics



## Objectives

- **Lesson aims:** to listen to and say the blend *ck*

## Global Scale of English (GSE)

- **Reading:** Can identify individual sounds within simple words (GSE 26).
- **Listening:** Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can say simple tongue twisters and other types of playful language (GSE 27).

## Materials

- Pupil's Book Page 31
- Activity Book Page 28
- strips of paper, three per pupil
- sheets of A4 paper, enough for each pupil
- phonics notebooks for each pupil

## Assessment for Learning

Peer learning: groupwork
Independent learning: portfolios

## Starting the lesson

- Divide the pupils into small groups. Say a phonic from Semester 1 or Units 5 and 6. Pupils write as many words as they can with that sound.
- The group with the most words wins.

## Practice

### Pupil's Book

**1** 7.15 **Listen and say.**

- On the board, write *ck, ch, sh, th*. Say their sounds aloud. Have pupils repeat after you.
- Play the audio for pupils to listen and say.
- **Extension** Give pupils three strips of paper each. They write a new phonic on each strip and quickly quiz their partners on the phonic sounds using the strips.
- Correct any pronunciation mistake.

**2** 7.16 **Listen and circle.**

- Pupils check answers with their partners after the audio.
- Walk around the class and say different words with today's phonics for pupils to say what they are.
- Have pupils take out their phonics notebooks and write the phonics they have learnt today in them.

**1** backpack
**2** fish
**3** teeth
**4** black
**5** teach
**6** clock

**3** 7.17 **Listen and say the tongue twister.**

- Ask pupils to read the tongue twister and find and say words with the phonics in today's lesson.

### Activity Book

**1** 7.18 **Listen. Circle the *ck* words red, the *ch* words blue, the *sh* words yellow and the *th* words green.**

- Pupils circle the words in the correct colours.

**Answer key** red: 2, 4; blue: 7, 8; yellow: 1, 5, 9; green: 3, 6

**1** fish, fish **2** clock, clock **3** teeth, teeth
**4** truck, truck **5** sheep, sheep **6** three, three
**7** cheese, cheese **8** chair, chair **9** shop, shop

**Extra practice**

**1** **Look and circle. Then write.**

**Answer key** 2a, There's a television. 3a, There's a sofa. 4b, There are bookcases.

**2** **Look and write. Then circle.**

**Answer key** 2 There aren't any, opposite, 3 There aren't any, next to, 4 There isn't a, in front of

## Finishing the lesson

- Give each pupil a sheet of A4 paper. Ask them to write their favourite phonic words and a sentence with them on it.
- Pupils read them to the class and take them home to show their parents.
- Collect them in the next lesson and place them in their portfolios.

**Next lesson** Unit 7 Test

## English in action 7
Talking about location

**1** 7.13 **Listen and read.**

Oh, no! I can't find my action figure.

No, it isn't.

Good idea. Oh, here it is.

Is it behind the sofa?

Look behind the armchair.

**2** **Act out the dialogue. Use different furniture and prepositions.**

bookcase | television | bed | next to | opposite | under

## Phonics
Lesson 10

**1** 7.15 **Listen and say.**

truck clock

**2** 7.16 **Listen and circle.**

1 ck ch sh th 2 ck ch sh th 3 ck ch sh th

4 ck ch sh th 5 ck ch sh th 6 ck ch sh th

**3** 7.17 **Listen and say the tongue twister.**

Malek has got a clock and a black backpack in his truck.

# Mapping

## Topics

**Theme 4**: Environment **Theme 2**: Culture

## Scope and Sequence Matrix

**Listening**: identifying people and objects based on oral descriptions; identifying rhyming words; following simple short instructions of a teacher, peers or a recording in activities and games; responding to short, simple questions before, during and after listening; demonstrating appropriate listening behaviours; recognising information while listening; using prior knowledge to understand short familiar dialogue with familiar words; demonstrating preferences after listening to an audio text

**Speaking**: communicating ideas clearly; communicating with the correct use of pauses; participating in short guided dialogues to express advice and likes and dislikes tactfully; retelling a short story based on pictures or by using puppets

**Reading**: reading short texts of at least five sentences in the past or present tense; locating main and key ideas in a reading text; identifying the relationship between characters; understanding simple dialogues; retelling basic information in a reading text

**Writing**: using accurate spelling, capitalisation and punctuation; revising a short, simple written text with the teacher/peers

**Viewing and presenting**: beginning to view different viewpoints of the same story; delivering a short oral presentation about an object or event of interest; using actions and body language to reinforce and add meaning to oral presentations; deducing the purpose of the visual text and relating it to his/her personal experience

## Learning Outcomes and Performance Indicators

**Listening**: follow simple instructions in activities and games; identify people and objects based on oral descriptions (She sits next to the window.); respond to simple questions before, during and after listening; draw, select or write simple words in response to questions in presented oral material; express opinions and preferences after listening to an audio text; listen to and join in simple chants and songs; locate needed information while listening; use words and short phrases (Excuse me!) or body language (facial expressions) to show lack of understanding; ask for help (What does the word door mean?)

**Speaking**: talk about situations, people and things; retell a short story

**Reading**: use knowledge of punctuation marks to better understand a reading text; use pictures and other visual organisers to make predictions about the content; use phonic knowledge and word recognition to aid comprehension; use pictures and contextual clues to infer the meanings of new vocabulary items; independently read short texts of at least five sentences in the past or present tense; locate key facts or information in a reading text (e.g. names, places, events, etc.); identify the relationship between characters, if any, or the main idea in a text; understand the concept, as well as content, of simple dialogues; read and follow multi-step commands and requests in class, asking for clarification when needed; retell basic information in a reading text; deduce the meaning of certain vocabulary items relating them to context clues; spell one-syllable words that have blends, contractions or words ending in *-tion*, *-ing*; use stress and intonation patterns to clearly communicate ideas (stress content words; contract weak forms; express rising-falling intonation; stress the main verb in a sentence; stress the final word in a sentence); use syllabification and sentence segmentation to communicate with correct pauses; use the correct stress, intonation and pauses to effectively ask, answer, advise, direct and express likes and dislikes

**Writing**: write a short, simple memo to a friend; learn to accept peer review and objectively discuss criticism; revise a written test based on peer feedback

**Viewing and presenting**: start to demonstrate understanding of visual information by asking questions about genre; realise that texts and illustrations work together to convey information; begin to view different versions of the same story and realise the effectiveness of different viewpoints (picture book version vs. film/movie version of a story); listen to other responses, realising that people react differently; discuss his/her own feelings in response to visual messages; deliver a short oral presentation about an object or event of interest; use actions and body language to reinforce and add meaning to oral presentations

## Unit objectives

to talk about wild animals and food

## Language

| | |
|---|---|
| **Vocabulary** | **Wild animals**: *monkey, tiger, hippo, giraffe, zebra, elephant, crocodile, penguin, eagle, kangaroo*<br>**Food**: *coconut, burger, kiwi, grapes, mango, ice lolly* |
| **Grammar** | *Can penguins swim? Yes, they can.*<br>*Can hippos jump? No, they can't.*<br>*Is there a coconut? Yes, there is./No, there isn't.*<br>*Are there any burgers? Yes, there are./No, there aren't.* |
| **Functions** | *You should have some orange juice.* |
| **Phonics** | */fr/, /gr/, /cr/ frog, green, crab* |

## Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–10)

**Mathematical, scientific and technological competences:** use numbers to complete an activity (L. 1); talk about quantity (L. 5)

**Digital competence:** use Pupil's Book eBook (L. 1–10)

**Social and civic competences:** raise awareness of cultural similarities and differences (L. 8); learn to ask for and offer help (L. 9)

**Cultural awareness and expression:** learn to be creative (L. 3 and 8)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1 and 3); follow instructions (L. 1–10); personalisation of language learnt (L. 8 and 9)

**Initiative and entrepreneurship:** choose a topic for the project (L. 8)

## 21st Century Skills for Learning and Innovation

| | |
|---|---|
| **Critical thinking** | Predicting (L. 3); Problem solving (L. 3); Logical thinking (L. 3 and 8); Defining and describing (L. 1, 3, 5, 7, and 9); Finding information (L. 3, 5, 7 and 8); Planning (L. 5 and 8); Reflecting on learning (L. 1–10) |
| **Creativity** | Design an animal mask (L. 3) |
| **Communication** | Talking about wild animals and food (L. 1 and 5); Talking about feelings (L. 9); Cut-outs game (L. 7); Functional dialogue (L. 9) |
| **Collaboration** | Project groupwork (L. 8); Acting out (L. 3 and 9) |

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Picture dictionary: Activity Book p. 47
- Unit 8 Extra practice: Activity Book p. 37
- Unit 8 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 8 Test

# Vocabulary and Grammar

## Objectives

- **Lesson aims:** to talk about wild animals
- **Target language:** *monkey, tiger, hippo, giraffe, zebra, elephant, crocodile, penguin, eagle, kangaroo; Can penguins swim? Yes, they can. Can hippos jump? No, they can't.*

## Global Scale of English (GSE)

- **Reading:** Can recognise basic action words (e.g. *clap, stamp, jump, walk*) (GSE 21).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand basic actions words (GSE 15).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can express ability or lack of ability in relation to basic everyday action. (GSE 31).

## Materials

- Pupil's Book Pages 32–33
- lesson flashcards
- stopwatch
- fly swatters
- Resources 44 and 52

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork

## Starting the lesson

- Use the Lollipop stick technique to ask pupils the names of different furniture, find the flashcard and place it on the board. Repeat for adjectives.

## Presentation

- Explain that in this lesson pupils will learn about wild animals.
- Ask pupils to look for the children in the picture on page 32 and tell you where they are and what they're wearing.

## Practice

**Pupil's Book**

**1 How many animals can you see?**

- Using the Lollipop stick technique, have pupils tell you how many species of animals they can see and to name them.
- **Extension** Ask pupils to say what colour the animals are.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions in the box.

**Extra activity** **Critical thinking**

- Ask pupils if we should keep animals in zoos. Have a discussion on the pros and cons of the topic.

**2 8.1 Listen and stick. Then listen and say.**

- Place the flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
- Point to an item and use the Lollipop stick technique to have pupils tell you what animal it is and what colour it is.

**Girl 1:** I love animals.
**Girl 2:** Me, too. And I love the zoo.
**Girl 1:** Let's have a look at the animals! There's a monkey.
**Girl 2:** Yes. There's a tiger.
**Girl 1:** I see a hippo.
**Girl 2:** Me, too. There's a giraffe.
**Girl 1:** There's a zebra.
**Girl 2:** I see an elephant.
**Girl 1:** Cool! There's a crocodile.
**Girl 2:** There's a penguin.
**Girl 1:** I see an eagle.
**Girl 2:** Look! There's a kangaroo.
**Girl 1:** The zoo is fun.

**Now listen and say.**

monkey, tiger, hippo, giraffe, zebra, elephant, crocodile, penguin, eagle, kangaroo

**3 Find the animals in the picture on page 32.**

- Pupils find the animals in the picture and tell their partners.

**4 8.2 & 8.3 Listen and chant.**

- Explain that we use *Can* to show ability.
- Ask *Can cats fly?* Elicit *No, they can't.* Continue with more animals.
- Play the chant. When pupils hear an animal, they clap.
- A karaoke version of the chant is available (track 8.3).

**Diversity**

**Support**

- Read the chant slowly, verse by verse, miming each action every time. Then pupils repeat after you, copying you.

**Challenge**

- Have pupils rewrite the chant using different animals and verbs.

**5 8.4 Listen and tick (✔) or cross (✗). Then ask and answer.**

- Have pupils look at the table. Explain that they will hear short conversations and put a tick or a cross in the boxes.
- **8.5** Draw pupils' attention to the Grammar box.

1 **Girl 1:** Can penguins fly?
**Girl 2:** No, they can't.
2 **Girl 2:** Can elephants jump?
**Girl 1:** No, they can't.
3 **Girl 1:** Can crocodiles run?
**Girl 2:** Yes, they can.
4 **Girl 2:** Can eagles swim?
**Girl 1:** Yes, they can.
5 **Girl 1:** Can giraffes climb trees?
**Girl 2:** No, they can't.

## Finishing the lesson

- Play Word swat with the Unit 8 flashcards.

**2** **Listen and stick. Then listen and say.**

**3** **Find the animals in the picture on page 32.**

**4** **Listen and chant.**

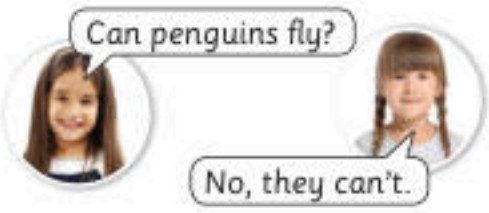
We're at the zoo,
You and me.
Have a look.
What do you see?

There's a tiger!
Can tigers run?
Yes, they can.
Oh, what fun!

There's a hippo!
Can hippos jump?
No, they can't.
I don't know why.

**5** **Listen and tick (✔) or cross (✘). Then ask and answer.**

| 1 penguins | 2 elephants | 3 crocodiles | 4 eagles | 5 giraffes |
|---|---|---|---|---|
| fly ✘ | jump ✘ | run ✔ | swim ✔ | climb trees ✘ |




Can penguins swim? Yes, they can.
Can hippos jump? No, they can't.



## Lesson 2 Activity Book

### Objectives

- **Lesson aims:** to talk about wild animals
- **Target language:** *monkey, tiger, hippo, giraffe, zebra, elephant, crocodile, penguin, eagle, kangaroo; Can penguins swim? Yes, they can. Can hippos jump? No, they can't.*

### Global Scale of English (GSE)

- **Reading:** Can recognise basic action words (e.g. *clap, stamp, jump, walk*) (GSE 21).
- **Listening:** Can understand basic actions words (GSE 15).
- **Writing:** Can write basic, single-clause sentences, given a model. (GSE 29)

### Materials

- Activity Book Pages 30–31

### Assessment for Learning

Peer learning: groupwork
Independent learning: Summative questions technique

### Starting the lesson

- Place pupils in small groups and have them play a game of charades where they mime the new animal vocabulary for their group members to guess.

### Practice

**1** **Look at Pupil's Book page 32. Read and write.**

- Pupils answer the questions.
- Check answers with the whole class.

**Answer key** 1 It's sunny/hot.; 2 The buses are red and white.; 3 No, he hasn't.

**2** **Look, read and circle.**

- Pupils looks at the pictures and circle the correct words.

**Answer key** 2 penguin, 3 elephant, 4 hippo, 5 eagle, 6 tiger, 7 giraffe, 8 kangaroo, 9 monkey, 10 crocodile

**3** **8.6 Listen and circle.**

- Pupils listen and circle the answers to the questions.

**Answer key** 2 Yes, they can.; 3 No, they can't.; 4 Yes, they can.

**4** **Read and write.**

- Pupils complete the answers.

**Answer key** 2 Yes, can; 3 No, can't; 4 Yes, can

### Finishing the lesson

- Use the Summative questions technique to ask pupils what they enjoyed about the lesson.

## Story

1 Before you read **Who's the elephant?**
**Polly is the elephant.**

2 **Listen and read.**

# A play at the zoo

1
Let's do a play. Here are your masks.
Great!
I'm ready!

2
Hello, children. Let's learn about animals.
Hi! I'm a penguin. Are there any fish? I'm hungry.
Penguins can swim. They can't fly! They eat fish.

3
Look, everyone!
I'm an elephant. I love eating grass.
Elephants can walk and run. They can't jump. They eat grass.

4
I'm a monkey. I'm hungry.
Is there any fruit?
Yes, there is. Monkeys can climb trees. They can't fly. They eat fruit.

5
Atomic is ready.
Bo is ready, too.
Good robot, Bo!

What animal costumes are Atomic and Bo wearing?

What animal costumes are Atomic and Bo wearing?

**Atomic is wearing a tiger costume and Bo is wearing a crocodile costume.**

**3** After you read **Look at the story. Read and write.**

Yes No can can't

1 Can penguins fly? ___No___, they ___can't___.

2 Can elephants jump? ___No___, they ___can't___.

3 Can monkeys climb trees? ___Yes___, they ___can___.

4 Can tigers and crocodiles swim? ___Yes___, they ___can___.

Values
Eat healthy food
Respect animals

**4** **Act out the story.**

**5** Viewing and presenting **Design and share an animal mask.**

# Story

## Objectives

- **Lesson aims:** to read simple cartoon stories
- **Target language:** wild animals; *Penguins can swim. They can't fly! They eat fish.*

## Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can recognise basic action words (e.g. *clap, stamp, jump, walk*) (GSE 21). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).
- **Writing:** Can write simple sentences about what they or other people can or can't do (GSE 28).

## Materials

- Pupil's Book Pages 34–35
- sheets of A4 paper, enough for each pupil
- Unit 8 story cards
- unit flashcards
- animal mask (for animals mentioned in the story) cut-outs from the internet
- elastics for masks, enough for each pupil
- scissors
- Resources 65 and 73

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring pupils' learning: Stop/Go technique
- Peer learning: pairwork; groupwork

## Starting the lesson

- Divide the class into two teams. On the left and right side of the board, draw a pizza with eight slices. Hold up a flashcard from Lesson 1, and ask a pupil to say the word. If the pupil cannot say the word, erase one of the slices of pizza from their team. The team with the most slices of pizza left wins the game.

## Presentation

- Using the Key question technique, ask pupils why they think it's good to read stories in English.
- Tell pupils that today's story is about a play at the zoo. Ask pupils what they think will happen in the story.

## Practice

**Pupil's Book**

### 1 Before you read **Who's the elephant?**

- Have pupils look at all the pictures of the story. Ask where each character in the story is.
- Ask pupils to find who the elephant is.
- **Extension** Ask pupils to think about which animal they would like to be in a play and why.

### 2 8.7 **Listen and read.**

- Have pupils read or listen to the story. Ask them what happens in it.
- Play the audio again and pause at frame 5. In pairs, pupils discuss the question in the box.
- Using the Stop/Go technique, say different statements about the story, e.g. *Polly is a penguin.* (Stop). *Bo is a crocodile.* (Go).
- **Extension** Use the story cards to ask about the story.
- Refer pupils to the question box again. Ask if their guesses were correct.

### Diversity

**Support**

- Place pupils in pairs. They choose a frame each and read the sentences to their partner, slowly, pausing in places for their partner to complete it.

**Challenge**

- In pairs, pupils rewrite the story using different rooms and characters in each room. They read the story to the class.

### 3 After you read **Look at the story. Read and write.**

- Ask pupils what the animals in the story can do.
- Pupils do the activity individually and check with their partners.

### Extra activity TPR

- Have pupils stand in a circle. Ask a question using *Can*. If the animals can do the action, then they mime the action and say *Yes, they can.* If not, they say *No, they can't* and stand still. Ask, *Can elephants run?* Elicit *Yes, they can* and pupils mime running. Then ask *Can elephants climb trees?* Elicit *No, they can't.* Pupils mustn't move. Pupils who move, lose a turn.

### 4 **Act out the story.**

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- **Extension** Give pupils cut-outs of the animal masks to cut around and colour. Tell pupils these will be their props for the play.
- Have the groups perform in front of the class.

### 5 Viewing and presenting **Design and share an animal mask.**

- Ask pupils to think about their favourite animal.
- Give pupils a sheet of A4 paper and explain they have to make a mask with their favourite animal. Pupils colour their mask and then cut it out. They place an elastic from side to side so they can wear it. Pupils parade their masks in front of the class.

### Extra activity Collaborative work

- In groups, pupils write a few sentences about what the animals on their masks can do and eat. They come to the front and parade with their masks, miming the actions they have written.
- Read out the sentences.

### Values

- Ask pupils why it is important to eat healthy food and how it helps us grow.
- Have pupils discuss a healthy menu in groups.
- Ask pupils why it's important to respect animals in a zoo or in the wild. How can they show their respect? e.g. *Don't run or shout because it might scare them. Don't feed them.*

## Finishing the lesson

- Explain to pupils that you will write sentences on the board but the words have their vowels missing, e.g. *l p h n t s  c n  w l k  nd  r n (Elephants can walk and run.– Frame 3).*
- In groups, pupils have to find the sentences from the story in two minutes and write them down. The group with the most correct sentences wins.

## How to work with stories

**Stage 1 – Before listening to the story**

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each story card.

**Stage 2 – Listening to the story**

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each story card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

**Stage 3 – After listening to the story**

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or make up your own questions.
When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.

**Stage 4 – Acting out**

After having listened to the story a few times, your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

**For more ideas, see page 17.**

### CLIL Link

In Unit 8, the story is based around the concept of our body and eating healthy food from the Natural Science curriculum.
Polly and her friends perform a play about animals and what they eat at the local zoo.
To explore this concept further, you can use Resource 73.

## Lesson 4 Activity Book

### Objectives

- **Lesson aims:** to remember facts about simple cartoon stories
- **Target language:** wild animals and food; *Penguins can swim. They can't fly! They eat fish.*

### Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can recognise basic action words (e.g. *clap, stamp, jump, walk*) (GSE 21).

### Materials

- Activity Book Page 32

### Assessment for Learning

Peer learning: pairwork; Think-pair-share technique

### Starting the lesson

- Write some of the sentences from the story on the board in a random order. Pupils work in pairs to put the sentences in the correct order.

### Practice

**1 After you read Remember the story. Read and write.**

- With books closed, ask pupils to tell you about the story.

**Answer key** 2 Polly, 3 Tom, 4 Laila, 5 Atomic, 6 Bo

**2 Values Look and tick (✔) or cross (✘).**

- Pupils complete the activity individually. Ask why each food is healthy or unhealthy.

**Answer key** 2 ✔, 3 ✘, 4 ✔, 5 ✘

**3 Look and colour.**

- Use the Think-pair-share technique to discuss if pupils liked the story.

### Finishing the lesson

- Explain to pupils that you will read sentences from the story with key words missing. Pupils will try to identify the missing words.

# Vocabulary and Grammar



## Objectives

- **Lesson aims:** to talk about food
- **Target language:** *coconut, burger, kiwi, grapes, mango, ice lolly; Is there a coconut? Yes, there is./No, there isn't. Are there any burgers? Yes, there are./No, there aren't.*

## Materials

- Pupil's Book Page 36
- lesson flashcards
- sheets of A4 paper, enough for each pupil
- strips of paper, three per pupil
- Resources 45, 53, 57 and 61

## Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Use the Lollipop stick technique to have pupils say a word from the unit for you to write on the board.
- Pupils spell the word in unison as you write the word. Then use the Lollipop stick technique to have a pupil tell you what that animal can or can't do.

## Presentation

- Explain that in this lesson pupils will learn about food.
- Place the lesson flashcards on the board. Go through each word and have pupils repeat after you.
- In pairs, ask pupils to point to a word for the other to say it.
- Monitor pupils as they work, supporting where necessary.

## Practice

### Pupil's Book

**1 8.8 Listen and say. Then listen and draw ☺ or ☹.**

- Say a food for pupils to point to in their Pupil's Books.
- Play the first part of the audio. Pupils repeat the items as they hear them.
- The second time they draw the faces.
- **Extension** In pairs, pupils draw and write more food and add the happy or sad smiley.

coconut, burger, kiwi, grapes, mango, ice lolly

**Now listen and draw a happy face or a sad face.**

Great! We're at the café.
I'm really hungry. Hmm ... What can I eat?
Look! Coconuts.
Hmm. I don't like coconuts.
Really? What about burgers?
Oh, I love burgers.
And I see kiwi ... and grapes. Do you like kiwi and grapes?
No, I don't. But I like mangoes. And I like ice lollies.

### Extra activity Creativity

- Place pupils in pairs and give them a sheet of A4 paper. Have them make a poster of healthy food to present to the class.

## Diversity

**Support**

- Give pupils three strips of paper each. Have them write a fruit on each one. Then tell them to cut the strip of paper in the word at a syllable, e.g. *co – co – nut.*
- Place pupils in small groups. Have them place all their strips in the middle and mix them up. Slowly, they match the strips and say the word. Pupils may refer to their Pupil's Books.

**Challenge**

- Place pupils in pairs. One says a word for the other to spell without looking in their books.

**2 8.9 & 8.10 Listen and sing.**

- Ask pupils to read the song and underline all new vocabulary.
- Play the song for pupils to sing. Explain that when they hear a word related to food, they stamp their feet.
- A karaoke version of the song is available (track 8.10).

### Extra activity TPR

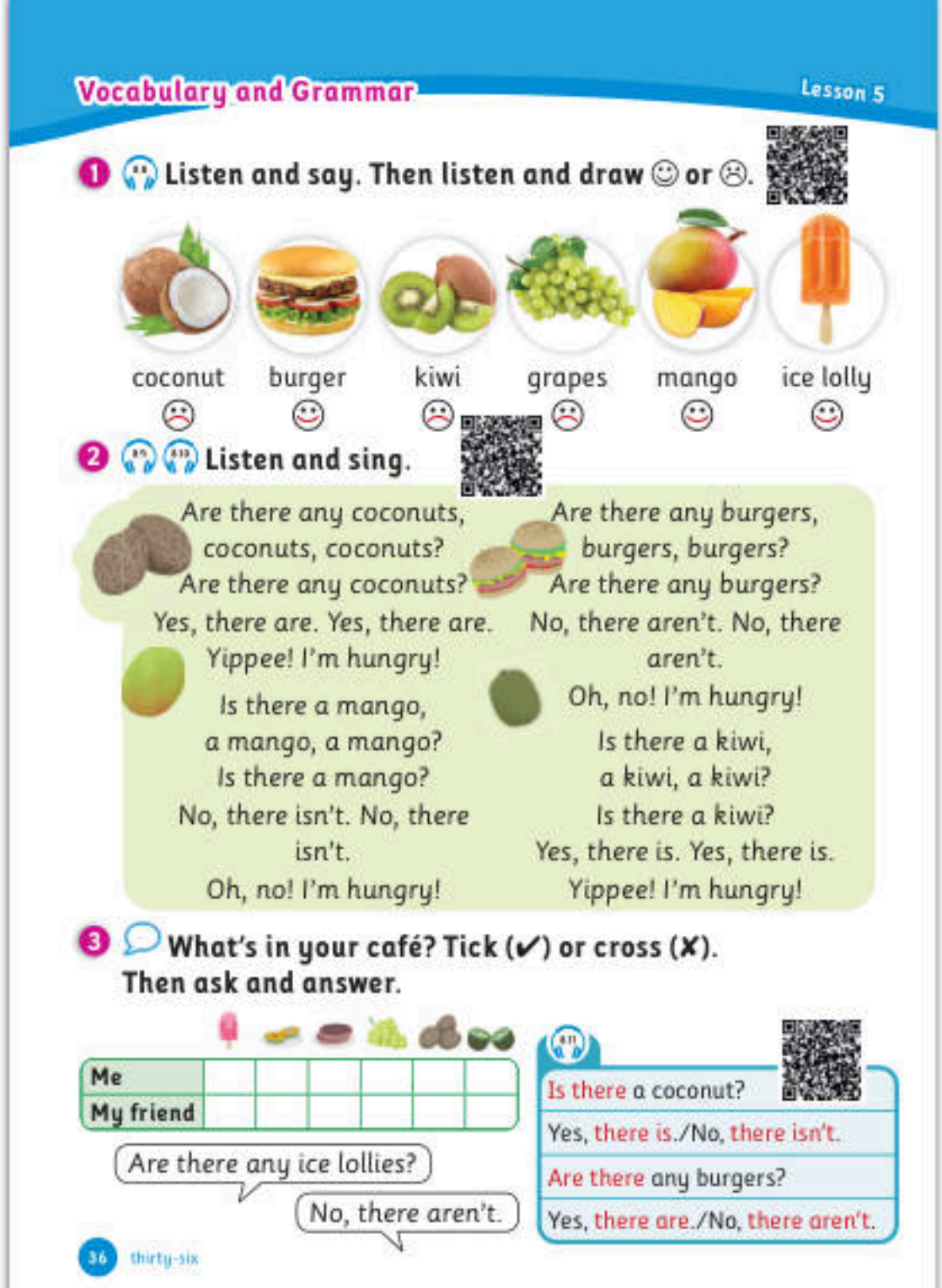
- Divide the class into four groups. Give each group a food from the song. Play the audio again. Pupils read the song and sing their food aloud when they hear it. Repeat by having groups change food.

**3 What's in your café? Tick (✓) or cross (✗). Then ask and answer.**

- 8.11 Draw pupils' attention to the Grammar box and the recorded model.
- Place three flashcards on the board. Explain that we use *Is there* or *Are there* to ask if something is here. We use short answers to reply.
- Ask pupils to look at the board. Ask about a fruit that is on the board using *Is there ...?* Elicit the correct answer. Repeat with a fruit that isn't on the board. Repeat a few times.
- Use the Traffic light cards technique to check understanding.
- Have pupils complete the table in pairs.

## Finishing the lesson

- Ask pupils to write four questions using *Is there ...?* and *Are there ...?* about classroom objects to ask their partners.
- Pupils then swap partners to ask and answer.
- Use the Summative questions technique to have pupils say what they liked about today's lesson and how it has helped them with their English.



Vocabulary and Grammar Lesson 5

1 Listen and say. Then listen and draw ☺ or ☹.

coconut ☹ burger ☺ kiwi ☹ grapes ☹ mango ☺ ice lolly ☺

2 Listen and sing.

Are there any coconuts,
coconuts, coconuts?
Are there any coconuts?
Yes, there are. Yes, there are.
Yippee! I'm hungry!

Is there a mango,
a mango, a mango?
Is there a mango?
No, there isn't. No, there isn't.
Oh, no! I'm hungry!

Are there any burgers,
burgers, burgers?
Are there any burgers?
No, there aren't. No, there aren't.
Oh, no! I'm hungry!

Is there a kiwi,
a kiwi, a kiwi?
Is there a kiwi?
Yes, there is. Yes, there is.
Yippee! I'm hungry!

3 What's in your café? Tick (✔) or cross (✘). Then ask and answer.

| | | | | | | |
|---|---|---|---|---|---|---|
| Me | | | | | | |
| My friend | | | | | | |

Are there any ice lollies?
No, there aren't.

Is there a coconut?
Yes, there is./No, there isn't.
Are there any burgers?
Yes, there are./No, there aren't.

36 thirty-six

## Lesson 6 Activity Book

### Objectives

- **Lesson aims:** to talk about food
- **Target language:** *coconut, burger, kiwi, grapes, mango, ice lolly; Is there a coconut? Yes, there is./No, there isn't. Are there any burgers? Yes, there are./No, there aren't.*

### Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).

### Materials

- Activity Book Page 33
- lesson flashcards
- graph paper

### Assessment for Learning

Peer learning: pairwork

### Starting the lesson

- Have pupils write as many food words as they can in one minute.

### Practice

**1 Find, circle and write.**

- Pupils look at the pictures, find the words in the wordsearch and write the words.

**Answer key** 2 burger, 3 ice lolly, 4 coconut, 5 grapes, 6 mango

**2 Look, read and circle.**

- Tell pupils to go to the Extra practice on page 37 and do the activities. See notes in Lesson 10.
- Then tell pupils to complete the Picture dictionary on page 47.

**Answer key** 2 grapes, 3 an apple, 4 burgers

**Extra activity** **Fast finishers**

- Give pupils a sheet of graph paper and have them make a word search puzzle. Tell them to use animals and food.

### Finishing the lesson

- Put different food flashcards on the board. Ask pupils questions, *Are there any ...? Is there a ...?* Have pupils work in pairs to answer the questions.

**Next lesson** Have pupils bring in colour markers for the next lesson.

## Objectives

- **Lesson aims:** to play a game about animals
- **Target language:** revision of all taught words and grammar

## Global Scale of English (GSE)

- **Listening:** Can follow basic instructions to colour, draw or make something (GSE 23). Can extract specific information in short texts on familiar topics (GSE 39).
- **Speaking:** Can express ability or lack of ability in relation to basic everyday actions (GSE 31).

## Materials

- Pupil's Book Page 37
- Activity Book Page 34
- unit flashcards, colour flashcards
- strips of paper, two per pupil
- colour markers

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique
- Peer learning: pairwork; Expert envoy technique; Two stars and a wish technique
- Independent learning: Summative questions technique

## Starting the lesson

- Do a quick review of unit vocabulary with flashcards.
- Bring six pupils to the front of the class and hand them a flashcard each. Say a sentence with *can*. If the animal can do the action, the pupil with that flashcard has to mime the action.
- Say *This animal can run*. Pupils with an animal that can run, mime running.

## Presentation

- Explain that in this lesson pupils will do a listening activity and then play a game with their cut-out cards.
- Place flashcards from Lessons 1 and 5 on the board. Point to one and intentionally say it wrong for pupils to correct you.

## Practice

### Pupil's Book

**1 8.12 Listen and colour.**

- Explain the activity. Use the Traffic light cards technique to check pupils understand it.
- Play the audio twice, pausing for pupils to colour the picture.

1 **Girl:** Look! It's a zoo.
**Woman:** Yes. I like zoos.
**Girl:** Me, too. Are there any tigers in the zoo?
**Woman:** Yes, there are. There are 3 green tigers.
**Girl:** What?! Green tigers?
**Woman:** [laughing] Yes. Colour the tigers green.
**Girl:** [giggling] OK.

2 **Girl:** Is there an elephant in the zoo?
**Woman:** No, there isn't.
**Girl:** Is there a giraffe?
**Woman:** Yes, there is. Look! Here it is.
**Girl:** I can see it.
**Woman:** Colour the giraffe, please.
**Girl:** [giggling] Can I make it purple?
**Woman:** [happily] Yes. Colour the giraffe purple.

3 **Girl:** Are there any zebras?
**Woman:** No, there aren't. Are there any kangaroos?
**Girl:** Yes, there are. Here.
**Woman:** Have you got a red crayon?
**Girl:** Sorry? Red?
**Woman:** Yes.
**Girl:** Yes, I have.
**Woman:** Colour the kangaroos red.
**Girl:** OK.

4 **Girl:** Monkeys are funny. Are there any monkeys?
**Woman:** No, there aren't.
**Girl:** Oh, no!
**Woman:** But there are hippos. Can you see the hippos?
**Girl:** Yes, I can.
**Woman:** Well done! What colour would you like to colour them?
**Girl:** Blue!
**Woman:** OK, colour the hippos blue!

## Diversity

**Support**

- Before pupils start the activity, do a revision of the colours.
- Then refer pupils to the picture in Activity 1. Say a sentence with a colour and animal. Pupils have to pick up that colour marker and put it on the animals.
- Tell pupils that sometimes the colours may be unusual. Pupils mustn't colour or draw lines. Say *The tigers are brown*. Pupils pick up a brown marker and place it on the tigers. Then say, *The giraffe is red*. Pupils place a red marker on the giraffe.
- Continue for a few rounds and then place pupils in pairs.

**Challenge**

- After Activity 1, pupils make sentences about the animals in the picture using *There is/are*.

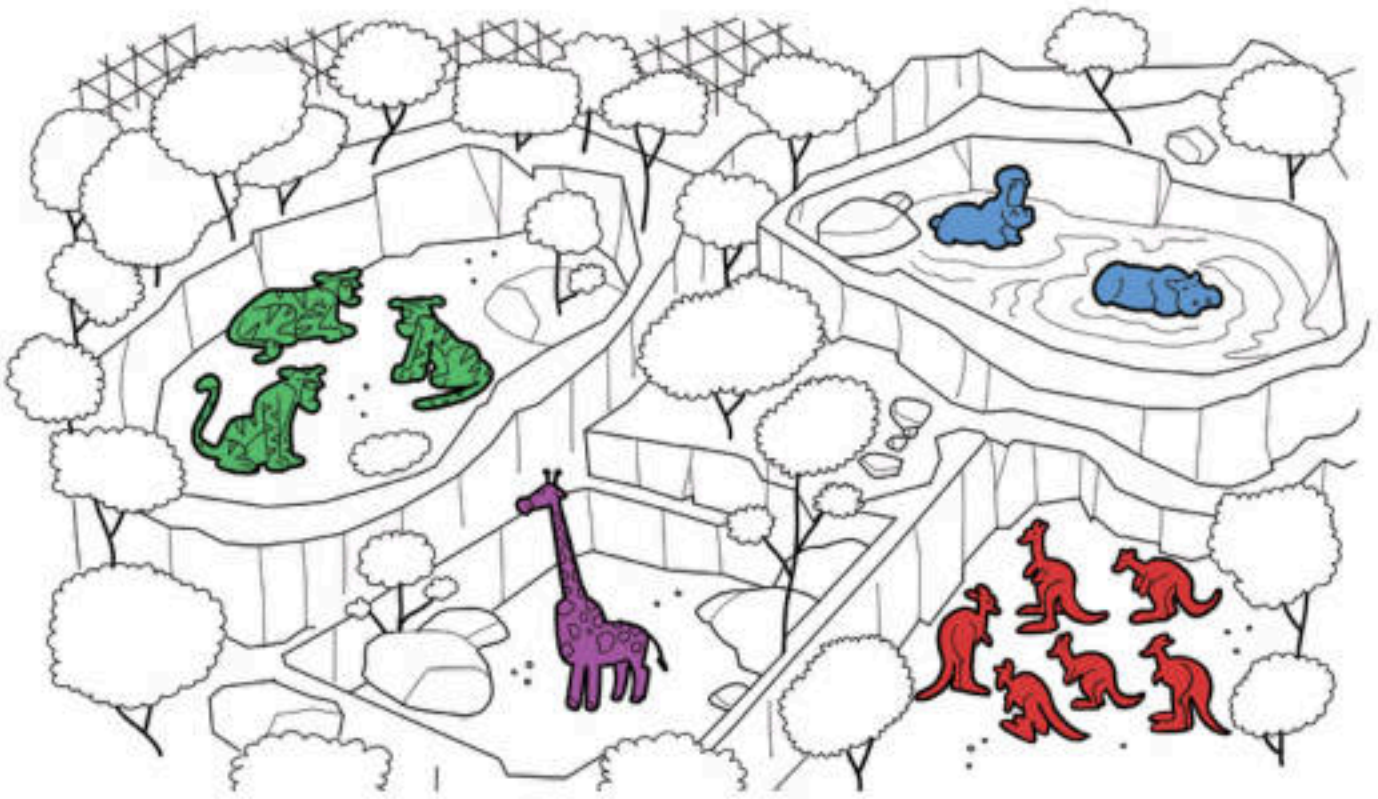
**2 8.13 Cut out. Then listen and play.**

- Place pupils in pairs and play the audio.
- Ask pupils to look at their cubes and using the Lollipop stick technique, have random pupils describe a side.
- Use the Expert envoy technique to help pupils who haven't understood the game.
- Monitor pupils as they work and assist where necessary.

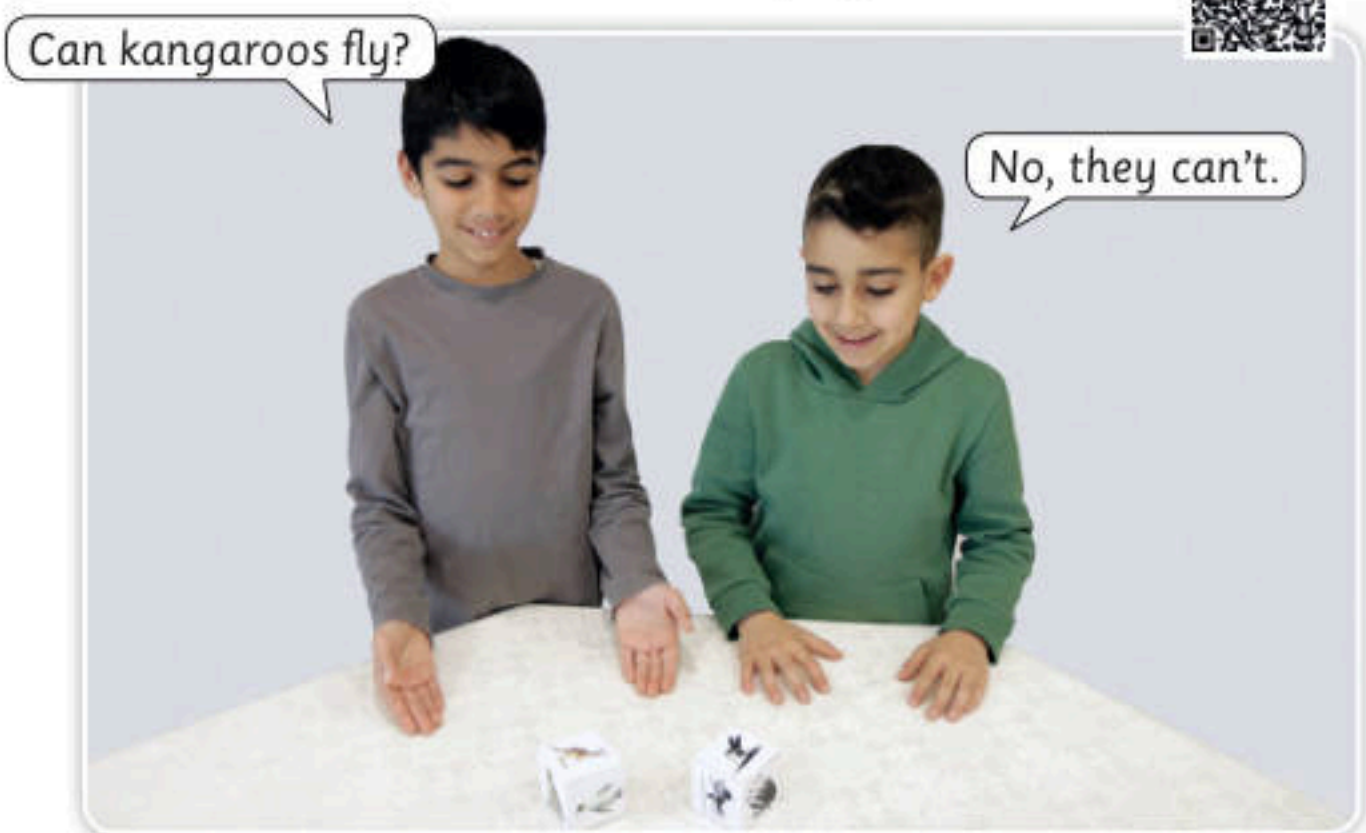
## Extra activity Creativity

- In pairs, pupils create a factfile of an imaginary animal. They draw a picture, write the name, describe the colour and the food they eat. Then they present the animal to the class.

1 **Listen and colour.**



2 **Cut out. Then listen and play.**






## Extra activity TPR

- Elicit wild animal and food words from Lessons 1 and 3 and write them on the board. Give pupils two strips of paper each to write two of these words. Pupils stand in a circle. Say a word for them to run to the middle of the circle when they hear their word. Count pupils and check the most popular word.

### Activity Book

1 **Read and write.**

**Answer key** 2 Yes, there are.; 3 No, there isn't.; 4 Yes, there is.; 5 Yes, they can.; 6 Yes, they can.; 7 No, they can't.

2 **Write, draw and share.**

- Ask pupils to draw and write about their favourite zoo. Tell pupils they can refer to the text in Activity 1.
- Ask pupils to say new words from the unit and write them on the board. Then go through the unit flashcards and check if all unit words are written.
- Use the Two stars and a wish technique for pupils to assess each other's work.

## Finishing the lesson

- Using the Summative questions technique, have pupils reflect on the lesson and how well they have done in it. Encourage them to say what they have managed to do, where they had difficulty and what they were really good at.

# Culture

## Objectives

- **Lesson aims:** to read a simple text about wild animals; to make a brochure about a rescue centre
- **Target language:** *wild animals, rescue centre, visit, sick, baby monkey*

## Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29).

## Materials

- Pupil's Book Page 38
- Activity Book Page 35
- sheets of A4 paper, enough for each pupil
- a ball
- different brochures

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique; Lollipop stick technique; Stand up and change places technique
- Peer learning: pairwork
- Independent learning: Summative questions technique

## Starting the lesson

- Have the class form a circle. Throw the ball to a pupil and say an animal. The pupil has to say a verb that animal can do, and then throw the ball to another pupil who in turn, has to say another verb that animal can do. If a pupil cannot say a verb, they sit down.

## Presentation

- Explain that in this lesson pupils will learn about a place where wild animals are rescued.
- Ask pupils if they've ever seen a wild animal.

### Culture notes

- There's a rich diversity of wildlife in Jordan, especially in the desert region. Jordan's national bird, the Sinai rosefinch, lives in dry, treeless mountains and the desert. Its colour is believed to be similar to the red sandstone of Petra.
- Some animals are brought to Jordan to live in private homes or zoos. They include bears, lions and tigers, whose natural habitat isn't the desert. Sometimes, they can't be looked after properly so animal rescue centres take them in and provide conditions that suit their natural needs. The most well-known wild animal rescue centre in Jordan is Al Ma'wa for Nature and Wildlife. If the animals can't be sent back to their country of origin or released into the wild, the animals are given a permanent home at the centre.

**Key words search**
wild animal rescue centre in Jordan

## Practice

### Pupil's Book

**1 Before you read Are there animal rescue centres where you live?**

- Ask pupils if they know of any rescue centres and if so what animals they have.
- **Extension** Encourage pupils to imagine they were going to open an animal rescue centre. Ask what type of animals they would save and why.

**2 8.14 Listen and read.**

- Ask pupils to describe the pictures in the text.
- After listening to the audio, ask pupils what they found interesting about it. Ask if they would like to volunteer in a rescue centre. Ask what they would do there.
- **Extension** To help with pronunciation and expression, play the audio again, for pupils to repeat.

### Diversity

**Support**

- Ask pupils to look at the text and copy in their notebooks the words they know from each paragraph. Play the audio and have pupils tick their words as they hear them. Then have pupils look back at the text and read the sentences with the words they have on their list. Ask if they understand the text better.

**Challenge**

- In pairs, one pupil reads a sentence and the other one points to the matching picture.

**3 After you read Activity book, page 35.**

- Pupils turn to page 35 in their Activity Books.

### Extra activity Critical thinking

- Ask pupils why it's important to take care of all the wild animals on the planet. Have them think about what would happen if all animals disappeared. Ask how they think rescue centres can help.

### Activity Book

**1 8.15 Listen and number.**

**Answer key** 2 d, 3 c, 4 e, 5 a

| | |
|---|---|
| **1** a wildlife centre | **2** a sick tiger |
| **3** a baby monkey | **4** keep animals safe and healthy |
| **5** visit | |

**2 After you read Read and write.**

- Use the Traffic light cards technique to make sure pupils have understood the activity.

**Answer key** 2 Yes, are; 3 Yes, can; 4 Yes, can

### Extra activity TPR

- Use the Stand up and change places technique. Tell pupils about the rescue centre. If the statements are correct, they stand up and change places. If not, they sit still.

Lesson 8

CULTURE

# Helping wild animals

There's a lot of wildlife in Jordan, especially in the desert and mountains. For example, this is the Sinai rosefinch, the national bird of Jordan.

rescue centre

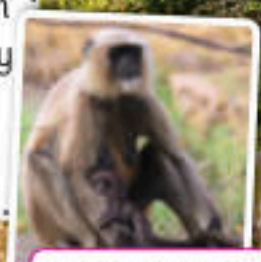
Some wild animals in Jordan don't come from Jordan and they can't survive in the desert. They include lions and tigers. Look at these wild animals. They live in rescue centres in Jordan.

visit

People can visit the rescue centres. They can't feed the wild animals. They learn about wild animals and have fun.

sick

Some animals are sick or hurt. People at the centres keep them safe and healthy. Are there baby animals in the rescue centres? Yes, sometimes there are! Look, there's a baby monkey!



baby monkey

1 Before you read **Are there animal rescue centres where you live?**

2 8.14 **Listen and read.**

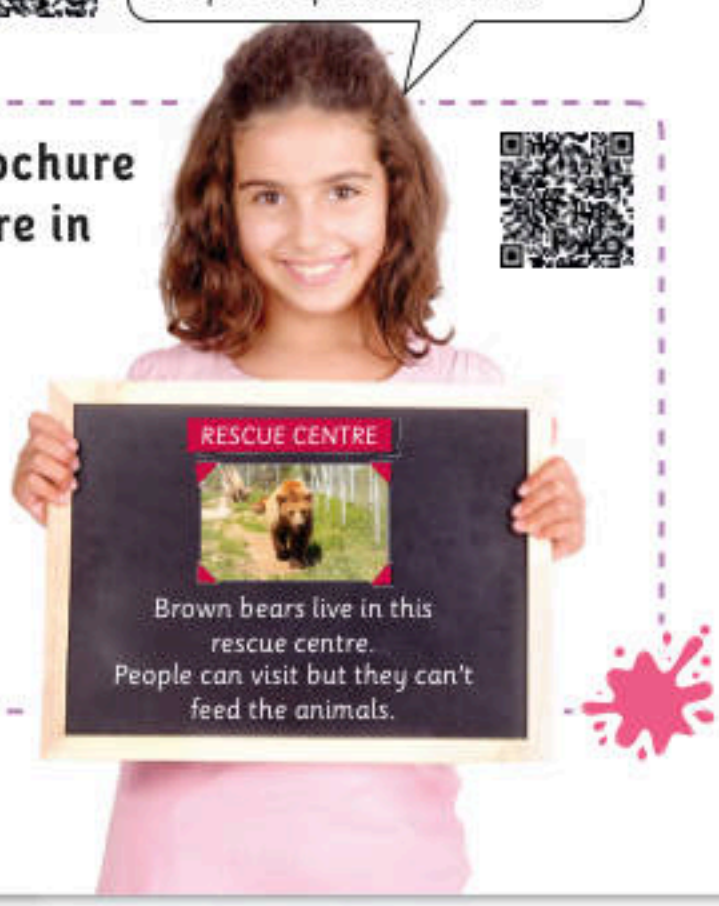
3 After you read **Activity Book, page 35.**

*There are lots of brown bears. People help the animals.*

## Project

Viewing and presenting **Make a brochure about an animal rescue centre in your country.**

1. Together, think of an animal rescue centre.
2. Find photos or draw pictures.
3. Write. *There are … People can …*
4. Make the brochure.
5. Present your brochure to the class.






## Project

**Viewing and presenting Make a brochure about an animal rescue centre in your country.**

- Explain to pupils that they are going to make a brochure about a rescue centre in their country.
- Show pupils some brochures and their information.
- Ask pupils to think about their brochure and which words they will use, then make sentences about their rescue centre.
- Give pupils a sheet of A4 paper and, using the Lollipop stick technique, ask a pupil to read through the instructions.
- Monitor pupils helping as necessary.

## Finishing the lesson

- Use the Summative questions technique to ask pupils about their learning in the Culture lesson. Ask what the lesson has taught them, how they have managed to use the language in it and what they find difficult.

# English in action

## Objectives

- **Lesson aims:** to talk about feelings
- **Target language:** *You should have some orange juice. Yes, please. Would you like an apple, too? No, thanks. I'm not hungry.*

## Global Scale of English (GSE)

- **Listening:** Can understand how people are feeling if they use simple language and speak slowly and clearly (GSE 30).
- **Speaking:** Can say how they feel, using a limited range of common adjectives (e.g. *happy, cool*) (GSE 22). Can say food or drink they would like using simple words and gestures (GSE 23).

## Materials

- Pupil's Book Page 39
- Activity Book Page 36
- sheets of A4 paper, enough for each pupil
- strips of paper
- straw puppets
- a bag or a box
- Resource 69

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Stop/Go technique
- Peer learning: pairwork
- Independent learning: Summative questions technique

## Starting the lesson

- Give pupils a sheet of A4 paper each. Have pupils write ten words they have learnt in this unit.
- Say all the new words from this unit in random order. Each time pupils hear a word on their list, they cross it off. The first person to cross off all their words calls out *Bingo!*

## Presentation

- Explain that in this lesson pupils will learn how to talk about their feelings.

### Extra activity Communication

- Have a class discussion on why it is important to express your feelings, even if they aren't good ones. Ask pupils why we should listen to people when they are expressing themselves and how we can help them.

## Practice

### Pupil's Book

**1 8.16 Listen and read.**

- On the board, write *Would you like some …?*
- Explain to pupils that we use this to offer something.
- Play the audio once for pupils to read and listen to.
- **Extension** Ask pupils to read the dialogue and underline other sentences which show how to offer something and accept or refuse politely.

**2 Act out the dialogue. Use different drinks and foods.**

- Using the Stop/Go technique, have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use their straw puppets if they like.

### Diversity

**Support**

- Give pupils the dialogue written on strips and mixed in a bag or a box.
- In pairs, have pupils put the dialogue in order and then check against their Pupil's Books.

**Challenge**

- Pupils learn the dialogue by heart. In pairs, pupils act it out in front of the class.

### Activity Book

**1 8.17 Listen and circle.**

**Answer key** 1 b, 2 b

1 **Boy:** I'm thirsty.
**Woman:** You should have some milk.
**Boy:** OK, thanks.
**Woman:** You should have a burger, too.
**Boy:** No, thanks. I'm not hungry.

2 **Girl:** I'm thirsty.
**Man:** You should have some juice.
**Girl:** OK, thanks.
**Man:** Would you like a mango and a kiwi, too?
**Girl:** No, thanks. I'm not hungry.

## Finishing the lesson

- Use the Summative questions technique to ask pupils to tell you what they have learnt today, what they think they are good at and what area they need a little more practice in.

## English in action 8
Talking about feelings

**1** 8.16 **Listen and read.**

I'm thirsty.

OK, thank you.

No, thanks. I'm not hungry.

You should have some orange juice.

Would you like an apple, too?

**2** **Act out the dialogue. Use different drinks and foods.**

grape juice | water | milk | mango | burger | kiwi

## Phonics

Lesson 10

**1** 8.18 **Listen and say.**

frog

green

crab

**2** 8.19 **Listen and circle.**

1 (fr) gr cr  2 fr gr (cr)  3 fr (gr) cr

4 fr (gr) cr  5 (fr) gr cr  6 fr gr (cr)

**3** 8.20 **Listen and say the tongue twister.**

The cross crab looks at a green frog.

# Phonics



## Objectives

- **Lesson aims:** to listen to and say the blends *fr*, *gr*, and *cr*

## Global Scale of English (GSE)

- **Reading:** Can identify individual sounds within simple words (GSE 26).
- **Listening:** Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can say simple tongue twisters and other types of playful language (GSE 27).

## Materials

- Pupil's Book Page 39
- Activity Book Page 36
- phonics notebooks for each pupil
- fly swatters

## Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: groupwork
- Independent learning: portfolios

## Starting the lesson

- Write the phonics pupils have learnt so far on the board all jumbled up.
- Ask pupils to form one line in front of the board. Say a phonic sound and the first person in the line has to find a word with that phonic and swat the phonic in five seconds to win a point for the class. If they don't find it, you get a point.

## Practice

### Pupil's Book

**1** 8.18 **Listen and say.**

- On the board, write *fr*, *gr* and *cr*. Say their sounds aloud. Have pupils repeat after you.
- Play the audio for pupils to listen and say.
- **Extension** Elicit other words with these sounds. Write them on the board.

**2** 8.19 **Listen and circle.**

- Use the Lollipop stick technique to ask pupils to read the phonics in each item.
- Have pupils take out their phonics notebooks and write the phonics they have learnt today in them.

**1** friend, friend **2** crab, crab **3** grandmother, grandmother
**4** great, great **5** Friday, Friday **6** crisp, crisp

**3** 8.20 **Listen and say the tongue twister.**

- Ask pupils to read the tongue twister and find and say words with the phonics in today's lesson.
- **Extension** Place pupils in groups. Give each pupil a tongue twister from this and other units. Ask pupils to choose a tongue twister and practise it.

**Extra activity** **Fast finishers**

- Pupils change the word order in the tongue twister and draw a new picture to represent the tongue twister. Place their work in their portfolios.

### Activity Book

**1** 8.21 **Listen and circle two words with the same sound.**

**Answer key** 1 a, c; 2 a, b; 3 b, c

**1** grass, glasses, grandfather **2** crab, crisps, pyjamas
**3** tent, frog, friends

**2** 8.22 **Listen and write *fr*, *gr* or *cr*.**

**Answer key** 2 fr, 3 fr, 4 gr, 5 cr, 6 fr

**1** grapes, grapes **2** fry, fry **3** Friday, Friday
**4** grey, grey **5** crocodile, crocodile
**6** fruit, fruit

**Extra practice**

**1** **Follow and write.**

**Answer key** 2 elephants swim, Yes, they can.
3 eagles jump, No, they can't. 4 crocodiles climb, No, they can't.
5 kangaroos run, Yes, they can.

**2** **Read, draw and share.**

**Answer key** Pupils draw a mango, ice lollies and coconuts.

## Finishing the lesson

- Say one of the words containing *fr*. Pupils clap. Say one of the words containing *gr*. Pupils stand up. Say one of the words containing *cr*. Pupils put their hands up. Continue with other words with those sounds.

**Next lesson** Unit 8 Test

## English in action 8
Talking about feelings

**1** 8.16 **Listen and read.**

I'm thirsty.

OK, thank you.

No, thanks. I'm not hungry.

You should have some orange juice.

Would you like an apple, too?

**2** **Act out the dialogue. Use different drinks and foods.**

grape juice | water | milk | mango | burger | kiwi

## Phonics

Lesson 10

**1** 8.18 **Listen and say.**

frog

green

crab

**2** 8.19 **Listen and circle.**

1 (fr) gr cr  2 fr gr (cr)  3 fr (gr) cr

4 fr (gr) cr  5 (fr) gr cr  6 fr gr (cr)

**3** 8.20 **Listen and say the tongue twister.**

The cross crab looks at a green frog.

# Language booster 2

## Objectives

- **Lesson aims:** to talk about places in town; to talk about yesterday; to ask for and give directions
- **Target language:** *park, department store, supermarket, chemist's, bakery, post office, bank, bookshop; I was / wasn't at … yesterday. Excuse me. Where's the bakery? It's on … Is it …?*

## Materials

- Pupil's Book Pages 40–41
- Activity Book Pages 38–39
- timer or stopwatch
- sheets of A4 paper, enough for each pupil

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork
- Independent learning: portfolios; Summative questions technique

## Global Scale of English (GSE)

- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Reading:** Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23). Can identify key information in short, simple factual texts (GSE 34). Can understand the correct sequence of events in a simple story or dialogue (GSE 37).
- **Speaking:** Can answer simple questions about habits and daily routines (GSE 31). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Writing:** Can write short, basic descriptions of everyday activities, given prompts or a model (GSE 35).

## Mapping

| Scope and Sequence Matrix | Learning Outcomes and Performance Indicators |
|---|---|
| **Listening:** identifying people and objects based on oral descriptions; identifying rhyming words; following simple short instructions of a teacher, peers or a recording in activities and games; responding to short, simple questions before, during and after listening; demonstrating appropriate listening behaviours; recognising information while listening; using prior knowledge to understand short familiar dialogue with familiar words; recognising intonation for *wh*-questions; demonstrating preferences after listening to an audio text<br><br>**Speaking:** communicating ideas clearly; communicating with the correct use of pauses; using adjectives to describe people and objects; retelling a short story based on pictures or by using puppets<br><br>**Reading:** reading short texts of at least five sentences in the past or present tense; locating main and key ideas in a reading text; identifying the relationship between characters; understanding simple dialogues; retelling basic information in a reading text<br><br>**Writing:** using accurate spelling, capitalisation and punctuation; revising a short, simple written text with the teacher/peers<br><br>**Viewing and presenting:** viewing visual information and starting to show some understanding by asking questions about genre; beginning to view different viewpoints of the same story; delivering a short oral presentation about an object or event of interest; using actions and body language to reinforce and add meaning to oral presentations; deducing the purpose of the visual text and relating it to his/her personal experience | **Listening:** follow simple instructions in activities and games; identify people and objects based on oral descriptions (She sits next to the window.); respond to simple questions before, during and after listening; draw, select or write simple words in response to questions in presented oral material; express opinions and preferences after listening to an audio text; listen to and join in simple chants and songs; locate needed information while listening; use words and short phrases (Excuse me!) or body language (facial expressions) to show lack of understanding; ask for help (What does the word door mean?)<br><br>**Speaking:** talk about situations, people and things; talk about time; use adjectives that are in alignment with the themes selected; retell a short story; partake in exchanges to express the difference between habitual routines, past events and actions happening now<br><br>**Reading:** use knowledge of punctuation marks to better understand a reading text; use pictures and other visual organisers to make predictions about the content; use phonic knowledge and word recognition to aid comprehension; use pictures and contextual clues to infer the meanings of new vocabulary items; independently read short texts of at least five sentences in the past or present tense; locate key facts or information in a reading text (e.g. names, places, events, etc.); identify the relationship between characters, if any, or the main idea in a text; understand the concept, as well as content, of simple dialogues; read and follow multi-step commands and requests in class, asking for clarification when needed; retell basic information in a reading text; deduce the meaning of certain vocabulary items relating them to context clues<br><br>**Writing:** write a letter to a friend using proper format; learn to accept peer review and objectively discuss criticism; revise a written test based on peer feedback<br><br>**Viewing and presenting:** start to demonstrate understanding of visual information by asking questions about genre; realise that texts and illustrations work together to convey information; begin to view different versions of the same story and realise the effectiveness of different viewpoints (picture book version vs. film/movie version of a story); listen to other responses, realising that people react differently; discuss his/her own feelings in response to visual messages; deliver a short oral presentation about an object or event of interest; use actions and body language to reinforce and add meaning to oral presentations |

How many places in town can you say?

**1** Listen and say. Then listen and number.

2 park

3 department store

7 supermarket

4 chemist's

1 bakery

5 post office

6 bank

8 bookshop

**2** Listen again and match.

1 Fadi was
2 Nadia wasn't
3 Reem was
4 Ramzi was
5 Lama wasn't
6 Issa wasn't

a at the department store.
b at the chemist's.
c at the bakery.
d at the supermarket.
e at the park.
f at the post office.

**3** Point and say.

I was at the department store yesterday. I wasn't at the park.

I/He/She was at the park.
I/He/She wasn't at the park.



## Starting the lesson

- Ask pupils to name as many wild animals and food they can remember from the previous unit.

## Presentation

- Explain that in this lesson pupils will learn vocabulary related to places in town.

## Practice

### Pupil's Book

**How many places in town can you say?**

- Set a timer to a minute and have pupils say as many places in town as possible. Go around the class and count as pupils say them. Then say the total number the class as a whole said.

**1** LC1.1 **Listen and say. Then listen and number.**

- Ask pupils to look at the pictures. Play the audio. Pupils repeat the items as they hear them.
- Play the audio again and this time, pupils listen and write the correct number in the box. Check answers as a class.
- **Extension** In pairs, pupils mime a place in town from Activity 1 and their partner guesses what it is.

**Listen and say.**
park, department store, supermarket, chemist's, bakery, post office, bank, bookshop

**Boy 1:** Where was everyone yesterday?
**Boy 2:** Well, everyone was in town. Fadi was at the bakery.
**Boy 1:** Where was Nadia? Was she at the park?
**Boy 2:** No, Nadia wasn't at the park. She was at the bakery with Fadi.
**Boy 1:** What about Reem? Where was Reem?
**Boy 2:** She was at the department store.
**Boy 1:** Where was Ramzi? Was he at the department store?
**Boy 2:** No, he wasn't. He was at the chemist's.
**Boy 1:** What about Lama? Was she at the post office?
**Boy 2:** Lama wasn't at the post office. She was at the bank.
**Boy 1:** Where was Issa? Was he at the supermarket?
**Boy 2:** No, he wasn't at the supermarket. He was at the bookshop.

**2** LC1.2 **Listen again and match.**

- Ask pupils to read the sentence halves before they listen to the audio. Ask pupils to listen out for the names and the words in town.
- Play the audio again.
- Pupils check their answers in pairs.

**3** **Point and say.**

- LC1.3 Draw pupils' attention to the grammar table and recorded model.
- Have a pupil read the words in the speech bubble.
- In pairs, ask pupils to make positive and negative sentences with *was/wasn't*, and point to the corresponding places in town on the page.

**4** LC1.4 **Listen and read.**

- Ask pupils what they can see in the picture. Ask where they think the woman and girl are and what they are doing.
- Play the audio and pupils follow in their Pupil's Books. Play the audio again and pupils read along.
- Place pupils in pairs and they practise the dialogue as best they can. Help where necessary.

**5** **Act out the dialogue. Use different places and prepositions.**

- Ask pupils to look at the different places and prepositions. Read them aloud.
- In pairs, pupils practise the dialogue in Activity 4 but replace the places (in blue) and prepositions (in green) with the new ones in Activity 5.
- Using the Lollipop stick technique, invite pupils to come to the front of the class and act out their dialogues. Repeat with as many pupils as possible.

**6** **Draw and write where you and your family were yesterday. Then share.**

- Tell pupils where you were and weren't yesterday. Write example sentences on the board.
- Pupils draw a picture and write sentences about where they and their family were yesterday on a sheet of A4 paper. Pupils talk about them and their families yesterday and show their drawings to the class. Place their work in their portfolios.

**Show what you know** **Tick (✔).**

- Pupils read and complete the Show what you know box. Check what pupils have learnt.
- **Extension** Use games in the Games Bank to review any new words.

**Activity Book**

**1** **Look, read and choose.**

- Pupils look at the pictures and circle the correct place.

**Answer key** 2 bakery, 3 department store, 4 bookshop, 5 post office, 6 supermarket

**2** **Read about Maha. Write *was* or *wasn't*.**

- Pupils look at the pictures and the ticks and crosses. Pupils complete the sentences with *was* or *wasn't*.

**Answer key** 2 was, 3 wasn't, 4 was, 5 wasn't

**3** **Read and order the dialogue.**

- Pupils read and order the speech bubbles.

**Answer key** 2 It's on Green Street. 3 Is it next to the bank? 4 No, it's next to the bookshop. 5 Thank you.

**4** **Complete the dialogue. Use different places.**

- Pupils use the dialogue in exercise 3 as a model. They complete the dialogues with different places. In pairs, they say the dialogues

**5** **Where were they yesterday? Read and write.**

- Pupils read the text and write the names under the pictures.

**Answer key** 2 Hanan 3 Malak 4 Heba

## Finishing the lesson

- Ask pupils to draw five places in town. In pairs, they swap their drawings with a partner. They write the names of the places.
- Use the Summative questions technique to ask pupils what they think about what they learnt today.

**4** **Listen and read.**

Excuse me. Where's the bakery?

Is it next to the bank?

Thank you.

It's on Green Street.

No, it's next to the bookshop.

**5** **Act out the dialogue. Use different places and prepositions.**

post office | department store | supermarket

behind | opposite | in front of

**6** **Draw and write where you and your family were yesterday. Then share.**

1 I was at the _____ yesterday.
2 I wasn't at the _____.
3 My _____ was at the _____.
4 My _____ wasn't at the _____.

## Show what you know

**Tick (✓).**

How many places in town can you say now? ☐

Can you talk about where you were yesterday? ☐

Can you ask for and give directions? ☐

# What can we see on a map?



## Objectives

- **Lesson aims:** to talk about maps
- **Target language:** *compass, satellite, satellite map*

## Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can extract factual details from a simple text (GSE 37).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 37).

## Materials

- Pupil's Book Page 42
- all units flashcards from Semesters 1 and 2
- sheets of A4 paper, enough for each pupil
- fly swatters
- True/False response cards
- pictures of different types of maps (old and new)
- Google maps app if phone or tablet and internet access is available
- old book of a city's street maps

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; True/False cards technique
- Peer learning: groupwork
- Independent learning: Summative questions technique; portfolios

## Starting the lesson

- Have a class vote on which unit pupils have enjoyed the most.
- Take out the flashcards from that unit and place them on the board.
- Have pupils form a line in front of the board. Draw a pizza with eight slices on it. Explain that you will say a word for them to swat. If they swat the incorrect word, they lose a piece of pizza.
- Pupils sit after their turn. The game ends when all pupils have sat down.

## Presentation

- Explain that in this lesson pupils will learn about maps.
- Show pupils different maps and ask them what they find interesting about them.
- Then show pupils Google maps if possible or Google Earth.
- Tell pupils that in the past people used paper maps to get around and that a GPS is a new invention.

### Culture notes

- In 700 BCE, thousands of years ago, a clay tablet was found which had a drawing of a place called Babylon on it. Historians consider this to be the first map. As people began travelling all over the world, discovering new places, maps became important and so they started making maps. But many of these maps were incorrect.

**Key words search**

history of maps, cartography history, modern maps, ancient maps, Google maps

## Practice

**Pupil's Book**

**1 Think Why do we need maps?**

- Ask pupils if they use maps and what for.
- Show pupils the different maps again. Ask pupils why a person would use each map.

### Extra activity Communication

- In groups, pupils discuss who they think would need to have a map as part of their work (*pilots, bus/taxi drivers, sailors*). Pupils discuss what would happen if these people didn't have access to a map.

**2 Learn LC2.1 Listen, read and check.**

- Have pupils look at the pictures in the text.
- Ask pupils what kind of things they would like a satellite to show them and why.
- Play the audio for pupils to read and listen to.
- **Extension** Use the True/False cards technique to quiz pupils about the text. Say *Maps are paintings. (False). Maps have names of places on them. (True).*

### Culture notes

- Satellites are special machines in space that send back to Earth information about space and our Earth. They have very good cameras and can photograph Earth well.
- A GPS actually sends a signal to a satellite in space so it can work. Satellites not only work with maps but they help scientists with weather reports and to study the Earth. We can also watch many of our favourite TV programmes because of satellites.

### Diversity

- Write the following words on the board: *rivers, mountains, north, south, east, west, images, woods, paths.*
- Ask pupils if they know these words. Use L1 to translate them if necessary.
- Pupils read the text and find the sentences with these words. Pupils read the sentences to their partners.

**Challenge**

- Pupils write their own sentences using: *rivers, woods.*

### Extra activity TPR

- Draw a compass on the board with all its points. Go through each point. Show pupils a map and show them where *north, south, east* and *west* are.
- Divide the classroom into the four points. On a sheet of A4 paper write the point and put it in the area.
- Tell pupils you are going to play *Simon says*. Say *Simon says go north* etc., and pupils have to run to it. If a pupil runs to the wrong place, they sit down.

Social Science

# What can we see on a map?

Think **1** **Why do we need maps?**

Learn **2** **Listen, read and check.**

**What are maps?**

Maps are drawings of places. We can see our country and our town on maps. There are rivers and mountains on maps, too.

Maps have got the names of places on them. They've also got a compass on them. The compass shows north, south, east and west.

Satellite images are different. They show photographs of places, not drawings. The images come from satellites in space. They show farms and woods. They've also got parks and paths on them. Satellite images are exciting!

Check **3** **Read and circle.**

1 Maps have got the names of people places
2 The compass shows north names .
3 Satellite images are old different
4 Satellite images have got drawings photographs on them.
5 Satellite images have got haven't got parks and paths on them.



**3 Check Read and circle.**

- Use the Lollipop stick technique to have pupils tell you as much as they can about the text.
- **Extension** In small groups, pupils write a few sentences of what they have learnt today and illustrate their work.
- Help pupils with any queries.
- Pupils present their work to the class. Make a classroom display.

**Extra activity Fast finishers**

- Have pupils choose a paragraph from the text. On a sheet of paper they copy it and illustrate what it says. Pupils present their work to the class. Place their work in their portfolios.

## Finishing the lesson

- Give each pupil a sheet of A4 paper. Tell pupils to pretend they are a satellite in space that is taking photos of the Earth. Tell them to draw a few things they see to send back to Earth and to write a few sentences about them.
- Use the Summative questions technique to ask pupils how this lesson has helped them understand how things work.

# What can we see on a map?

## Objectives

- **Lesson aims:** to make a map of a park
- **Target language:** *north, south, east, west, museum, fountain, hospital*

## Global Scale of English (GSE)

- **Reading:** Can identify key buildings on a plan or key features on a map (GSE 32).
- **Speaking:** Can give simple directions using a map (GSE 37).

## Materials

- Pupil's Book Page 43
- sheets of A4 paper, enough for each pupil
- scrap sheets of paper, enough for each pupil
- small and big sticky notes
- markers, glue, scissors and coloured paper
- symbols on maps, e.g. school, restaurant, hotel, beach
- different tourist maps

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Thumbs up/down technique
- Peer learning: pairwork; groupwork
- Independent learning: Learning diary; portfolios

## Starting the lesson

- Ask pupils what they remember from the text in Lesson 1 and the words they learnt.
- Give pupils a few minutes to read the text on page 42. Play the audio if pupils would like to hear it again as they read.
- Tell pupils you will say three things about the text but one is wrong. Pupils have to tell you what the incorrect sentence is.

## Presentation

- Explain that in this lesson pupils will learn how to read a map.
- Have pupils look at the map in Activity 1. Ask them to tell you what they think it shows.
- Ask pupils who they think would use this map and why.

**Key words search**

how to make and read a map, tourist maps, map keys

## Practice

**Pupil's Book**

**1 Let's practise Look at the map and find.**

- Have pupils look at the text and ask them to find the references on the map.
- Show pupils the different tourist maps and ask if they recognise any of the keys on them.
- Use the Thumbs up/down technique to check understanding.
- Ask pupils why they think these keys are important on maps.
- **Extension** Show pupils other keys that are usually found on maps. Ask pupils to draw some symbols on sticky notes and place them on the map in their Pupil's Books.

**2 Look at the map again and say. What's in the north, south, east and west?**

- **Extension** Pupils extend the activity by talking about the keys on the post-it maps.
- Pupils work in pairs and make sentences based on the maps they have.

## Diversity

**Support**

- Give pupils four big sticky notes to stick on their tables. Have them write the four points of the compass on each one. Have pupils stick the sticky notes in the correct place on their desk. Walk around the class to check their work.
- Ask pupils to place different classroom items in the areas next to compass points. Pupils tell their partners where they are, e.g. *The rubber is in the north.*

**Challenge**

- Pupils challenge each other by saying incorrect sentences about where each place is.

## Extra activity Fast finishers

- Have pupils look at a tourist map and write three things they see in it and where they are.

## Show what you know **Make a map of a town. Then show and tell.**

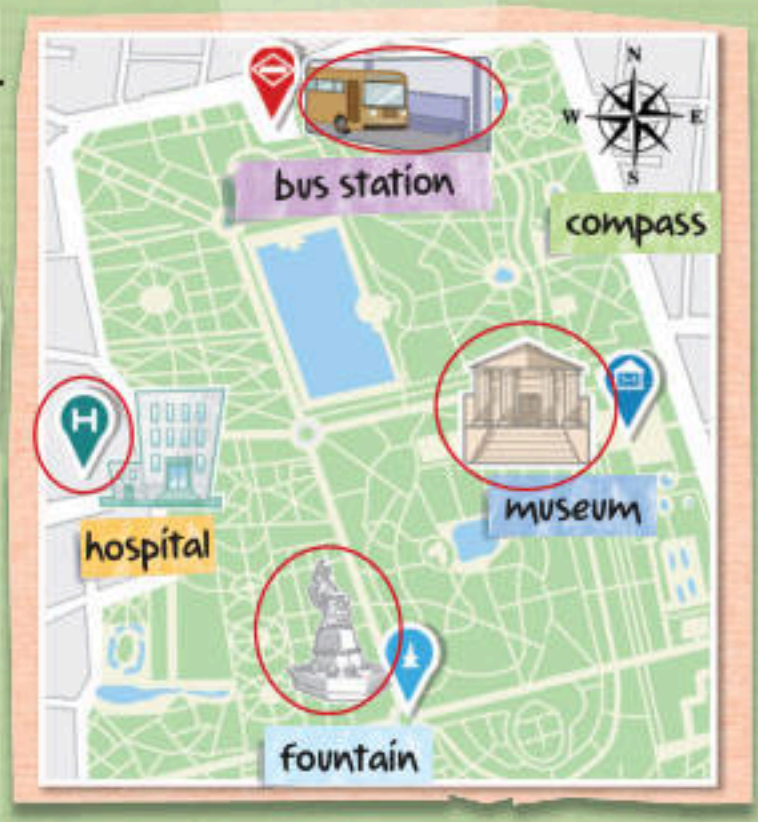
- Explain that pupils are going to make a map of a town. Give pupils a sheet of A4 paper.
- Tell pupils you are going to say each step and they have to follow you. Tell pupils not to continue to the next step unless you tell them to.
- Walk around the class and assist as necessary.
- First, ask pupils what kind of places they can find in a town. Write them on the board.
- Then have pupils design their town on a scrap sheet of paper.
- Next, pupils use coloured paper to draw and cut out the places they are going to place on their maps.
- Tell pupils to think carefully about where they will place their items and then draw their maps on the sheet of A4 paper.
- Pupils can use markers to colour their work.
- On a separate sheet of A4 paper, pupils write sentences about where each place is, e.g. *The park is opposite the supermarket.*
- In pairs, pupils read their sentences to the class.
- Pupils take their maps home to show their parents.

LC

Let's practise!

1 **Look at the map and find.**

- the bus station
- the letter 'H'
- the fountain
- the museum



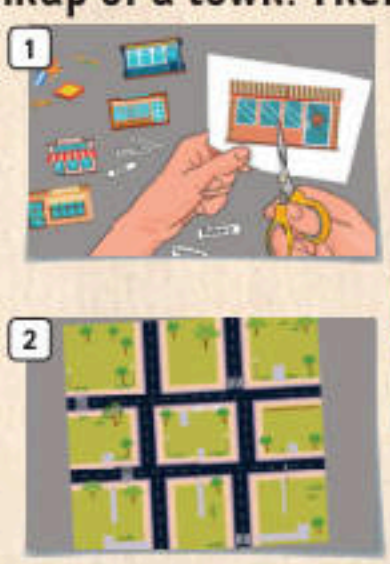

2 **Look at the map again and say. What's in the north, south, east and west?**

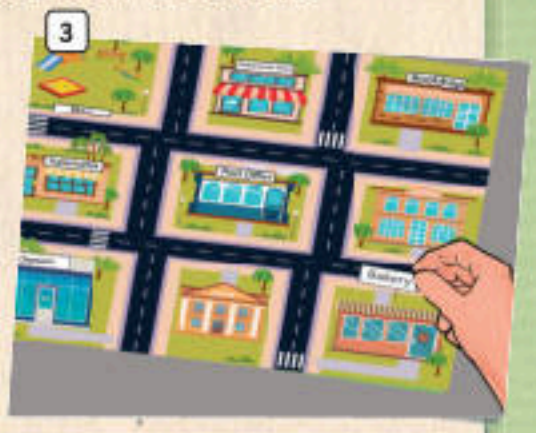
The bus station is in the north.

**The hospital is in the west.**
**The fountain is in the south.**
**The museum is in the east.**

**Show what you know**

**Make a map of a town. Then show and tell.**






## Extra activity TPR

- Divide the class into north, south, east, west.
- In small groups, give each one a place that can be found on a map, e.g. hospital, school, etc. Tell pupils you are going to say where each place is and they have to go to that place, but sometimes you make mistakes. e.g. *The hospital is in the east. No, no, it's in the south.* Continue until all groups have had a go.

## Extra activity Critical thinking

- Ask pupils if they think paper maps will disappear because of new technologies. Ask them what type of maps their families use more often.

## Finishing the lesson

- Have pupils take out their Learning diary from their portfolios.
- Explain that in it, they have to write what they have learnt so far in this semester.
- On the board, write *What I learn.*
- Ask pupils to give their answers and write them on the board.
- Tell pupils to decorate their work.
- Pupils present their work to their partners and then show their parents.
- Collect the diaries and place them in their portfolios.

# National Olive Festival

**1** (F11) **Listen and stick. Then listen and say.**

1
olives

2
oil

3
pour

4
dip

5
taste

6
demonstrations

7
bottle

8
soap

**2** (F12) **Listen and say the poem.**

Come to the festival today
Listen to everything the farmers say
About the olives and its oil, too
And learn how it's good for you
There's olive oil to taste - just look!
And watch people use it to cook
I can also buy some olive soap for me
What a great day for the family!

**3** **Say the poem again.**

## 4 Listen and read.

## 5 Listen and number.

What are the women giving? — They're giving a cookery demonstration.

When do farmers pick the olives? — They start to pick the olives in September.

What colour are the olives? — They're brown and red.

## Project

Viewing and presenting

### Make an olive oil and watercolour painting.

1. Fill a tray with watercolour paint.
2. Put some olive oil in a bowl.
3. Put some olive oil on a spoon. Slowly drip the oil into the paint.
4. Put a piece of paper onto the paint and oil.
5. Take the paper out and let it dry.
6. Present it to the class. Which is the most interesting painting?

# National Olive Festival

## Objectives

- **Lesson aims:** to talk about the National Olive Festival; to make an olive oil and watercolour painting
- **Target language:** *olives, oil, pour, dip, taste, demonstrations, bottle, soap; You can use olive oil to cook meat; How much is that beautiful bottle? We start to pick the olives in September.*

## Global Scale of English (GSE)

- **Reading:** Can follow basic instructions for making something (e.g. a mask, a clock), if supported by pictures (GSE 28). Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).
- **Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30).
- **Speaking:** Can sing a basic song from memory (GSE 22).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

## Materials

- Pupil's Book Pages 44–45
- Activity Book Page 40
- flashcards, lesson flashcards
- stopwatch or timer
- fly swatters

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: portfolios

## Starting the lesson

- Place the colour flashcards on the board. Revise by pointing to each colour, saying it for pupils to repeat after you.
- Have pupils form two lines in front of the board and give each leader a fly swatter. Explain that you will say a word for each line, which the leader has to find, swat, say a sentence and sit down to get a point for the class.

## Presentation

- Explain that in this lesson pupils will learn about the National Olive Festival. Ask pupils what they know about festivals.

### Culture notes

- The National Olive Festival takes place in Amman every year.
- Over 10 days, hundreds of exhibitors show their products.
- The festival includes traditional foods, handicrafts, folklore, as well as olive oil and educational seminars.
- Olive trees cover 20 percent of cultivated land in Jordan. Jordan exports olive oil to over 15 countries per year. Olive oil provides an income to nearly 1 million families in Jordan.

**Key search words**
National Olive Festival, Jordan

## Practice

### Pupil's Book

**1** **F1.1 Listen and stick. Then listen and say.**

- Place the flashcards on the board. Ask pupils if they know any of these words. Point to each picture and say the word. Pupils repeat after you.
- Point to an item and use the Lollipop stick technique to have pupils tell you what it is and spell it.
- **Extension** Place pupils in pairs and have them say a word for their partner to spell.

### Extra activity Critical thinking

- Ask pupils if they know of any festivals in their country and how they think festivals can increase cultural awareness.

**2** **F1.2 Listen and say the poem.**

- Ask pupils what they think the poem will be about.
- Have pupils read the poem and tell you what new words they see in it.

### Extra activity Fast finishers

- Have pupils draw their favourite meal or food that uses olive oil in its preparation. Place work in their portfolios.

### Diversity

**Support**

- On the board, write *olives, oil, taste* and *soap*. Say the words and pupils repeat after you. Then tell pupils to find the words in the poem and point to the correct picture in Activity 1 each time.
- Then, in pairs, pupils read the poem slowly, line by line. One reads the first half of a line and the other the second half.

**Challenge**

- In pairs, pupils read the poem out loud in different manners or voices.

**3** **Say the poem again.**

- Have the groups say the poem to the class.
- **Extension** Ask pupils to look at the poem again and find words words that rhyme.

### Extra activity TPR

- Mime each of the words on page 36 for the pupils to name the word. Speed up the game as the pupils become more confident. Ask confident pupils to take over the miming of the words.

**4** **F1.3 Listen and read.**

- Have pupils look at the pictures and say as many new vocabulary words as they can. As pupils say the words, place their matching flashcards on the board.
- Play the audio for pupils to follow. Then have pupils read the text to their partners.
- Ask pupils to describe the picture. Ask *What are the women doing? (They are cooking meat and pouring olive oil over salad.) What does the girl want to buy? (An olive oil bottle.) What is the man describing? (When to pick olives.)*
- **Extension** Ask pupils to think about what kinds of things they do at a festival.

## Diversity

**Support**

- Play the audio for pupils to read the text along to.
- In pairs, have pupils say one word from the text to their partners who have to find it in the text and read the full sentence.

**Challenge**

- Pupils write different sentences to describe the three pictures and read them to the class.

**5** **F1.4 Listen and number.**

- Tell pupils that they will now number the items they hear.
- Check answers as a class.
- Pupils answer the questions in the box in 60 seconds.

**1** Look! The olives are red and brown. They aren't green or black.
**2** You can use olive oil to pour over salads.
**3** It's 6 JD. You can put olive oil inside.

## Extra activity Communication

- Place pupils in small groups. Pupils choose a festival from their own country and discuss different ways it is celebrated.

## Extra activity Fast finishers

- Ask pupils to draw themselves with their friends at a party and write a few sentences about their picture. Place pupils' work in their portfolios.

# Project

**Viewing and presenting** **Make an olive oil and watercolour painting.**

- Explain to pupils that they are going to make an olive oil and watercolour painting.
- Give pupils a sheet of A4 paper and using the Lollipop stick technique, ask a pupil to read through the first three steps of the instructions.
- Pupils prepare their watercolour and olive oil paint mixture.
- Then have another pupil read the rest of the instructions.
- Pupils place their paper in the mixture for a few seconds before letting their painting dry.

**Activity Book**

**1** **Look and write.**

**Answer key** 2 dip, 3 soap, 4 taste, 5 olives, 6 bottle

**2** **Read and write.**

**Answer Key** farmers, demonstrations, taste, bottles/soap, soap/bottles

- Now tell pupils to complete the Picture dictionary on page 48.

# Finishing the lesson

- Tell pupils to think about what food they would like to see demonstrated at the National Olive Festival using olive oil. Write all suggestions on the board. The class vote for their favourite.

# Eid al-Fitr

**1** F2.1 **Listen and stick. Then listen and say.**

1
meat

2
sweets

3
feast

4
crescent moon

5
Arabic coffee

6
money

7
charity

8
lantern

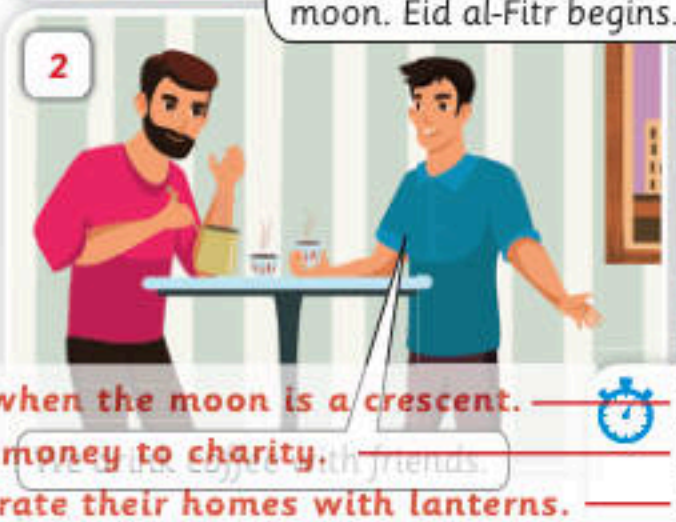
**2** F2.2 **Listen and say the poem.**

*Friends and family*
*Let's all meet*
*And have a big feast*
*With lots of food to eat*
*Vegetables, rice and meat*
*Even desserts and sweets*
*Oh what fun!*

**3** **Say the poem again. Use different words for your favourite foods.**

## 4 Listen and read. (F2.3)

## 5 Listen and number. (F2.4)



It begins when the moon is a crescent. — When does Eid al-Fitr begin?

They give money to charity. — Who do people give money to?

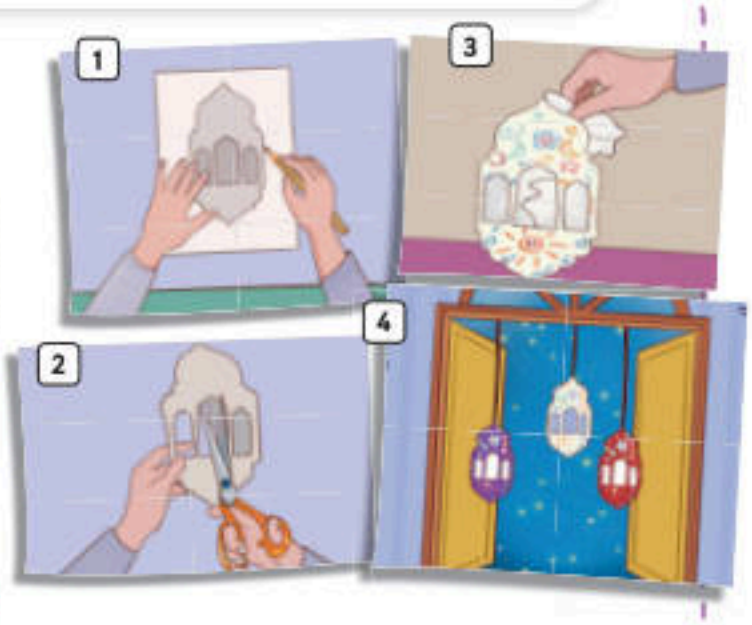
They decorate their homes with lanterns. — What do people decorate their homes with?

## Project

Viewing and presenting

### Make a lantern. Work in groups.

1. Draw a lantern on card.
2. Cut out the lantern.
3. Use coloured crayons to decorate the lantern.
4. Stick tissue paper behind the lantern.
5. Use string to hang the lantern in front of a window.
6. Present it to the class.



# Eid al-Fitr

## Objectives

- **Lesson aims:** to talk about Eid al-Fitr; to make a lantern
- **Target language:** *meat, sweets, feast, crescent moon, Arabic coffee, money, charity, lantern; We give money to charity. Look! It's a crescent moon. Eid al-Fitr begins. We drink coffee with friends. We decorate our homes with lanterns.*

## Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Reading:** Can understand simple sentences, given prompts (GSE 24).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write some familiar words (GSE 20).

## Materials

- Pupil's Book Pages 46–47
- Activity Book Page 41
- lesson flashcards
- cards, crayons, scissors, glue, tissue paper
- stopwatch or timer
- True/False response cards

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Traffic lights cards technique; True/False cards technique
- Peer learning: pairwork
- Independent learning: portfolios; Thought-provoking questions technique

## Starting the lesson

- Place the lesson flashcards on the board. Point to each one in turn. Say the words and pupils repeat.

## Presentation

- Explain that in this lesson pupils will learn about Eid al-Fitr. Ask pupils what they know about it.

### Culture notes

- Eid al-Fitr means 'Holiday of Breaking the Fast'. It marks the end of a month-long dusk-to-dawn fast called Ramadan for Muslims. The day is also known as Eid. Food is central to the celebrations, and the holiday is sometimes called 'Sweet Eid' or 'Sugar Feast'. Depending on the country, Eid al-Fitr lasts one to three days.

## Practice

### Pupil's Book

**1 F2.1 Listen and stick. Then listen and say.**

- Pupils look at page 46. Read the title *Eid al-Fitr* and have pupils repeat.
- Point to the flashcards on the board again and pupils compare with their stickers. Tell pupils they are going to listen and stick.
- Play the audio and pupils stick their stickers in the correct place. Play the audio again and pupils repeat the words.
- **Extension** Place pupils in pairs. They say and point with their partner. One pupil says *number 4*. The other one points and says *crescent moon* and so on.

**2 F2.2 Listen and say the poem.**

- Ask pupils to look at the poem. Ask *What can you see in the picture?*
- Play the audio and pupils listen and follow in their Pupil's Book. Play the audio again and pupils listen and say the poem.
- **Extension** Have pupils write the poem and use simple drawings for the new vocabulary words. Place their work in their portfolios.

**3 Say the poem again. Use different words for your favourite foods.**

- Explain the activity. Use the Traffic light cards technique to check understanding.
- The class says the poem twice. They replace *vegetables, rice* and *desserts* with their favourite foods.

**4 F2.3 Listen and read.**

- Ask pupils to look at the pictures on page 47. They say as many words as they can about the pictures.
- Play the audio for pupils to follow. Then have pupils read the text in pairs.
- Ask questions about the picture.
- Ask pupils what they like most about the festival.
- **Extension** Use the True/False cards technique to say sentences about the picture. *It's a full moon. (False) People have lanterns in their houses. (True)*

**5 F2.4 Listen and number.**

- Play the audio. Pupils listen and write the number in the correct boxes.
- Check answers as a class.
- Pupils answer the questions in the box in 60 seconds.

1 Let's decorate!
2 Would you like some coffee? Yes, please!
3 Look at the night sky!
4 Can you give some money?

## Project

**Viewing and presenting Make a lantern. Work in groups.**

- Explain that pupils are going to make a lantern.
- Using the Lollipop stick technique, ask a pupil to read through the instructions. Make sure they understand what they have to do.
- Give out all the materials pupils will need.
- Demonstrate how to draw and cut out the lantern if necessary.
- Pupils present and describe their lanterns to the class.

**Activity Book**

**1 Look, read and number.**

- Pupils number the pictures.

**Answer key** 2 d, 3 a, 4 c, 5 b, 6 e

**2 Read and write.**

- Pupils complete the text with the words in the box.

**Answer Key** 2 feasts, 3 meat, 4 Arabic coffee, 5 charity, 6 lanterns

## Finishing the lesson

- Use the Thought-provoking questions technique to discuss with pupils what they liked and didn't like about today's lesson.

# Aqaba Arts Festival

**1** F3.1 **Listen and stick. Then listen and say.**

1
stall

2
bracelet

3
necklace

4
rug

5
bowl

6
basket

7
henna painting

8
workshop

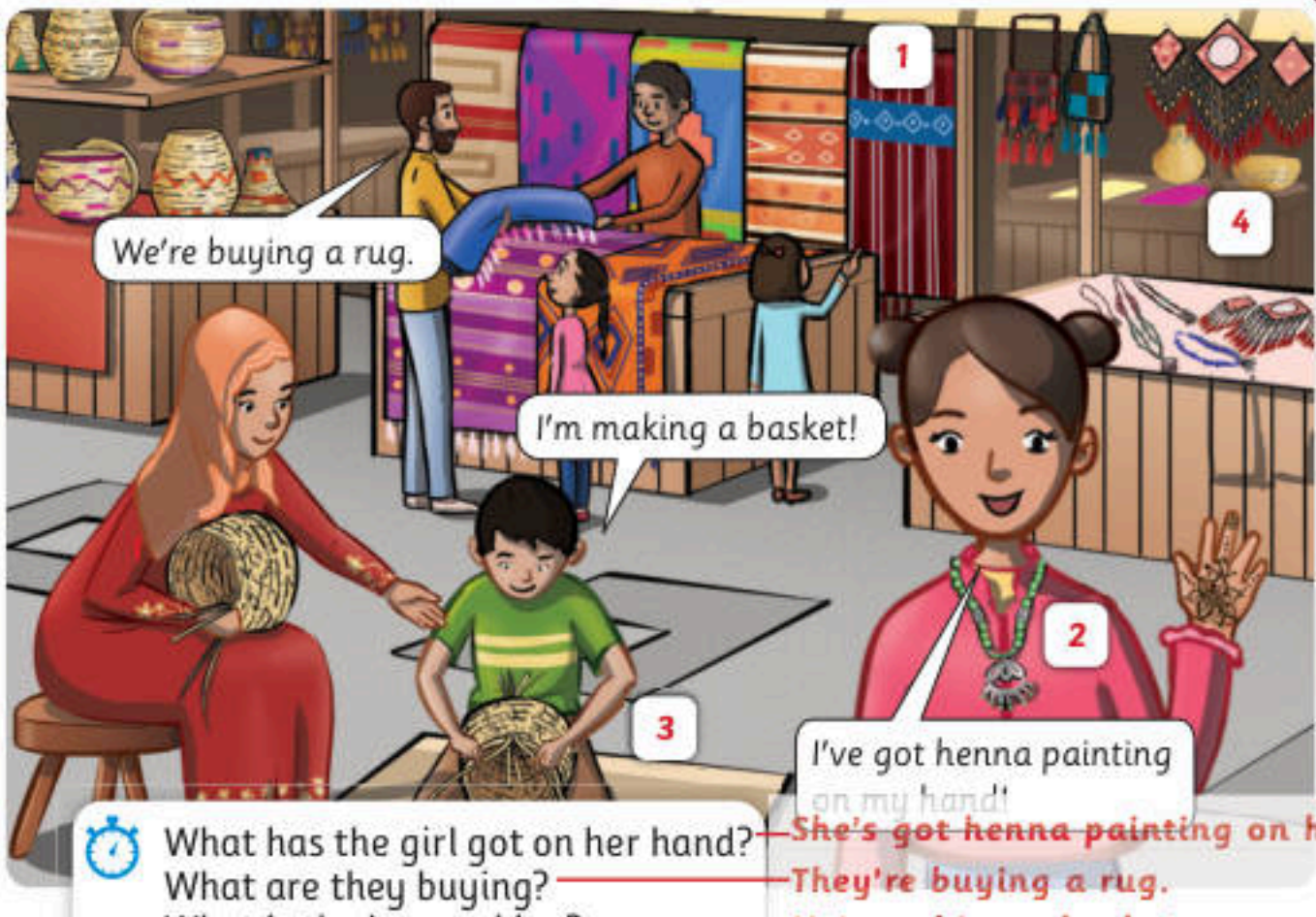
**2** F3.2 **Listen and say the poem.**

Look at all the beautiful things!
We can go to a workshop
And make a bracelet.
We can go to a stall
And buy a basket.
Look at this beautiful necklace!
Look at all the beautiful things!

**3** **Say the poem again. Use different Aqaba Arts Festival words.**

## 4 Listen and read.

## 5 Listen and number.

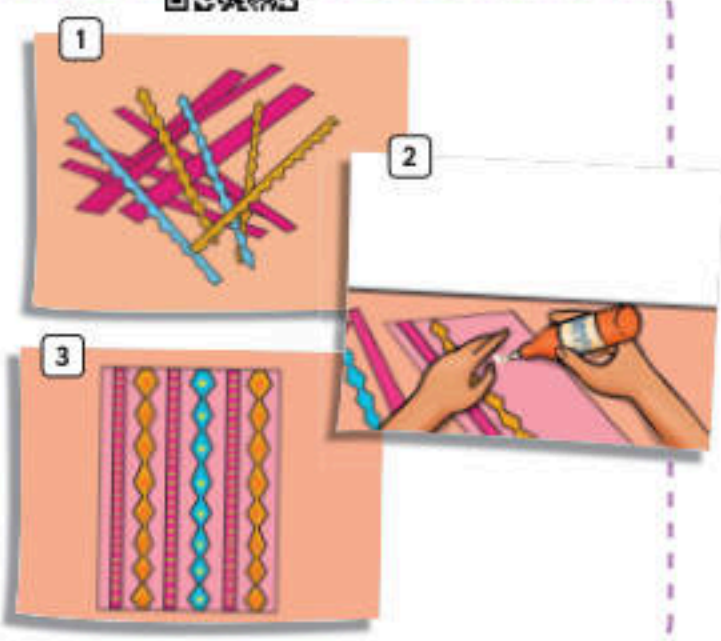



What has the girl got on her hand? — She's got henna painting on her hand.
What are they buying? — They're buying a rug.
What is the boy making? — He's making a basket.

## Project

Viewing and presenting **Design a rug.**

1. Cut out strips from coloured paper.
2. Glue the strips onto a rectangle of coloured paper.
3. Decorate with coloured pens or glue on more shapes.



# Aqaba Arts Festival

## Objectives

- **Lesson aims:** to talk about the Aqaba Arts Festival; to design a rug
- **Target language:** *stall, bracelet, necklace, rug, bowl, basket, henna painting, workshop; I've got henna painting on my hand! We're buying a rug. I'm making a basket!*

## Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Reading:** Can understand simple sentences, given prompts (GSE 24)
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write some familiar words (GSE 20).

## Materials

- Pupil's Book Pages 48–49
- Activity Book Page 42
- lesson flashcards
- coloured paper, scissors, glue, coloured pens
- stopwatch or timer
- True/False response cards

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique; True/False cards technique
- Peer learning: pairwork
- Independent learning: portfolios; Thought-provoking questions technique

## Starting the lesson

- Place the lesson flashcards on the board. Point to each one in turn. Say the words and the pupils repeat.

## Presentation

- Explain that in this lesson pupils will learn about the Aqaba Arts Festival. Ask pupils if they know anything about it.

### Culture notes

- The Aqaba traditional Arts Festival takes place on the coast in the city of Aqaba in Jordan. It takes place every year, usually in February. The festival is a celebration of Bedouin arts and culture. Stalls and events can be found in various venues along the waterfront, such as cultural centres, public squares and other outdoor spaces.Visitors can buy food and handicrafts, attend workshops, watch demonstrations, or simply enjoy the festive atmosphere.

## Practice

### Pupil's Book

**1 F3.1 Listen and stick. Then listen and say.**

- Pupils look at page 48. Read the title *Aqaba Arts Festival* and have pupils repeat.
- Point to the flashcards on the board again and pupils compare with their stickers. Tell pupils they are going to listen and stick.
- Play the audio and pupils stick their stickers in the correct place. Play the audio again and pupils repeat the words.
- **Extension** Place pupils in pairs. They say and point with their partner. One pupil says *number 4*. The other one points and says *rug* and so on.

**2 F3.2 Listen and say the poem.**

- Ask pupils to look at the poem. Ask *What can you see in the picture?*
- Play the audio and pupils listen and follow in their Pupil's Book. Play the audio again and pupils listen and say the poem.
- **Extension** Have pupils write the poem and use simple drawings for the new vocabulary words. Place their work in their portfolios.

**3 Say the poem again. Use different Aqaba Festival words.**

- Have pupils look at the words in Activity 3. Ask a pupil to come to the board and draw them.
- Explain the activity. Use the Traffic light cards technique to check understanding.
- The class says the poem twice. They replace *bracelet, basket and necklace* with other words.

**4 F3.3 Listen and read.**

- Ask pupils to look at the picture on page 49. They say as many words as they can about the picture.
- Play the audio for pupils to follow. Then have pupils read the text in pairs.
- Ask questions about the picture.
- Ask pupils what they like most about the festival.
- **Extension** Use the True/False cards technique to say sentences about the picture. *We can see rugs. (True) He's making a bracelet. (False)*

**5 F3.4 Listen and number.**

- Play the audio. Pupils listen and write the number in the correct boxes.
- Check answers as a class.
- Pupils answer the questions in the box in 60 seconds.

1 I like this red and blue rug.
2 I've got a green necklace!
3 Do you like this basket?
4 I can see lots of stalls!

## Project

### Viewing and presenting Design a rug.

- Explain that pupils are going to make a design for the kind of traditional rug they might buy at the Aqaba Arts Festival.
- Using the Lollipop stick technique, ask a pupil to read through the instructions. Make sure they understand what they have to do.
- Give out all the materials pupils will need.
- Demonstrate how to zig-zag strips if necessary.
- Pupils present and describe their trees to the class.

**Activity Book**

**1 Look, read and write.**

- Pupils write the words under the correct pictures.

**Answer key** 2 henna painting, 3 necklace, 4 bracelet, 5 bowl, 6 basket

**2 Read and write.**

- Pupils complete the text with the words in the box.

**Answer Key** necklaces/bowls/rugs, henna, workshops

## Finishing the lesson

- Use the Thought-provoking questions technique to discuss with pupils what they liked and didn't like about today's lesson.

# Glossary

## Welcome

**builder** – /ˈbɪl.dər/
**chef** – /ʃef/
**doctor** – /ˈdɒk.tər/
**dress** – /dres/
**hat** – /hæt/
**jeans** – /dʒiːnz/
**police officer** – /pəˈliːs ˌɒf.ɪ.sər/
**sandals** – /ˈsæn.dəlz/
**scarf** – /skɑːf/
**socks** – /sɒks/
**teacher** – /ˈtiː.tʃər/

## Unit 5

**bee** – /biː/
**bird** – /bɜːd/
**brush the horses** – /brʌʃ ðə ˈhɔːrsɪz/
**chicken** – /ˈtʃɪk.ɪn/
**clean the cage** – /kliːn ðə keɪdʒ/
**collect the eggs** – /kəˈlɛkt ðə ɛgz/
**cow** – /kaʊ/
**donkey** – /ˈdɒŋ.ki/
**duck** – /dʌk/
**fix the gate** – /fɪks ðə geɪt/
**goat** – /gəʊt/
**horse** – /hɔːs/
**king** – /kɪŋ/
**milk the cows** – /mɪlk ðə kaʊz/
**milking** – /ˈmɪlkɪŋ/
**ring** – /rɪŋ/
**sheep** – /ʃiːp/
**singing** – /ˈsɪŋɪŋ/
**sweep the barn** – /swiːp ðə bɑːrn/
**turkey** – /ˈtɜː.ki/

## Unit 6

**clean** – /kliːn/
**cliff** – /klɪf/
**dirty** – /ˈdɜː.ti/
**dry** – /draɪ/
**fancy** – /ˈfæn.si/
**flag** – /flæg/
**flip flop** – /ˈflɪp.flɒp/
**hard** – /hɑːd/
**new** – /njuː/
**old** – /əʊld/
**plain** – /pleɪn/
**shampoo** – /ʃæmˈpuː/
**sleep** – /sliːp/
**sleeping bag** – /ˈsliː.pɪŋ ˌbæg/
**slug** – /slʌg/
**soft** – /sɒft/
**sunscreen** – /ˈsʌn.skriːn/
**tent** – /tent/
**toothpaste** – /ˈtuːθ.peɪst/
**torch** – /tɔːtʃ/
**wet** – /wet/

## Unit 7

**armchair** – /ˈɑːm.tʃeər/
**bed** – /bed/
**behind** – /bɪˈhaɪnd/
**between** – /bɪˈtwiːn/
**bookcase** – /ˈbʊk.keɪs/
**clock** – /klɒk/
**door** – /dɔːr/
**in front of** – /ɪn frʌnt ʌv/
**mirror** – /ˈmɪr.ər/
**next to** – /nɛkst tu/
**opposite** – /ˈɒp.ə.zɪt/
**sofa** – /ˈsəʊ.fə/
**television** – /ˈtel.ɪ.vɪʒ.ən/
**truck** – /trʌk/
**wardrobe** – /ˈwɔː.drəʊb/
**window** – /ˈwɪn.dəʊ/

## Unit 8

**burger** – /ˈbɜː.gər/
**coconut** – /ˈkəʊ.kə.nʌt/
**crab** – /kræb/
**crocodile** – /ˈkrɒk.ə.daɪl/
**eagle** – /ˈiː.gəl/
**elephant** – /ˈel.ɪ.fənt/
**frog** – /frɒg/
**giraffe** – /dʒɪˈrɑːf/
**grapes** – /greɪps/
**green** – /griːn/
**hippo** – /ˌhɪp.ə/
**ice lolly** – /ˌaɪs ˈlɒl.i/
**kangaroo** – /ˌkæŋ.gərˈuː/
**kiwi** – /ˈkiː.wiː/
**mango** – /ˈmæŋ.gəʊ/
**monkey** – /ˈmʌŋ.ki/
**penguin** – /ˈpeŋ.gwɪn/
**tiger** – /ˈtaɪ.gər/
**zebra** – /ˈzeb.rə/

### Learning Club

**bakery** – /ˈbeɪ.kər.i/

**bank** – /bæŋk/

**bookshop** – /ˈbʊk.ʃɒp/

**chemist's** – /ˈkem.ɪsts/

**department store** – /dɪˈpɑː.t.mənt ˌstɔːr/

**park** – /pɑːk/

**post office** – /ˈpəʊst ˌɒf.ɪs/

**supermarket** – /ˈsuː.pəˌmɑː.kɪt/

### National Olive Festival

**bottle** – /ˈbɒt.əl/

**demonstrations** – /ˌdem.ənˈstreɪ.ʃənz/

**dip** – /dɪp/

**oil** – /ɔɪl/

**olives** – /ˈɒl.ɪvZ/

**pour** – /pɔːr/

**soap** – /səʊp/

**taste** – /teɪst/

### Eid al-Fitr

**Arabic coffee** – /ˈærəbɪk ˈkɒfi/

**charity** – /ˈtʃær.ə.ti/

**crescent moon** – /ˈkresənt muːn/

**feast** – /fiːst/

**lantern** – /ˈlæn.tən/

**meat** – /miːt/

**money** – /ˈmʌn.i/

**sweets** – /swiːts/

### Aqaba Arts Festival

**basket** – /ˈbɑː.skɪt/

**bowl** – /bəʊl/

**bracelet** – /ˈbreɪ.slət/

**henna painting** – /ˈhen.ə ˈpeɪn.tɪŋ/

**necklace** – /ˈnek.ləs/

**rug** – /rʌg/

**stall** – /stɔːl/

**workshop** – /ˈwɜːk.ʃɒp/

## Notes

## Notes

**Image Credit(s):**

**Alamy Stock Photo:** Ian Bottle 44, imageBROKER/Stephan Schulz 56, 85, mauritius images GmbH 14; **Getty Images:** Fly View Productions 14, Pyrosky 34; **Pearson Education Ltd.:** Malcolm Harris 9, 61; **Shutterstock.com:** OTONG 50, A. J. Gallant 44, Africa Studio 25, 36, 71, Agami Photo Agency 44, Ahmad A Atwah 54, 83, AlexandrBognat 71, Alexey Goosev 39, 73, Allexxandar 54, 83, AmaPhoto 71, Anan Kaewkhammul 46, Andrei Armiagov 50, AminaAster 54, Angelsmoon 24, AnikonaAnn 52, 79, Anna Klepatckaya 7, antoniodiaz 32, arapix 24, Art Alex 35, Artazum 34, Asier Romero 14, Atiketta Sangasaeng 29, 48, 69, Ayoub kayor 14, Baramyou0708 54, 83, bat-2 19, 65, Beach Creatives 12, beauty-box 56, 85, benokky1972 19, 65, Blaj Gabriel 17, BlueRingMedia 25, BM_27 34, Bradley Blackburn 75, Brocreative 5, buritora 56, 85, buteo 39, 73, Butterfly Hunter 9, 61, CHAIWATPHOTOS 29, 69, Choksawatdikorn 12, clarst5 63, Corepics VOF 12, Csati 14, Damira 44, Dan Kosmayer 22, davegkugler 39, 73, defpicture 39, 73, Deman 48, Denny George 24, Diego Cervo 15, Dina Saeed 54, 83, Dmitrij Skorobogatov 42, Dream79 24, Elena11 56, 85, ElenaNoeva 52, 79, Enez Selvi 54, 83, Eric Isselee 46, 63, 75, Federico Magonio 56, 85, fernando sanchez 39, 73, Fotyma 7, Four Oaks 46, Frank_James 44, fredriksten 52, 79, Gelpi 6, 17, George Rudy 48, Goinyk Production 39, 73, Gooly 75, goran cakmazovic 71, gorillaimages 26, Ground Picture 48, hangingpixels 39, 73, Huey Min 24, hxdyl 48, IKO-studio 12, 36, Janusz Pienkowski 54, 83, Jeffrey B. Banke 9, 61, 63, Jeka 39, Jemastock 54, Jessica2 22, Jinga 12, judyjump 56, Julia Sudnitskaya 12, Just dance 48, kamomeen 51, Krivosheev Vitaly 6, Kotema 51, Kotomiti Okuma 46, 75, Krakenimages.com 6, 19, LCAT Productions 39, 73, LeonP 9, 61, Ljupco Smokovski 9, LN_PHOTO 29, 36, 69, Luciana Rinaldi 34, Luis Molinero 6, LUNA BRILLANTE 42, Marcos Mesa Sam Wordley 6, Mark Herreid 22, MartinMaritz 39, 73, Martin Nemec 9, 61, Martin Vorel 44, Mathisa 22, mayu85 7, MB SS08-42 44, Mikbiz 19, 65, Milos Luzanin 22, MM_photos 51, Moises Fernandez Acosta 29, 69, Monticello 36, 71, Morningstar Sun 56, 85, NATALIA61 71, Nataliya Nazarova 24, nattanan726 75, Nattika 42, New Africa 6, 7, 71, Nomad_Soul 29, 69, Odua Images 54, 83, Olga Lyubkin 26, Olga_Rusinova 51, Oleg Golovnev 48, Oleksandr Lytvynenko 63, Olena Yakobchuk 35, olivier siri 19, 65, Osetrik 9, 61, Paul Maguire 29, 69, Pavluntic 52, 79, Pelevina Ksinia 29, Peter Gudella 22, Petr Malyshev 22, photka 19, 65, photomaster 63, Photoongraphy 29, 69, PIGAMA 26, Piotr Wawrzyniuk 49, Pix11 71, Pixel-Shot 19, 22, 39, 65, Prokrida 71, Prostock-studio 45, Pumee Poonnin 19, 65, Radislava Olshevskaya 26, Rahhal 6, Rawpixel.com 6, Real Window Creative 52, 79, Reinhold Leitner 9, 61, Roman Samborskyi 6, Room27 29, 69, Rozochkalvn 9, sagir 71, Saikorn 6, salarko 48, SalliAnn 52, 79, SEE_JAY 48, Sergei Kolesnikov 25, 32, Sergiy Kuzmin 6, SergiyN 9, 29, Sherjaca 9, 61, sirtravelalot 12, Shaiith 34, shutter_o 56, 57, Smile Studio AP 29, 69, SpiritArt 19, 65, StefanRenner 63, StockphotoVideo 54, 83, structuresxx 52, 79, Super Prin 63, Suzanne Tucker 52, 79, tanya_morozz 14, Tanya Sid 54, 55, Tanyastock 24, Tatjana Rantasha 9, 61, Tawin Mukdharakosa 24, TerraceStudio 7, Thitikorn07 52, 53, Tim UR 42, Tom Bird 9, 61, Tony Baggett 34, tristan tan 63, tungtopgun 56, 85, UnderhilStudio 51, Valentyn Volkov 42, Vasilyev Alexandr 25, vectortatu 56, Veronica Louro 34, 44, Viacheslav Lopatin 50, Vichy Deal 19, 65, visa netpakdee 39, 73, vitaliy_73 7, Vulp 24, Yadid Levy 14, YK 29, 69, yamasan0708 56, 85, Zacchio 12; **York Press Ltd.:** 13, 23, 33, 43

Illustrated by Mercè Orti Climent (unit openers and stories), Rebeca Rodrigo, Fuentenebro, Dani Cruz, José Rubio and Christos Skaltsas (Hyphen)

**Cover Image:** Mercè Orti Climent, Jon Arnold Images Ltd