

Jordan TEAM Together Grade 4 Semester 1



Teacher's Book with Digital Resources

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Teacher's Book with Digital Resources

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Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening
W New neighbours	Talking about hobbies, where people are from and their nationality, and learning the numbers 1-100	Countries: Egypt, Jordan, Qatar, Spain, the United Kingdom, the United Arab Emirates Nationalities: British, Egyptian, Emirati, Jordanian, Qatari, Spanish Hobbies: canoeing, going shopping, playing basketball/football/table tennis/tennis, reading, swimming Numbers: 1-100	Revision of to be and like: <i>I like/He likes swimming.</i> <i>Where are you from?</i> <i>I'm from (Jordan). I'm (Jordanian).</i>	Understanding key information when people introduce themselves (e.g. name, age and origin)
1 New school	Talking about school subjects, people and places in a school	School subjects: Arabic, Art, English, Digital Skills, Maths, PE, Science, Social Studies People and places in school: headteacher, school nurse, science lab Adverbs of frequency: always, never, often, sometimes Adverbial phrases: at the weekend, every day, once a week, twice a week, three times a week	Present simple with dates and times: <i>We have Maths on Tuesdays at 11 o'clock.</i> Present simple with adverbs of frequency: <i>She plays tennis twice a week.</i>	Recognising basic time words (e.g. days, months) in simple phrases or sentences; recognising familiar words and phrases in short, simple songs or chants; identifying specific information in short, simple dialogues
2 Picnic time!	Talking about food	Food: cereal, cupcakes, fruit, noodles, olives, salad, sandwiches, vegetables Drink: coffee, lemonade, milkshake, tea Containers: a bag of, a bottle of, a bowl of, a box of, a can of, a cup of, a glass of, a plate of	There is/There are with countable and uncountable nouns: <i>There's a lot of salad and a little lemonade.</i> <i>There aren't any cupcakes.</i> <i>Are there any apples?</i> <i>Yes, there are. /No, there aren't.</i>	Recognising and understanding topic words and phrases; identifying objects from spoken descriptions; understanding details in conversations; understanding simple expressions about likes and dislikes
3 Along the river	Talking about landscapes	Landscapes: city, forest, hill, island, lake, mountain, river, town, waterfall Adjectives: beautiful, boring, colourful, dangerous, deep, delicious, difficult, exciting, high, interesting, wide	Comparatives and superlatives: short adjectives <i>A mountain is higher than a hill.</i> <i>This is the deepest lake in the UK.</i> Comparatives and superlatives: long adjectives <i>Swimming is more exciting than walking.</i> <i>Amman is the most exciting city in the world.</i>	Describing words; following the sequence of events; understanding comparisons; recognising nouns and adjectives, words and phrases; understanding simple directions; following the sequence of events in a simple story
4 All about jobs	Talking about jobs and rules	Jobs: bus driver, carpenter, chef, doctor, farmer, firefighter, mechanic, police officer, scientist, teacher, vet, waiter/waitress Rules: arrive on time, be late, be quiet in class, break the rules, drop litter, follow the rules, put litter in the bin, shout in class	Present continuous <i>He's cooking. /They aren't playing a game.</i> <i>Are you wearing a green jacket?</i> must/mustn't <i>You must be quiet in class.</i>	Recognising words; identifying people; recognising words and phrases in songs or chants; identifying a caller's name and phone number; understanding information about jobs; identifying key information in dialogues

Bo's Learning Club: Language booster 1

Festivals: World Environment Day, World Friendship Day, Flag Day

	Speaking	Reading	Writing	Phonics	Project	Viewing and presenting	Functions
	Talking about furniture and rooms using simple language; acting out parts of a picture story using simple actions and words	Following simple dialogues in short, illustrated stories; identifying key information in a simple story				Writing and presenting riddles to the class	
	Asking and answering simple questions to express basic likes and dislikes about school subjects; saying single words and talking about school subjects using simple language; predicting what will happen next in a simple story or play; retelling a familiar story; acting out parts of a picture story using simple actions and words; answering simple questions about times and events and daily activities, habits or routines; singing a song from memory; talking about a familiar place and making arrangements to meet or do something; saying tongue-twisters	Following simple dialogues and sequence of events in short, illustrated stories; understanding information in a school timetable; getting the gist of short, simple texts on familiar topics; extracting specific information; identifying key information; understanding likes and main themes of a simplified story	Writing simple sentences about their likes or dislikes; writing about your favourite lesson or after-school activity	/s/ /z/ /iz/ likes, makes, reads, goes, brushes, watches	Making a poster about your perfect school.	Retelling the story	Making arrangements Do you want to play football tomorrow morning?
	Naming everyday objects, animals and people; reading words aloud; asking questions in guessing games; talking about things in pictures; acting out parts of a picture story; answering simple questions; expressing likes and giving reasons; ordering food and drink; saying simple tongue twisters; giving simple instructions	Recognising single words; following short, illustrated stories; identifying specific information; understanding basic sentences and dialogues; recognising single words and phrases; extracting factual details; predicting what a text is about; following simple recipes; scanning a simple text to find specific information	Writing simple sentences; writing instructions; writing a recipe	/i:/ key, seat, tea, feet, dirty, see, happy, family	Making a poster about special foods from Jordan.	Designing an alternative symbol for the Discovery Team	Shopping for food Can I help you? Can I have (six apples), please? Here you are! Anything else? No, that's it, thanks! That's (five dinars), please.
	Naming everyday objects; reading aloud single words; asking questions to find the answer; naming items of clothing; predicting what will happen next; acting out parts of a picture story; making comparisons between people or things; talking about a place; giving reasons to explain preferences; asking for directions; saying tongue twisters	Recognising single words; understanding sentences; following simple dialogues; identifying information in a story; recognising nouns and adjectives; understanding descriptions; extracting information; predicting what a text is about; following simple stories; scanning a simple text to find specific information	Writing simple sentences; using capital letters; writing a fact file about your region	/a:/ prize, bike, ride, bedtime, light, goodnight	Making a leaflet about a national park in Jordan.	Thinking of ideas for making things with rubbish	Asking the way Excuse me, can you tell me the way to (the park), please? Turn right (at the supermarket). Turn left (at the hospital). Go straight ahead. Go across the road. It's on the (left).
	Reading aloud single words; asking questions in guessing games; acting out a picture story; saying what people are doing; singing a song from memory; talking about jobs; acting out a short dialogue or role play; saying simple tongue twisters; talking about plans for the near future	Recognising words and sentences; following simple dialogues in illustrated stories; identifying key information; making basic inferences; getting the gist of texts; understanding details in dialogues; predicting what a text is about; understanding basic phrases; extracting specific information	Writing a job survey	/ez/ snail, painting, rain, playing, hay, snake, cake	Making a job book.	Acting out the story	Calling the emergency services What service do you need? I need an ambulance/ the police/ the fire brigade, please. What's your address/phone number? My address is... My phone number is... What's the emergency? He's got a broken leg.

Science: Can plants grow in water?

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 Activity Book are complemented with a wide range of multimedia and digital tools, such as videos and digital content online, 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 and an ample supply of videos 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 an engaging step-by-step vocabulary presentation.

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.

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 in the corresponding lesson activities.

Stories

Jordan Team Together Grade 4 stories feature a group of inquiry-minded children, who are keen on Science and learning new things. They call themselves The Discovery Team.

Millie and Katy are sisters who make friends with their new neighbour, a Jordanian boy called Hamed. Together, they form The Discovery Team and learn new things in each episode.

Each story has been built around a specific concept from common Social Studies and Science curricula. To explore this concept further, please see the teaching notes for Lesson 2 in each unit.

Skills

All four skills are practised throughout *Jordan Team Together*, with a dedicated skills section in lessons 9 and 10 of each unit.

Special focus has been put on writing: pupils are given a model text and a scaffolded, step-by-step support to create their own pieces of writing. Further support is to be found in the Activity Book.

The speaking skill is practised through a variety of contexts:

- Most lessons end with a *Communicate*  activity where pupils can put the newly acquired content into practice and personalise it
- Lesson 5 contains an information gap activity which provides a fun and motivating way to get pupils to speak in a less controlled manner
- Lesson 8, *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 in a variety of situations, such as making arrangements or shopping for food.

Culture

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

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 Language Booster lessons and CLIL lessons.

The Language Booster lessons consolidate and extend 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 4 also includes a focus on STEAM subjects. While studying a variety of topics including Social Studies and Science, pupils also have to employ 21st-century skills like creativity and critical-thinking. As part of the lessons, they present their final learnings via different presentation methods, which help to reinforce the learning and bring the concepts to life.

In addition to this, each story in *Jordan Team Together* Grade 4 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 2 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 their 21st century skills. These activities are easily identifiable with the following icons:

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

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

Social and cultural awareness: Lesson 7 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 11 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.

Information and Communication Technology 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 and differentiation

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, English in action and communication lessons to help teachers cater for the different needs of their pupils. In addition, there are photocopiable worksheets to accompany the reading and listening tasks in the Skills lessons, which are available at two levels: support and challenge. They give the teacher an opportunity to work with mixed-ability pupils in the classroom and make the core material in the Pupil's Book more suitable to individual pupils.

There are also extra photocopiable resources at the back of the Teacher's Book which facilitate some of the teaching techniques, extra activity ideas and game ideas detailed in this introduction.

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 units related to festivals: *World Environment Day*, *World Friendship Day* and *Flag Day*.



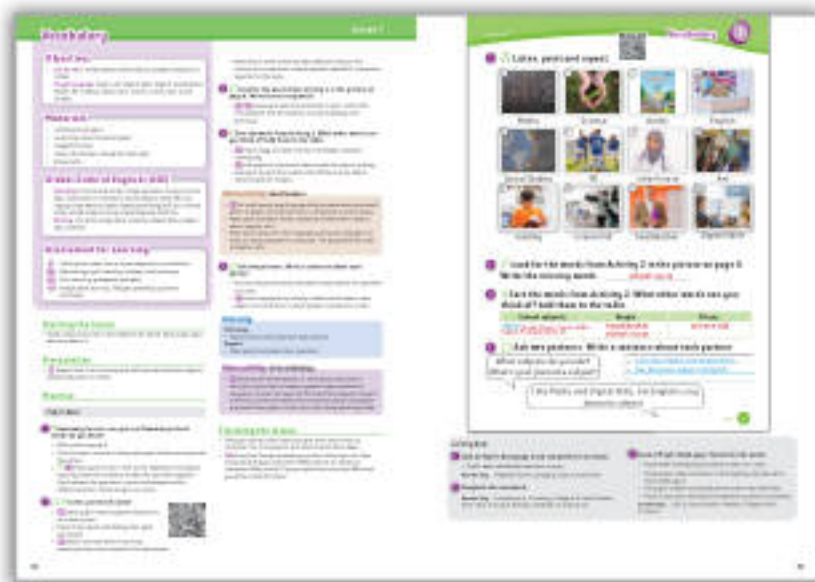
Teacher's Book

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.

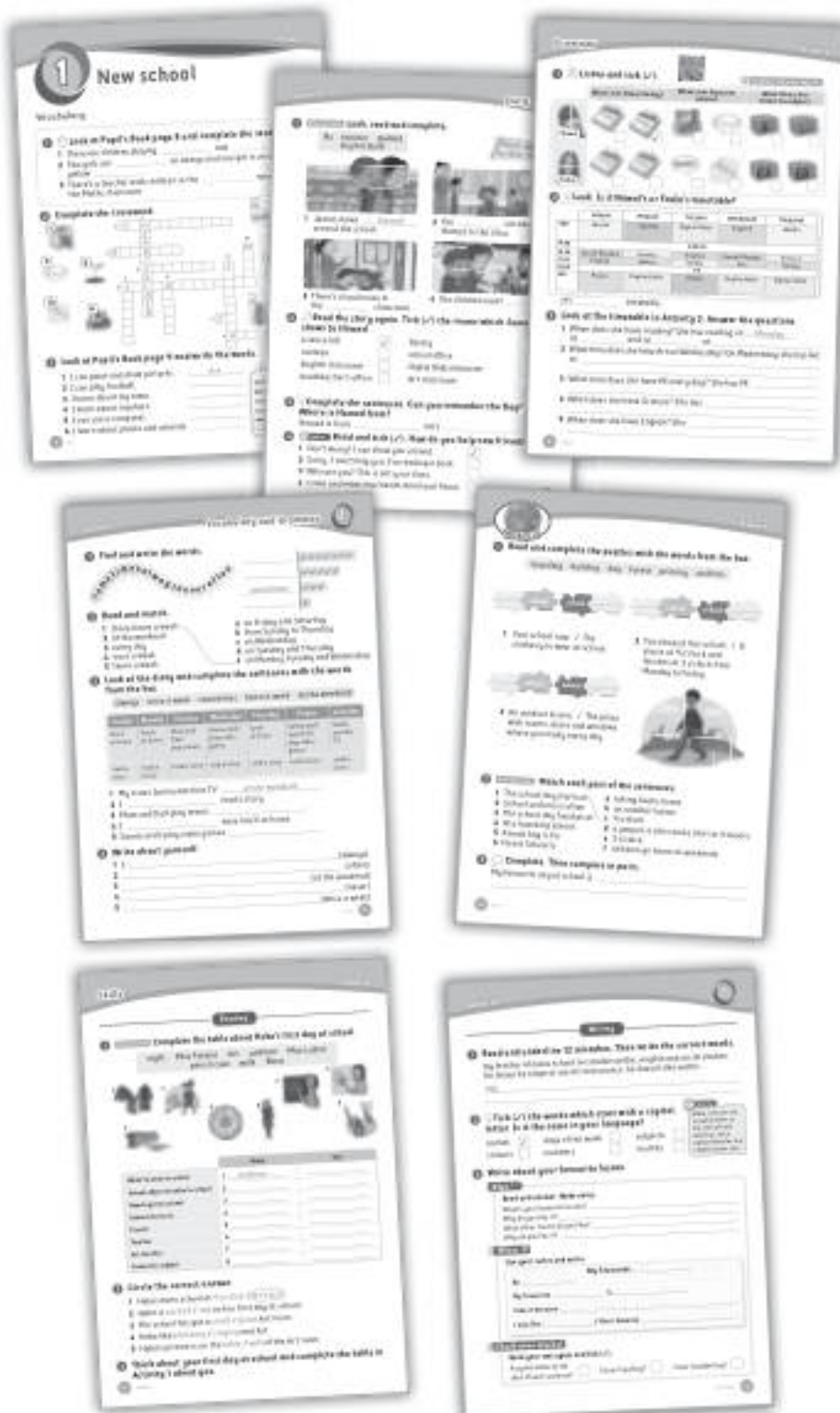
Additional ideas for Extension, TPR and 21st century skills activities as well as suggestions on how to support or challenge mixed-ability pupils are an excellent tool for busy teachers who may lack time for planning.

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.



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 Vocabulary and Grammar reference section for further practice.



Class Audio

The Class Audio MP3s contain all the recordings for the Pupil's Book and Activity Book. They also contain karaoke versions of all the songs. 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.

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 tests to use at the end of a unit as well as for the end of each semester and the end of the school year. All these tests are available in two versions: Standard (A) and Challenge (B) so as to allow teachers for more flexibility with mixed-ability classes.

The worksheets and audio are available online.

Photocopiable resources

The Photocopiable resources contain consolidation and extension worksheets for further practice of vocabulary, grammar, CLIL, English in action and songs. There are also worksheets to accompany the reading and listening tasks in the Skills lessons, which are available at two levels: support and challenge. 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 five posters that 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.

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 below:

Lesson	Component and focus
1	Pupil's Book and Activity Book Vocabulary
2	Pupil's Book and Activity Book Story
3	Pupil's Book Grammar
4	Activity Book Grammar
5	Pupil's Book Vocabulary and Grammar
6	Activity Book Vocabulary and Grammar
7	Pupil's Book and Activity Book Culture
8	Pupil's Book and Activity Book English in action and Pronunciation
9	Pupil's Book and Activity Book Reading
10	Pupil's Book Listening, Speaking and Writing and Activity Book Writing

Unit walkthrough

Lesson 1

Think! activity to activate pupils' previous knowledge

Photographic vocabulary presentation

2 Picnic time!

How many food and drink words do you know?

What doesn't belong in the picture? Find the flag. Say the country and the nationality. How many children are playing football? How many are riding bikes?

Vocabulary

1 Listen, point and repeat.

1 fruit 2 vegetables 3 sandwiches 4 cereal 5 noodles 6 milkshake

7 olives 8 cupcakes 9 salad 10 tea 11 coffee 12 lemonade

2 Look for the words from Activity 2 in the picture on page 18. Write the missing word.

3 Ask and answer about the food. Is it sweet or savoury?

Noodles: sweet or savoury? Savoury! Lemonade: sweet or savoury? Sweet!

4 Write the food and drink words in alphabetical order.

A ... Z

5 In pairs, ask and answer to guess the food or drink.

Food or drink? Food. Sweet or savoury? Sweet. Cupcakes? Yes!

Further practice is in the Activity Book.

Stopwatch activity to revise vocabulary and language from previous units

Communicate activity for personalisation and speaking practice

Lesson 2

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

Story

How many savoury foods can you see? Are there any sweet foods?

1 Listen and read.

1 Hey, look, there's a picnic in the park! Let's have a picnic, too!

2 There's some bread. I can make some sandwiches.

3 No, you can't. There's no bread.

4 Good idea!

5 Look, Bo. There are noodles and that's a lemonade.

6 Noodles and lemonade? Yum!

7 I was thinking about that.

8 No, it doesn't. Lemonade comes from lemons. Lemons grow in lemon trees.

9 Are there any lemon trees here?

10 I just learned new things, too.

11 Hey, there are! Wow, Bo knows a lot of new things every day!

12 Great idea! So you can be part of our team, Bo!

13 Look what I found!

14 Great idea! We can decorate it, too! And look what I found! That can be our club's symbol!

15 I know! We can have our Discovery Team meetings here!

16 What's the best symbol for the Discovery Team? Go to page 55 to find out.

17 Read and circle True or False. Then say why.

1 Millie wants to make sandwiches. True / False

2 There's some bread in the kitchen. True / False

3 Bo puts coffee on noodles. True / False

4 They form a team with Bo. True / False

5 Bo finds an animal at the back of the garden. True / False

18 Act out the story.

19 In groups, design an alternative symbol for the Discovery Team.

Stories available in audio format

Further practice is in the Activity Book.

Solve activities encourage curiosity and stimulate critical thinking

21st century skills activities in every lesson

Lessons 3 and 5

Grammar box with recorded phrases

Visual Vocabulary presentation

Song to teach vocabulary and grammar in context

Grammar

1. Look back! Tick (✓) the sentence in this picture.

1. Let's have a picnic, too!
2. Noodles and lemonade? Yum!
3. There's some cheese.

2. Listen and repeat.

There are a lot of noodles, some olives and a few sandwiches.
There isn't any bread.

3. Listen and number.

4. Look at the picture. Write the missing words.

1. There's _____ bread.
2. There are _____ cupcakes.
3. There isn't _____ salad.
4. There _____ tree.
5. There _____ vegetables.
6. There _____ grapes.

5. Find more things in the picture. Tell your partner.

There are a lot of noodles.

Vocabulary and Grammar

1. Listen, point and repeat.

a can of lemonade a bottle of water a bowl of soup a cup of coffee
a glass of milk a plate of sandwiches a box of cereal a bag of fruit

2. Listen and sing.

There's a picnic in the park!
But there aren't any cups!
Let's go quickly to the shop
Many up, hurry!

Are there any plates of sandwiches?
Yes, there are, all lined up!
Are there any bottles of water?
Yes, but there aren't any cups!
There's a picnic in the park!

Is there a lot of fruit?
And is there a lot of lemonade?
Yes, there is, oh yes, there is.
But we need cups too, you see!
There's a picnic in the park!

3. Listen and repeat.

There are a lot of apples. / There's a bag of apples.
Are there any apples? Yes, there are. / No, there aren't.
There's some coffee. / There are two cups of coffee.
Is there any coffee? Yes, there is. / No, there isn't.

4. Imagine you're having a picnic in the park. What's in your basket?

There are two cans of lemonade...

5. **Project 3.1** Activity Book, page 43. **Project 3.2** Activity Book, page 45

Lessons 4 and 6 are the accompanying Activity Book lessons for Lessons 3 and 5.

Grammar box for extra support and scaffolding, with recorded phrases

Communicate activity for personalisation and speaking practice

Information gap activities for freer grammar practice in the Activity Book

Lessons 7–8

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

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

Focus on functional language from early levels

Lesson 7

Culture

Food around the world

This is a meal. It's from Jordan. It's meat with yoghurt and rice. It's delicious! You can eat it with your hands!

This is a drink. It's from Jordan. It's meat with yoghurt and rice. It's delicious! You can eat it with your hands!

A popular drink in Jordan is bubble tea. They make this sweet tea with milk or fruit. There are jelly balls in it. Can you drink it with a straw?

Fun fact

Did you know that you can eat watermelon flavoured with lemon or orange?

Project

1. Do you know any interesting food from around the world?

2. Listen and read.

3. Put the foods in order.

1 = I really want to try this.
4 = I really don't want to try this! Then tell your partner.

I really want to try bubble tea!

Project

1. In groups, talk about special foods from your country.

2. Write about your food.

• What's it called?
• What's in it?
• When do you eat it?

Lesson 8

English in action

Shopping for food

1. Look at the picture of Omar in Activity 3 and write. How many fruits does he have? Which do you like?

2. Listen and write. What does Omar buy?

3. Listen, read and check.

Can I help you?
Hello. Can I have six apples, please?
Sure. Anything else?
Can I have four oranges and some grapes, please?
Here you are. Anything else?
No, thank you. That's all.
Right. Here's five dollars, please.
Here you are.

4. In pairs, buy some food at the market.

Can I have three lemons, please?
Sure. Anything else?
Yes. Can I have...

5. Listen and say the tongue twister.

Open the door, turn the key.
Let's have a drink and a cup of tea.
Wood! Your feet are dirty, wash your feet!
That's better – now what?
We're a happy family!

There are accompanying activities in the Activity Book for both lessons.

Work on pronunciation through tongue twisters

Useful phrases at a glance

Model dialogue to help pupils learn new language in natural contexts

Skills section for integrated skills practice

Recorded text

Scaffolded
step-by-step
instructions for the
writing task

Skills
Listening
Speaking

Reading

1 Look at the title and the pictures.
Which words do you think are in the text?
Circle.

look eat food eat money bed seat

2 Listen and read. Were you right?

Let's cook!

Dalia Abubakr is 10 years old. She's the winner of the TV show Kids Cook! Dalia lives in Amman with her mum, dad and two brothers.

Hi everyone! I'd like to tell you all about my favourite food!
My favourite food is moutabel. It's submarine. Does that sound boring?
It isn't, I promise! It's savoury and delicious and very easy to make.

Moutabel Time: 15 minutes For: 4 people

Ingredients:

- Aubergine • Yoghurt • Garlic • Tahini
- Lemon juice • Salt • Olive oil

First, you roast the aubergine.

Then, you put yoghurt, garlic, tahini, a little lemon juice, salt and olive oil into a bowl. Then, you mix it together with the aubergine.

Then, you get some warm bread.

Last, you eat the moutabel with the bread. Yum!





Listening

1 Look at the pictures and match. What does each child like?

Ivan

Helen

Kareem

1

2

3

Writing

1 Read and circle. Which ingredient is not in the recipe?

wheat / tea / meat

My favourite recipe!

Mansaf

- Ingredients: wheat, yogurt, almonds, olive oil, lamb.
- First, a few hours.
- Four or five days.

First, wash the meat in hot water and soak it slowly for a few hours.

Then, you mix the yogurt with herbs and spices to make the sauce.

After that, you make the rice and mix the meat and sauce.

Last, you put the almonds on top. Yum!

2 Write

First, you _____
Then, you _____
After that, you _____
Last, you _____

3 Check your work ✓

- List of ingredients?
- Correct spelling?
- Clear handwriting?

4 Write a recipe

Plan

- What's the name of your food?
- What ingredients do you need?
- How long does it take to make it?
- How many people is it for?
- How do you make it?

Check your work ✓

When you explain how to do something, use these words:
First, then, after that and last.

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

Model text in the writing section

Writing tip to help pupils deal with linking words, punctuation, etc.

Monitoring progress and exam readiness with *Jordan Team Together*

Jordan Team Together can be used for all general English courses. *Jordan Team Together* aligns with the CEFR (the Common European Framework of Reference for Languages). This framework can be used to map achievements in language learning. It 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 pupils' 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!
- **Basketball technique**. Use this for choosing pupils at random to answer questions, to get feedback for an activity or to ask for opinions. Throw a soft ball to a pupil. The pupil who catches the ball then responds. Continue with other pupils as necessary. This ensures that all pupils have an active role.

- **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. Photocopiable cards can be found on page 126.
- **Traffic light cards**. Use them to check that pupils know what to do on a given task. Pupils show you a green/yellow/red card, depending on their level of confidence. Photocopiable cards can be found on page 127.
- **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 pupils' 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 about a local festival or a national celebration.
- 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 are 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. 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 pupils 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.

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.

Stage 2 – Listening to the story

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.

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

- 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 pupils 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.
- Ask pupils to create their own story on the same theme, with themselves as the characters. A photocopyable blank storyboard can be found on page 128.

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 4, there are four 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 pupils 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 pupils 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)?* The 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 pupils 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 pupils 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.

Greeting the class

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

Starting the lesson

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

Managing the class

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

Words of praise

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

During the lesson – instructions

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

During the lesson – questions

Are you ready?	May/Can I help you?
Do you understand?	Are you finished?
What do you think?	Who's finished?
Anything else?	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.	Roll the dice.
Whose turn is it?	Move your/my counter (3) spaces.
You're out.	Miss a turn.
Don't look.	Go back (2) spaces.
No cheating.	Roll again.
Turn around.	I've won!
Close your eyes.	You're the winner!
Pass the (ball, cup), etc.	
Wait outside.	

Useful phrases for the pupils

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

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.

Word card games

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 songs

Sing and respond

Provide a few pupils with one word they have to remember. (The words should come from the song 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 self-made word cards 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 for which you can prepare simple costumes or props. Teach pupils to show the content of the song 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.

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.

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 to one another and name words from a vocabulary set. The ball shouldn't be caught when somebody says the 'forbidden' word (previously agreed), e.g. *lemonade* if the vocabulary set is food. 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.

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 to 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.

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 pictures on the board presenting the word. The team which is the first to guess the meaning of the picture and provide the correct word scores one point.

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.

Shadowing

Pupils follow the audio they hear with its written form at the same time as moving their mouths (lips, tongue, etc.) and sub-vocalising. In this way, they are practising moving their mouths to make the right shape at the right speed, but are not making a noise; this is the silent version. This re-uses texts to work on pronunciation, but only when overall meaning has been understood. The technique can also be used with vocalisation, where pupils carry out shadowing the intonation and rhythm. I was first made aware of it in the early 1990s but it is having a renaissance as a useful strategy for young learners.

Ghost Writing

Pupils write letters or words in the air with their whole arm.

Backs to the board

Pupils work in two or three teams, with one pupil (the player) from each standing with their back to the board, facing their team members. The teacher writes a word, phrase or drawing which players are NOT allowed to look at. The teams need to find ways to make their player say the target expression/words correctly, and can use any way of doing this, e.g. defining, explaining, miming, giving clues (it's got seven letters, it starts with the letter before B, it sounds like X, etc.). If noise levels get too high, have pupils whisper instead, or pass the talking stick/microphone so only one team member speaks at a time.

Mill drill

The class work in two halves, where one has a question or statement that needs a response. The activity takes place with pupils mingling, walking (with a slip of paper on which they have written down a prompt) around to collect answers/responses, before changing roles.

Concentric circles

Pupils work in two circles to carry out a role play or Q & A or short exchange. The inner circle (standing or sitting) of pupils turn around to face the other pupils in the outer circle, who move around at the teacher's instruction. In this way they rehearse, repeat and practise the TL in a controlled way, with different partners.

Don't say it!

Pupils work in teams or pairs or as a whole class. The aim is to describe a word or phrase without naming it for another pupil or team or the class to name.

Charades

Pupils work in groups or as a whole class to mime target vocabulary words or expressions for their team to identify.

Picture Pair Dictation

Pupils describe and draw, using any picture from the book, or a drawing they have made (e.g. the furniture in their room). One describes, the other draws. They should work without being able to see the drawing or the picture (e.g. opposite or back to back). Afterwards, they compare and spot the differences. Pupils then change roles. Encourage communication in English with questions to check, e.g. *on the right or the left of ...?*

Welcome

New neighbours



Countries: Egypt, Jordan, Qatar, Spain, the United Kingdom, the United Arab Emirates

Nationalities: British, Egyptian, Emirati, Jordanian, Qatari, Spanish

Hobbies: canoeing, going shopping, playing basketball/football/table tennis/tennis, reading, swimming

Numbers: 1-100

1 Listen and read.

1



2

Great! I like football! But I don't like tennis.

He likes swimming, too! Is that his canoe? Maybe he likes canoeing.

3

Yes, we are! I'm Katy, and this is my sister, Millie.

Hi! I'm Hamed! Are you my new neighbours?

4

I'm eight and Katy's nine. How old are you?

I'm nine.

Where are you from?

I'm from Aqaba. I'm Jordanian!

5

Welcome to Amman, Hamed!



What pieces of furniture can you see? Which room do they belong in?

4

four



What pieces of furniture can you see? **a sofa, an armchair, a chair, a lamp, a table**
Which room do they belong in? **dining room, living room**

Unit objectives

Talk about hobbies, where people are from and their nationality. Learn the numbers 1-100

Language

Vocabulary	Countries <i>Egypt, Jordan, Qatar, Spain, the United Kingdom, the United Arab Emirates</i> Nationalities <i>British, Egyptian, Emirati, Jordanian, Qatari, Spanish</i> Hobbies <i>canoeing, going shopping, playing basketball, playing football, playing table tennis, playing tennis, reading, swimming</i>
Grammar	Revision of <i>to be</i> and <i>like</i>
Viewing & Presenting	Write three more riddles for your partner. Ask and answer.

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–3)

Social and civic competences: learn to be creative (L. 1 and 2)

Cultural awareness and expression: raise awareness of cultural similarities and differences in age and origin (L. 1)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–3); use previous knowledge (L. 1–3); follow instructions (L. 1–3); personalisation of language learnt (L. 1–3)

21st Century Skills for Learning and Innovation

Critical thinking	Remembering information (L. 1–3); Reflecting on learning (L. 1 and 2)
Creativity	Roleplay (L. 1); Storytelling (L. 1); Writing a riddle (L. 3)
Communication	Discussing a story (L. 1); Talking about yourself (L. 1 and 2); Discussing a riddle (L. 3)
Collaboration	Acting out (L. 1); Groupwork (L. 1–3); Pairwork (L. 1–3)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)

Mapping

Topics	Theme 2: Culture Theme 6: Recreation
Scope and Sequence Matrix	Listening: understanding and responding to questions in presented oral material; identifying two or more key ideas in an oral presentation or a conversation; using textbook illustrations and dictionaries to understand unfamiliar words Speaking: using the simple present to answer simple questions and partake in dialogues Reading: using pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; reading and understanding short illustrated stories, provided that the images help him/her to guess a lot of the content
Learning Outcomes and Performance Indicators	Listening: respond to questions before, during and after listening; locate needed information while listening; participate in a variety of short simple dialogues; use teacher introduction to understand new words when listening Reading: use pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; use illustrations and key details in a text to determine its main idea(s)

Objectives

- **Lesson aims:** to talk about countries and nationalities
- **Target language:** *Jordan/Jordanian, Qatar/Qatari, Spain/Spanish, the United Kingdom/British, the United Arab Emirates/Emirati*
- **Skills:** Listening, speaking, reading, writing

Materials

- sheets of A4 paper per pair
- sticky notes
- stopwatch/timer

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories (GSE 26). Can identify specific information in a simple story if guided by questions (GSE 35).
- **Listening:** Can understand main information when people introduce themselves (e.g. name, age and origin) (GSE 19).
- **Speaking:** Can talk about furniture and rooms using simple language (GSE 32). Can act out parts of a picture story using simple actions and words (GSE 30).

Assessment for Learning

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

Starting the lesson

- Introduce yourself. Say *Hello, everyone! I'm (name), I'm from ... in ...*
- Write *What's your name and where are you from? I'm (name), I'm from ... in ...* on the board.
- Have pupils introduce themselves to their partner.

Presentation

- Explain that in this lesson pupils will meet some new children and will learn about countries and nationalities. On the board write *Where's s/he from ...? S/He's from ... S/He's ...*

Practice

Pupil's Book

1 W1 Listen and read.

- Refer pupils to page 4. Give pupils time to look at the pictures.
- Play the audio. Have them follow the dialogue silently using the Shadowing technique.
- Check comprehension. Ask *What's the boy's/girl's name(s)? How old is Hamed/Katy/Millie? Where's Hamed from?*
- Pick up the stopwatch. Explain to pupils they will have to work within a time limit. Appoint a timekeeper and decide on a time.
- Give one sheet of paper to each pair. They collaborate to draw a simple outline of a house and the furniture they see in the story, putting it in the correct room.
- Pairs name the furniture and compare with another pair.



Extra activity Communication

- Challenge pupils to retell the story to their partner.

2 Read and circle True or False.

- Have pupils read 1-6. Pupils find and circle the correct answers.
- Check answers as a class.

Diversity

Challenge

- Pupils write two extra sentences for their characters on sticky notes to stick on the correct frame. They include them in their role play.

Support

- Pupils choose one sentence from each frame to write out. Read the sentences slowly, with pupils tracking the words. They can act out their sentences.

3 Act out the story.

- Play the audio again. Then pupils act out the story in groups. Each pupil has a role.

4 W2 Listen, point and repeat.

- Have pupils look at the world map. Ask them if they know of, and what they know about, any of the countries named.
- Play the audio and have pupils point and repeat the words as they hear them.



5 W3 Listen and number.

- Have pupils listen and elicit the first answer to demonstrate the task.
- Pupils find the correct picture and write the number.



Man: Hello, everyone! What's your name and where are you from?
Boy 1: I'm Musa. I'm from Egypt. I'm Egyptian.
Man: How about you?
Girl 1: Hi, my name's Emily. I'm from the UK. I'm British.
Man: And you? Where are you from?
Girl 2: I'm Kalila. I'm from Qatar. I'm Qatari.
Man: Hello! Where are you from?
Boy 2: Hi, my name's Mustafa. I'm from Jordan. I'm Jordanian.
Man: How about you?
Boy 3: I'm Pablo. I'm from Spain. I'm Spanish.
Man: What's your name? Where are you from?
Boy 4: My name's Saeed. I'm from the United Arab Emirates. I'm Emirati.

6 Choose a picture. Then ask and answer.

- Elicit *Where's s/he from ...? S/He's from ... S/He's ...*. Demonstrate the task first, then have pupils work in pairs.

Activity Book

1 Look and match.

- Pupils complete the activity individually, then in pairs, using *Who's this?*

Answer key 2 c, 3 a

2 Draw and describe yourself.

- Pupils work individually, then check in pairs.

2 Read and circle *True* or *False*.

- 1 Katy and Millie are sisters. True / False
- 2 Hamed lives next door. True / False
- 3 Katy doesn't like football. True / False
- 4 Katy likes tennis. True / False
- 5 Millie is nine. True / False
- 6 Hamed is Jordanian. True / False

3 Act out the story.

4 Listen, point and repeat.



5 Listen and number.



6 Choose a picture. Then ask and answer.

Where's she from?

She's from the United Kingdom.
She's British.

five

5

3 Look and write the countries.

- Pupils work individually, then check in pairs.
- Using the Lollipop stick technique, have pupils spell answers as you write them on the board.

Answer key 2 the United Kingdom, 3 Jordan, 4 Qatar, 5 Spain, 6 the United Arab Emirates

4 Read and write the nationalities.

Answer key 2 Emirati, 3 Spanish, 4 Qatari, 5 British, 6 Egyptian

5 Write about your flag and your nationality.

- In this activity, pupils should write about their flag's colours and if there are any symbols on it. Give scaffolded sentences on the board if necessary.

Finishing the lesson

- Using the Summative questions technique, have pupils work in pairs taking turns describing the pictures in Activity 5 using *S/He's ... (age) S/He's from ... (country/city) S/He's ... (nationality)* for their partner to guess. Focus on correct usage of *s/he*.

Objectives

- **Lesson aims:** to talk about hobbies and to review *like*
- **Target language:** *animals, arts and crafts, building machines, canoeing, going shopping, playing basketball, playing football, playing table tennis, playing tennis, playing video games, reading, swimming*

Materials

- Enlarged copy of picture in Activity 3, with items cut out

Global Scale of English (GSE)

- **Speaking:** Can describe someone's likes or dislikes in a simple way (GSE 29). Can express basic likes and dislikes in relation to familiar topics (GSE 29).
- **Listening:** Can understand simple expressions about likes and dislikes in short stories or dialogues (GSE 31).

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; Summative questions technique

Starting the lesson

- Have pupils work in small groups to mime a hobby to guess.
- Encourage pupils to start a diary with questions about their learning and notes on challenges and successes.

Presentation

- Explain that in this lesson pupils will learn to talk about general hobbies and freetime activities, and hobbies and activities that are specific to Jordan.

Practice

Pupil's Book

- 1 Look at the picture on page 4 again. What does Hamed like doing? Tick (✓).
 - Pupils point to Hamed. Pupils tick the correct pictures.
 - Using the Thumbs up/down technique, ask *Did you find what Hamed likes doing?*

Extra activity Critical thinking

- Have pupils decide which three hobbies are the best/healthiest/most sociable and why.
- Discuss other hobbies that pupils might enjoy in Jordan. Suggest things like hiking in Wadi Bin Hamad, hiking the Jordan Trail, cycling along the Dead Sea Road, diving in the Red Sea, visiting Aqaba, visiting the Azraq Nature Reserve and photographing the Jordanian landscape.

- 2 W4 Listen. What doesn't Hamed like doing?

- Pupils listen and point to the hobbies as they hear them.
- Pupils listen again, using thumbs up for what Hamed likes, and thumbs down for what he doesn't like.



- Katy:** Do you like playing sports, Hamed? You've got a lot of sports things in those boxes!
- Hamed:** Yes, I do! I love playing sports. I like playing football and tennis. I play every day after school.
- Katy:** Oh really? I like playing football! I like playing basketball, too. What else do you like doing?
- Hamed:** I love water sports, like canoeing and swimming.
- Katy:** I like swimming, too.
- Hamed's dad:** Hamed, come on! We need to go shopping!
- Hamed:** That's something I don't like! I don't like going shopping with my dad!

- 3 Look at Millie and Katy's room. What do they like? Look at the table and tick (✓).

- Check pupils know which side of the room is Millie's and which is Katy's.
- Pupils tick the right name in the table.
- Elicit answers as a class. Have pupils point to evidence.

- 4 Tell your partner. What do you like doing? What don't you like doing?

- On the board write *I like ... I don't like ... Me, too!*
- Pupils look at the table and picture in Activity 3. Ask some pupils what they like/don't like doing. Pupils ask each other in pairs.

Diversity

Challenge

- **True or False?** Pupils write two false and one true statement about their own hobbies for the class to guess the truth.

Support

- Have pupils work in mixed ability pairs and rehearse after drawing or writing their answers.

Extra activity TPR

- Create 16 wordcards, one for each of the eight activities from Activity 1, one card with a smiley for *like* and the other with a sad face for *don't like*. Split the class into two groups. Elicit volunteers to mime the activity.
- Elicit *He/She likes ...* or *He/She doesn't like ...* from the first pupil to raise their hand.

Activity Book

- 1 Complete the crossword.

- Pupils work individually and check in pairs.

Answer key 2 football, 3 table tennis, 4 canoeing, 5 basketball, 6 tennis, 7 reading, 8 swimming

Diversity

Challenge

- Pupils play *Taboo* in small groups taking turns to describe/mime 1-8 without saying the hobby.
- Pupils write the answers in the crossword.

Support

- Have pupils work in mixed ability pairs or trios. One says the number across/down and how many letters. The other pupil(s) match words and pictures, count the letters and write the answers.

- 2 W5 Listen and match.

- Do 1 together. Have pupils ask and answer about each picture in pairs, using *What does s/he like/not like?*

Answer key 1 ⓑ; 2 ⓐ, ⓑ; 3 ⓐ, ⓑ; 4 ⓐ, ⓑ



- 1 Look at the picture on page 4 again. What does Hamed like doing? Tick (✓).



- 2 Listen. What doesn't Hamed like doing? **going shopping with his dad**



- 3 Look at Millie and Katy's room. What do they like? Look at the table and tick (✓).

Katy's room = room of Katy



	Katy	Millie
1 animals	☒	☒
2 arts and crafts	☐	☒
3 playing football	☒	☐
4 building machines	☐	☒
5 reading	☒	☒
6 playing video games	☒	☒
7 swimming	☒	☐

- 4 Tell your partner. What do you like doing? What don't you like doing?

I like ...

Me, too!

I don't like ...

6

SIX

- 1 Boy 1: Hi, I'm Kareem. I like playing tennis with my friends, but I don't like canoeing. I can't swim very well!
- 2 Girl 1: Hi, my name's Dana. I like reading books, comics, poems ... everything! But I don't like going shopping. It's boring!
- 3 Boy 2: Hello. I'm Fadi. Something I like ... Yes, I like swimming, but I don't like playing basketball. I never play basketball!
- 4 Girl 2: Hi, I'm Samia. I like canoeing very much. It's fun! And something that I don't like ... Hmm ... I know! I don't like playing tennis.

- 3 Look at Activity 2 and complete the sentences. Then write about yourself.

- Pupils work individually, then check in pairs.

Answer key 1 canoeing; 2 reading, like going shopping; 3 likes swimming, doesn't like playing basketball; 4 likes canoeing, She doesn't like playing tennis; 5 like (... ing), I don't like (... ing).

Finishing the lesson

- Ask pupils to make a crossword for a friend to complete.
- Using the Summative questions technique, ask pupils to reflect on what was easy and difficult today.

Objectives

- **Lesson aims:** to ask and answer about numbers
- **Target language:** 1-100

Materials

- fly swatters
- sheets of A4 paper, enough for each pupil
- counters or small pieces of paper for *Bingo!*

Global Scale of English (GSE)

- **Reading:** Can read cardinal numbers up to ten written as words (GSE 12). Can recognise cardinal numbers up to 100 written as words (GSE 23).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can use cardinal numbers up to 100 (GSE 28). 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
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Have pupils work in three or four teams, with one pupil from each at the board, facing the class.
- Write up one of the numbers from page 7 and play *Backs to the board* (hands up version) asking teams to give clues as sums, e.g. *twenty and (or plus) five is (or equals)...*

Presentation

- Explain that in this lesson pupils will learn (or revise) how to count from 1 to 100.

Practice

Pupil's Book

- 1 Look at page 4. Can you find any numbers in the picture?

- Pupils work in pairs.
- Check answers as a class.

- 2 W6 Listen, point and repeat.

- Point at each number and say it in English. Have pupils repeat after you.
- Using the Lollipop stick technique, bring two pupils to the front of the class and give them a fly swatter. Tell pupils they will play a game.
- Explain that you will say a number and the first pupil to swat the word on the board wins.
- Continue for a few rounds.



Man: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty

- 3 W7 & W8 Listen and chant.

- Have pupils stand up and use their hands/fingers to represent the numbers they hear, by moving them up and down and pushing the air as they listen to the chant.
- W7 When pupils feel confident, play the karaoke version. Ask pupils to sing and move their hands and fingers as they chant.



- 4 W9 Listen and write the number.

- On the board write a *plus*, a *minus* and an *equals* symbol.
- Model 1 and do it together on the board.



- 1 What number is it? Thirty plus five minus seven equals ...
- 2 What number is it? Sixty minus fifteen plus three equals ...
- 3 What number is it? Forty-four plus six minus five plus twenty equals ...
- 4 One hundred minus thirty plus seven equals ...

- 5 Viewing and presenting Write three more riddles for your partner. Ask and answer.

- Have pupils work in pairs. Make sure pupils swap roles.

Extra activity TPR

- Have pupils form two lines facing the board. Hand the pupils at the front of the line the fly swatter. Explain that pupils will now do the activity as a game.
- The first pupil to swat the number hands the fly swatter to the next pupil and goes back to their seat.
- The team cannot move if their leader hasn't found the correct number. The team that has all its players sitting down first wins.

Activity Book

- 1 Match the numbers.

- Pupils work individually and then check in pairs.

Answer key 67 sixty-seven, 26 twenty-six, 99 ninety-nine, 82 eighty-two, 35 thirty-five

- 2 Write the missing numbers in words. Then write your own sequence.

- Display 1 on the board. Ask pupils to tell you what sequence they see (*counting up in ones*).
- Pupils work individually or in pairs.

Answer key 2 twenty-four, 3 eleven, 4 eighty-seven, 5 forty-nine

- 3 Write the numbers in words.

- Have pupils complete the activity in pairs, taking turns to dictate the correct spellings.

Answer key 2 twelve, 3 twenty-nine, 4 sixty-three, 5 one hundred, 6 seventy-seven

- 4 Follow and solve the riddles. Write the numbers in words.

- Have pupils complete the activity in pairs, taking turns to dictate the correct spellings.

Answer key nineteen, forty, thirty-three

1 Look at page 4. Can you find any numbers in the picture?

2 Listen, point and repeat.

10 ten	20 twenty	30 thirty	40 forty
50 fifty	60 sixty	70 seventy	80 eighty
90 ninety	100 one hundred		

21 twenty-one	22 twenty-two	23 twenty-three
24 twenty-four	25 twenty-five	26 twenty-six
27 twenty-seven	28 twenty-eight	29 twenty-nine

3 Listen and chant.

4

Let's count from one to ten!
One, two, three, four, five, six, seven, eight, nine, ten!

15

Let's count from eleven to twenty!
Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty!

12

20

Let's count in tens!
Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred!

8

Let's count from twenty to thirty!
Twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty!

70

26

29

28

4 Listen and write the number.

+ plus **-** minus **=** equals

What number is it?
Thirty plus five minus seven equals ...



- | | |
|---|----------------------|
| 1 | <i>twenty-eight</i> |
| 2 | <i>forty-eight</i> |
| 3 | <i>sixty-five</i> |
| 4 | <i>seventy-seven</i> |

5 Write three more riddles for your partner.
Ask and answer.

seven

7

Extra activity Communication

- Draw a blank template on the board for pupils to copy, with three rows and three columns.
- Have pupils work in small groups to fill a bingo board with different numbers from 1–10 in words or numbers.
- When a number is called out, it can be covered with small paper squares. When a line of three is made (across or down), pupils stand up and say *LINE!* When the whole nine squares are covered, pupils stand up and shout *BINGO!*

Finishing the lesson

- Using the Summative questions technique, give each pupil half a sheet of A4 paper. Ask pupils to create their own riddles for the other pupils to complete. Pupils then ask and answer about their riddle.

Mapping

Topics

Theme 1: Society

Theme 7: National Identity and World Affinities

Scope and Sequence Matrix

Listening: using textbook illustrations and picture dictionaries to understand unfamiliar words; producing intonation for *wh*-questions (Teacher's Book support)

Speaking: accurately pronouncing the third-person-singular - (e)s in simple present (/s/); using the Present simple

Reading: identifying and using various text features (e.g., title, headings) to locate key information in a text; using pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; reading and understanding short illustrated stories, provided that the images help him/her to guess a lot of the content

Writing: independently writing short functional texts (messages, emails, lists, reminders)

Viewing and presenting: realising that visual information reflects and contributes to the understanding of the context

1

New school

School subjects: Arabic, Art, Digital Skills, English, Maths, PE, Science, Social Studies

People and places in school: headteacher, school nurse, science lab

Adverbs of frequency: always, never, often, sometimes

Adverbial phrases: at the weekend, every day, once a week, twice a week, three times a week

- 1 How many lessons can you see? **seven**
How many school words do you know?



What doesn't belong in the picture?
How many hobbies can you find?

8 eight

- What doesn't belong in the picture? **the shopping bags**
How many hobbies can you find? **football, tennis, art, playing in the park, reading**

Learning Outcomes and Performance Indicators

Listening: follow instructions in activities and games; respond to questions before, during and after listening; locate needed information while listening; participate in a variety of short simple dialogues; use teacher introduction to understand new words when listening; respond to oral presentation, instructions or conversations using simple questions or statements; participate in a variety of short simple dialogues; use textbook illustrations and picture dictionaries to understand new words when listening

Speaking: accurately pronounce the third-person-singular - (e)s in Present simple (/s/ /z/ /iz/); use the Present Simple

Reading: use pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; use illustrations and key details in a text to determine its main idea(s); ask and answer questions to help determine or clarify the meaning of words/ phrases in context; identify and use various text features (e.g., title, headings) to locate key facts or information in a text; recognise and name some basic types of reading materials (e.g., story, poem, postcard, letter); identify words and phrases in a story that express feelings or emotions

Writing: write correct sentences; write a short, simple text in the present tense

Viewing and presenting: select and use suitable shapes, colours, symbols, and layout for presentations

Unit objectives

Talk about school subjects, people and places in school

Language

Vocabulary	School subjects, people and places in school <i>Arabic, Art, Digital Skills, English, headteacher, Maths, PE, reading, school nurse, Science, science lab, Social Studies</i> Adverbs of frequency <i>always, at the weekend, every day, never, often, once a week, sometimes, three times a week, twice a week</i>
Grammar	Present simple with dates and time Adverbs of frequency
Functions	Making arrangements <i>Do you want to play football tomorrow morning?</i>
Pronunciation	/s/ /z/ /iz/

Key competences

Linguistic competence: use language as an instrument for communication (Lessons 1–10)

Mathematical, science and technological competences: order to complete a task (L. 2, 8 and 10)

Digital competence: use eText Basic (L. 1–10)

Social and civic competences: learn to be creative (L. 1–5); learn to talk about school subjects you like and dislike (L. 1–5 and 10)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 7)

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. 5, 7–10)

Initiative and entrepreneurship: choose roles for the project (L. 7)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 8); Problem solving (L. 8); Logical thinking (L. 1); Defining and describing (L. 3, 4 and 6); Finding information (L. 1, 2, 3, 4, 5, 6, 7 and 10); Planning (L. 6); Reflecting on learning (L. 1–10)
Creativity	Create a list of fun activities (L. 5)
Communication	Describing likes, dislikes and differences (L. 1, 5 and 6); Writing and answering questions (L. 3); Comparing (L. 5); Challenge game (L. 9); Functional dialogue (L. 6)
Collaboration	Project groupwork (L. 7); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 17; Activity Book p. 13
- Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, English in Action, CLIL
- Unit 1 Test

Objectives

- **Lesson aims:** to talk about school subjects, people and places in school
- **Target language:** Arabic, Art, Digital Skills, English, headteacher, Maths, PE, reading, school nurse, Science, science lab, Social Studies

Materials

- small pieces of paper
- some large sheets of poster paper
- stopwatch/timer
- sheets of A4 paper, enough for each pupil
- Resource 1A

Global Scale of English (GSE)

- **Speaking:** Can ask and answer simple questions to express basic likes and dislikes in relation to school subjects (GSE 29). Can repeat single words if spoken slowly and clearly (GSE 18). Can talk about school subjects using simple language (GSE 34).
- **Writing:** Can write simple basic sentences about other people's likes (GSE 31).

Assessment for Learning

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

Starting the lesson

- Draw a place or person in the school on the board. Have pupils guess where or who it is.

Presentation

- Explain that in this lesson pupils will learn to talk about subjects, people and places in school.

Practice

Pupil's Book

- 1 **How many lessons can you see? How many school words do you know?**
 - Refer pupils to page 8.
 - Check answers as a class. Have pupils point to the correct part of the picture.
 - Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together. Pupils answer the questions in pairs and compare with a different partner. Check answers as a class.
- 2 **1.1 Listen, point and repeat.**
 - Have pupils listen and point silently first as a race in pairs.
 - Pupils listen again individually, then point and repeat.
 - Pupils test each other in turns by pointing at the pictures to elicit the right answer.



- Note that in order to find out what doesn't belong in the picture, this needs to be something which wouldn't be normal or expected in the scene.

3 Look for the words from Activity 2 in the picture on page 8. Write the missing words.

- Give pupils one minute to work in pairs to find the missing word. Ask for feedback using the Lollipop stick technique.

4 Sort the words from Activity 2. What other words can you think of? Add them to the table.

- Pupils copy the table into their notebooks and work individually.
- Ask pupils to check each other's work for correct spelling.
- Ask pupils to spell their words and add these to the board, correcting where needed.

Extra activity Fast finishers

- In small groups, pupils copy out the key vocabulary onto small pieces of paper, one word on each, so they have a set per group.
- Have pupils add other words related to school (other subjects, places, people, etc.).
- Have pupils swap sets. Then they group the pieces of papers to make as many categories as they can. The group with the most categories wins.

5 Ask two partners. Write a sentence about each partner.

- Practise the pronunciation and polite intonation of the questions as a class.
- Pupils complete the activity, stand and ask two or more pupils as a mill drill, or in small groups in concentric circles.

Diversity

Challenge

- Pupils write an extra question and sentence.

Support

- Have pupils write down their questions.

Extra activity Critical thinking

- Have pupils work together in small groups to create a bar chart, a pie chart or another graphic representation of everyone's answers to represent the most/least popular subjects in the class. Draw and colour these on poster paper. Ask groups to present their posters to the class, describing what they show.

Finishing the lesson

- Tell pupils to close their books and give them one minute to remember the 12 new words. Ask them to write them down.
- Using the Thought-provoking questions technique, ask *How many words did you remember? Which words are harder to remember? Why is that? Can you spell them correctly? What can you do to remember them?*



2 Listen, point and repeat.



Maths



Science



Arabic



English



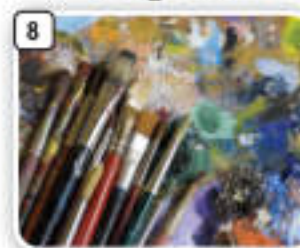
Social Studies



PE



school nurse



Art



reading



science lab



headteacher



Digital Skills

3 Look for the words from Activity 2 in the picture on page 8. Write the missing words. school nurse

4 Sort the words from Activity 2. What other words can you think of? Add them to the table.

School subjects	People	Places
Maths, Social Science, Science, Arabic, English, PE, Digital Skills, Art	headteacher school nurse	science lab

5 Ask two partners. Write a sentence about each partner.

What subjects do you like?
What's your favourite subject?

Laila likes Maths and Digital Skills.
Her favourite subject is English.

I like Maths and Digital Skills, but English is my favourite subject.

nine

9

Activity Book

1 Look at Pupil's Book page 8 and complete the sentences.

- Pupils work individually and check in pairs.

Answer key 1 football, tennis; 2 playing, slide; 3 science lab

2 Complete the crossword.

Answer key 2 school nurse, 3 reading, 4 English, 5 Social Studies, 6 PE, 7 Art, 8 Science, 9 Arabic, 10 Maths, 11 Science lab

3 Look at Pupil's Book page 9 and write the words.

- Pupils work individually and check answers as a class.
- Check pupils understand the *I'm learning* box and give each a sheet of A4 paper.
- Ask pupils to work individually to write their own definitions.
- Pupils create their own blank crossword for a partner to complete.

Answer key 2 PE, 3 Social Studies, 4 Maths, 5 Digital Skills, 6 Science



1 **Before you read** How many school words can you find in the story?

2 **Listen and read.**



First day at a new school!

1 It's great that you're starting a new school!

Yes, it is. But I'm really nervous!

Don't worry. Jamal is in your class, so he can show you around. Go to the school office first. Lessons start in 10 minutes.

2 This is the school office. We can always come here if we need help. Everyone is really nice.

3 That's the science lab. We have Science at 10 o'clock on Mondays and Wednesdays. Science is my favourite subject!

4 This is our headteacher, Mr Ahmed.

Welcome to your new school, Hamed!

5 That's the Art room. We have Art there once a week. It's great.

6 Everybody, this is Hamed. He's from Aqaba and it's his first day today at Amman Primary School.

10 ten

text - school, class, school office, lessons, science lab, Science, subject, headteacher, Art room, Art, Primary school
images - books, pupils, pen, pencil, paper, PE, schoolbags, school, classroom, teacher(s), headteacher, school building, science lab



3 What's the problem with Bo? Go to page 55 to find out.

Bo is magnetic.

4 **After you read** Number the sentences in the correct order.

- | | | | |
|---------------------------------|---|--------------------------------|---|
| a There's a loud noise. | 5 | b Hamed meets his new class. | 4 |
| c Jamal shows Hamed the school. | 2 | d Everyone meets Bo. | 6 |
| e Hamed arrives at school. | 1 | f Hamed meets the headteacher. | 3 |

5 **Viewing and presenting** Look at Activity 4 again and retell the story.

The children arrive at school. Then ...

6 Act out the story.

Objectives

- **Lesson aims:** to listen, read and act out a story about a new school
- **Target language:** revision of school subjects

Materials

- one or two strong magnets
- magnetic classroom objects
- A3 paper, one per group of four
- coloured crayons or pencils, enough for groups of four
- True/False response cards
- scissors, glue, lollipop sticks
- Resource 29

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32).
- **Speaking:** Can briefly say what they think will happen next in a simple story or play (GSE 42). Can retell a familiar story, given prompts or a model (GSE 37). Can act out parts of a picture story using simple actions and words (GSE 30).

Assessment for Learning

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

Starting the lesson

- Play *Taboo!* Pupils describe or mime a school subject, place or person for other pupils to guess.

Presentation

- Explain that in this lesson pupils will read and talk about the first day at a new school, and revise vocabulary from the last lesson.

Practice

Pupil's Book

1 Before you read How many school words can you find in the story?

- Pupils work individually and check in pairs.
- Check answers as a class by having pupils point to the correct part of the picture.

2 1.2 Listen and read.

- Play the audio.
- Check comprehension. Ask *Why can Jamal show Hamed around? (They are in the same class.) What is going on in the Digital Skills room? (Bo is malfunctioning.)*



Extra activity Communication

- Using the True/False response cards technique, pupils write true and false statements about the story. The class then respond to these.

3 What's the problem with Bo? Go to page 55 to find out.

- Ask pupils to guess as a class. Pupils find the answer. Demonstrate with a real magnet and teach the words *magnet (n)/magnetic (adj)*.

4 After you read Number the sentences in the correct order.

- Have pupils write the sentences in their notebook in the correct order, then check in pairs. Write the answers on the board.

5 Viewing and presenting Look at Activity 4 again and retell the story.

- Ask pupils to work in small groups and stand or sit in circles around the classroom.
- Pupils have one copy of the Pupil's Book and take it in turns to retell the story. Make sure they use sequencing adverbs. They pass around a pencil (or 'story-stick') so that only the person holding it can speak.

6 Act out the story.

- Divide pupils into groups. Allocate a role to each pupil.
- Working in different parts of the room, using one book to help, pupils act out the story silently (like an old silent film). Ask them to do it at a slow speed, then faster.
- When pupils are comfortable with the actions, include the dialogue.

Diversity

Challenge

- Pupils imagine and create the next scene in a cartoon format.

Support

- Pupils draw and cut out speech bubbles, write their lines in different ones, and glue each to lollipop sticks, writing the number on the back. These pupils might have non-speaking roles and hold up the speech bubbles in the silent film the other pupils act out (above).

Extra activity Critical thinking

- Pupils design their own AI robots on paper to present. Ask *What super powers do they have?*

Finishing the lesson

- Using the Summative questions technique, ask pupils what they remember from the story and what they have learnt.

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 all 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). 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.

Stage 2 – Listening to the story

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. When answering, pupils additionally practise and consolidate the previously introduced language material.

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

- 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 pupils 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.

Lesson 2 Activity Book

1 After you read Look, read and complete.

- Use the Traffic light cards technique to check pupils understand what to do.

Answer key 2 teacher, 3 Digital Skills, 4 Bo

2 Read the story again. Tick (✓) the rooms which Jamal shows to Hamed.

- Have pupils do the activity individually.
- Ask pupils to answer, using the Lollipop stick technique, while other pupils hold up traffic lights cards to express their agreement or doubt (orange=? I'm not sure, red=X I think that's wrong, green=✓ I think that's right).

Answer key school office, headteacher's office, Art classroom

3 Complete the sentences. Can you remember the flag? Where is Hamed from?

- Pupils complete individually and check answers in pairs.

Answer key Jordan, Jordanian

4 Values Read and tick (✓). How do you help new friends?

- Use the Think-pair-share technique to decide which are helpful and why.

Answer key 4

Extra activity Collaborative work

- Pupils work together in small groups with a sheet of A3 paper and coloured pens for each.
- Pupils create a poster to show both helpful (kind) and unhelpful (hurtful) behaviours (e.g. bullying, or excluding other pupils, not sharing, etc.). Pupils participate in a gallery walk.

CLIL Link

In Unit 1, the story is based around the concept of magnetism from the Science curriculum.

It is Hamed's first day at school. The teacher is introducing him to his new classmates when a loud noise comes from the Digital Skills classroom, where Bo, the robot, has a magnet inside and is attracting all the metallic items that are inside the classroom.

To explore the concept of magnetism further, you can use Resource 29.

Objectives

- **Lesson aims:** to talk about school lessons with days and times
- **Target language:** Present simple *to have + on (day) Sundays, Mondays, Tuesdays, Wednesdays, Thursdays, at (1 o'clock);* prepositions of time: *on, at*; revision of school subjects

Materials

- Sheets of A4 paper, enough for each pair of pupils
- Resource 5A

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32). Can understand the information in a simple school timetable giving days and times of classes (GSE 27).
- **Listening:** Can recognise basic time words (e.g. days, months) in simple phrases or sentences (GSE 25).
- **Speaking:** Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar) (GSE 31). Can answer simple questions about their daily activities or routines, given a model (GSE 29).

Assessment for Learning

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

Starting the lesson

- Have pupils draw a school subject and hold their drawings up for the other pupils to guess.

Presentation

- Explain that in this lesson pupils will learn to talk about when they study which school subjects.

Practice

Pupil's Book

1 Look back! Tick (✓) the sentence in this picture.

- Pupils look at pages 10 and 11 to find the answer.
- Pupils answer the question individually and check with a partner.
- Check answers as a class by having pupils point to the correct part of the picture.
- **Extension** Ask pupils to look at pages 10 and 11. Read out sentences with the target language and prepositions of time in them in random order, and ask pupils to find them in the story.

Extra activity Critical thinking

- Pupils decide which is the most important for their future, Art, Digital Skills or Science, and say why.

2 1.3 Listen and repeat.

- Write the sentences from the grammar box on the board.
- Ask two different pupils to go to the board and underline the verbs in the sentences and mark them +, - or ?.
- Play the audio. Ask pupils to listen and move their hands in the air to show the intonation.



3 Read Hamed's timetable and circle.

- Check pupils know what the subjects and times are with a memory quiz. Give them one minute to memorise the table. Then ask the questions from Activity 3.
- Pupils write the correct sentences on a piece of paper.
- Ask a pupil to write their sentences on the board to check as a class.

4 Think of two more questions about the timetable. Then ask and answer with your partner.

- Check pupils understand with the Traffic light cards technique.
- Pupils work in pairs to prepare, write and practise their questions.
- Have pupils ask and answer in groups.

5 Answer the questions.

- Pupils work in pairs, with a pen as a microphone, acting as TV/radio reporters.

6 Pupil A: Activity Book, page 43.

Pupil B: Activity Book, page 45.

- Assign pupils Pupil A or Pupil B and ask them to find the correct page in their Activity Book, and sit either back to back or face to face.
- Pupils work together to complete the timetable and fill in the missing lessons with information they find out by asking and answering questions, e.g. *When do we have ...? We have ... on ... at ...*

Diversity

Challenge

- Pupils design and create a Sunday timetable to present to the class.

Support

- Ask pupils to work in small groups to write their questions.

Extra activity TPR

- In groups, pupils design a different *Bingo!* Monday timetable, using the one in Activity 3 as a template.
- In turns, pupils read out times and subjects. If they have the same subject at the same time, they stand up and shout 'Bingo!'

Finishing the lesson

- Using the Summative questions technique, ask pupils to reflect on what they found easy and difficult today.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to talk about school lessons with days and times
- **Target language:** Present simple *to have + on (day) Sundays, Mondays, Tuesdays, Wednesdays, Thursdays, at (1 o'clock);* prepositions of time: *on, at*; revision of school subjects

Materials

- Activity Book page 8

Global Scale of English (GSE)

- **Listening:** Can recognise basic time words (e.g. days, months) in simple phrases or sentences (GSE 25).

1 Look back! Tick (✓) the sentence in this picture.

- 1 We have Art there once a week.
- 2 That's the Digital Skills classroom!
- 3 That is the school office.



2 Listen and repeat.

I have Science at 11 o'clock.
 Amani doesn't have PE on Wednesdays.
 When do we have Maths?
 We have Maths on Tuesdays at 11 o'clock.



3 Read Hamed's timetable and circle.

Monday	
8-9	Maths
9-9.30	Science
9.30-10.30	break
10.30-11.30	Art
11.30-12.30	PE
12.30-1	break
1-2	English
4.30	swimming lesson

- 1 What time does Hamed have Maths on Mondays?
He has Maths at 11 o'clock / 8 o'clock
- 2 What does he do at half past twelve?
He goes home / has a break
- 3 What does he do at half past four on Mondays?
He goes home / swimming

4 Think of two more questions about the timetable.

Then ask and answer with your partner.

When does she have ...?

5 Answer the questions.

- 1 When do you have Science?
- 2 When do you have Art?
- 3 What do you do after school on Mondays?
- 4 What do you do after school on Thursdays?

What do you do after school on Mondays?

I have a tennis lesson. What about you?

6 Pupil A: Activity Book, page 43. Pupil B: Activity Book, page 45.

12 twelve

Assessment for Learning

Independent learning: Summative questions technique

Starting the lesson

- Ask pupils about their school timetable and weekly schedule. Ask if they like it. Discuss which day they like.

Practice

1 Listen and tick (✓).

- Pupils play *I Spy* with the pictures in small groups. *I spy with my little eye something beginning with c! Is it a computer/clock ...?*
- Have pupils do the activity individually and check answers in pairs.

Answer key Nawal: Digital Skills, 01:00; Fadia: Tuesday, Maths, 11:30

Girl 1: Hello. I'm Nawal. Today is Monday. I don't like Mondays because I have reading in the morning. I love Thursdays! Yes, Thursday is my favourite day at school because I have my favourite subject, Digital Skills. It's at one o'clock and then we go home!



Girl 2: Hi! I'm Fadia. I love going to school, but I don't like Thursdays! My favourite day is Tuesday! And I love Maths. I have it on Tuesday after English, at half past eleven.

2 Look. Is it Nawal's or Fadia's timetable?

- Pupils work individually, then check in pairs.

Answer key Nawal's

3 Look at the timetable in Activity 2. Answer the questions.

- Pupils complete in pairs, then discuss as a class.

Answer key 1 9.00 a.m., Thursday, 11.30 a.m.; 2 11.30 a.m.; 3 at 12.00 noon; 4 Science on Monday and Thursday at 10.30 a.m.; 5 has English on Sunday at 11.30 a.m, Tuesday at 10:30 a.m., and Wednesday at 9:00 a.m.

Extra activity Communication

- Using the Think pair share technique, work with pupils to write the class timetable on the board. Pairs write down four or five questions like those in Activity 3. Pupils ask and answer their questions with another pair.

Finishing the lesson

Using the Summative questions technique, write *One interesting thing in this lesson for me ...* on the board and have pupils complete the sentence in their notebooks. They read out their ideas to the class.

Objectives

- **Lesson aims:** to talk about daily and weekly routines
- **Target language:** *always, at the weekend, every day, never, often, once a week, sometimes, three times a week, twice a week*

Materials

- slips of paper
- Traffic light cards
- sheets of A4 paper, enough for each pupil
- Resources 1B, 5B, 9 and 13

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can sing a basic song from memory (GSE 22). Can answer simple questions about habits and routines (GSE 30).

Assessment for Learning

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

Starting the lesson

- Play *Charades*. Have pupils write or draw their favourite thing to do before or after school on a slip of paper. Set a strict time limit of one minute thinking/drawing time.
- Pupils work in small groups. Each group collects their slips of paper, and pupils randomly choose a slip to mime the activity for the rest of the group to guess.

Presentation

- Explain that in this lesson pupils will learn to talk about how often they do activities.

Practice

Pupil's Book

1 Listen, point and repeat.

- Check pupils know what the items mean with a quick-fire translation team game.
- Ask pupils to hold up Traffic light cards to peer check (orange = ? I'm not sure, red = X I think that's wrong, green = ✓ I think that's right).
- Pupils complete the activity, pointing and repeating.
- Pupils practise again in pairs saying expressions at random for partners to point to.

2 Listen and sing.

- Ask *Who's singing? How do you know?* Ask pupils to look at pronouns used: *he* (Rory, the other boy) and *I* (the boy speaking).
- Play audio 1.6. Pupils listen and see if they were correct (*The boy is singing about Rory, who is too busy to play with him.*).
- Play the karaoke version of the song. Pupils point at themselves when they hear *I*, shake their heads, frown and point away from themselves when they hear *he*, and waggle their finger/hand to show being cross.

Extra activity TPR

- In two teams (one half represents Rory, and the other, his friend), pupils mime the activities of the child they represent in the song as they sing along. The two teams do different things at different times. To make it more challenging, teams should stay seated until their action comes up, then they stand and mime before sitting down quickly.



3 Listen and repeat.

- Ask pupils to look at the words coloured red and green. Use the Think-pair-share technique for pupils to say what they represent. Red = what they do (verbs in Present simple), green = how often (frequency adverbs/adverbial phrases).
- In pairs, pupils choose - one is red (the verbs) and one is green (the frequency adverbs). As they listen and repeat, they raise a hand when they hear their colour.

Extra activity Critical thinking

- Pupils decide on some activities that make a healthy, balanced, work/life week for a pupil of their age, a teenager and a pensioner and explain why.

4 In pairs, ask and answer.

- Pupils work in pairs with a pen as a microphone as TV/radio reporters.

Diversity

Challenge

- Ask pupils to write sentences to report the answers.

Support

- First, model and ask pupils to repeat the questions with the correct pronunciation. Elicit example answers from the class and write these on the board.

5 Write a list of fun activities. Then ask and answer.

- Pupils work individually to make a list in their notebooks, then work in pairs to complete the activity.

Extra activity TPR

- In groups, pupils mime their crazy activities in turn for the others to guess. They choose the craziest one to perform for the whole class.

Finishing the lesson

- Using the Summative questions technique, write *Today I have learnt ...* on the board and have pupils complete the sentence in their notebooks.

Lesson 6 Activity Book

Objectives

- **Lesson aims:** to talk about daily and weekly routines
- **Target language:** *always, at the weekend, every day, never, often, once a week, sometimes, three times a week, twice a week*

Materials

- Activity Book page 9

1 Listen, point and repeat.

always	✓✓✓✓✓✓✓✓
often	✓✓✓✓✓
sometimes	✓✓✓
never	✗

Su	M	T	W	Th	F	S
✓	✓	✓	✓	✓	✓	✓

every day

Su	M	T	W	Th	F	S
			✓			✓

twice a week

Su	M	T	W	Th	F	S
					✓	✓

at the weekend



Su	M	T	W	Th	F	S
						✓

once a week

Su	M	T	W	Th	F	S
	✓		✓		✓	

three times a week

2 Listen and sing.



Rory is so busy! Rory is so busy!
I want to play with Rory
But he's always so busy!

He plays tennis twice a week.

He plays basketball every day.

He goes swimming three times a week.

And he never comes out to play!

Rory is so busy ...

I do my homework every day.

I play football twice a week.

I have time to play with Rory.

But he's always so busy!

Rory is so busy ...



3 Listen and repeat.

I do my homework every day.

Rory plays tennis twice a week.

She is always busy.
She always eats fish
for lunch.



4 In pairs, ask and answer.

- 1 What do you do every day?
- 2 What do you do twice a week?
- 3 What do you never do?
- 4 What do you often do?
- 5 What do you always do?

I do my
homework
every day.

5 Write a list of fun activities. Then ask and answer.

What do you do every day?

I play golf
every day!

Every day: play golf
Three times a week: go rollerskating
Twice a week: play water polo

thirteen 13

Global Scale of English (GSE)

- **Writing:** Can write simple basic sentences about themselves (GSE 31).

Assessment for Learning

- Independent learning: Summative questions technique

Starting the lesson

- Ask pupils about how often they do after-school activities. Discuss as a class.

Practice

1 Find and write the words.

- Pupils circle the letters to separate the words, then write them in the correct place.
- Pupils work individually and check in pairs.

Answer key always, often, never

2 Read and match.

- Pupils work individually, then check in pairs.

Answer key 2 a, 3 b, 4 c, 5 d

3 Look at the diary and complete the sentences with the words from the box.

- Pupils work in pairs, then check with another pair.

Answer key 2 always, 3 once a week, 4 sometimes, 5 twice a week

4 Write about yourself.

- Have pupils complete the activity individually.
- Ask pupils to share their work by swapping books and reading silently.
- Have pupils report a similarity and a difference to another pair or the whole class.

Extra activity Fast finishers

- Ask pupils to write their sentences on a sheet of paper and add small drawings and a border to illustrate their writing. Display these and ask the other pupils to guess who wrote each.

Finishing the lesson

- Using the Summative questions technique, put pupils in pairs. They should ask and answer questions about their own after-school activities.

Objectives

- **Lesson aims:** to learn about schools in the UK
- **Target language:** revision of vocabulary and grammar; *boarding school, book bags, building, forest school, primary school, uniform*

Materials

- A3 paper, coloured crayons, pens or pencils, enough for several groups
- UK map
- Traffic light cards

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 a familiar place in a basic way (GSE 33).

Assessment for Learning

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

Starting the lesson

- Draw a Venn diagram on the board. Label one side *same* and the other *different*. Refer pupils to page 14. Pupils look at the pictures only and suggest the differences and similarities they can see to their school. Help with vocabulary and note responses.

Presentation

- Explain that in this lesson pupils will learn about schools in the UK and draw a poster of their perfect school.
- Display a map of the UK. Ask pupils if they can point to the different parts of the UK (England, Northern Ireland, Scotland and Wales) and any cities.

Culture notes

- In the UK, pupils usually wear uniforms. The idea is to make all pupils feel equal, and not display inequality (e.g. those whose parents can't afford expensive clothes are not exposed).

Practice

Pupil's Book

1 Before you read How is a British school different from your school?

- Pupils make one or two questions they want to know about schools in the UK, e.g. *What time does school start/finish?*

2 1.9 Listen and read.

- Pupils find out answers to their questions if they are in the text.



Extra activity 21st Century Skills

- Pupils work in pairs using a child-friendly search engine (e.g. kiddle, swiggle, kidrex, safesearch kids) to find answers to their questions in Activity 1 that weren't in the text. Write the questions in the search engine. Use *primary schools UK* as key words with their questions. Ask pupils to point out which results are ads (look for ad icons), and how these are different from the search results. Ask pupils if the information listed in search engine results is necessarily true (*no*) and discuss why not (*paid content, incorrect information, lack of fact checking, etc.*).

3 After you read Activity Book, page 10.

- Pupils turn to page 10 in the Activity Book.

4 What's different from your school? Find three things. Then tell your partner.

- Pupils discuss in pairs. Encourage class feedback and discussion.
- **Extension** Internet search key words: *forest school UK, boarding school UK, primary school uniform UK*

Diversity

Challenge

- Pupils write three facts and a fib about what's the same for their school. Present these to the class to spot the truths and the fib.

Support

- Ask pupils to write down their questions, then check with their partner.

Project

Viewing and presenting Make a poster about your perfect school.

- Divide pupils into groups of six. Give each group a piece of A3 paper and coloured crayons, pens or pencils.
- Have pupils choose from the following roles before they start: timekeeper, team organiser/boss, artist, language expert, journalist, reporter.
- Check pupils understand their role, first with the Traffic light cards technique. Then ask questions, e.g. *Who makes sure you complete in time? (timekeeper) Who makes sure everyone knows what to do, and helps the whole team keep on track? (organiser) Who makes the images and decides where they go? (artist) Who writes the words, and decides where they go? (journalist) Who checks the language with the teacher/language assistant? (language expert) Who presents our work? (reporter).*
- Pupils make their poster.
- Ensure the reporter rehearses the class poster presentation with their group.
- Use the Two stars and a wish technique for groups to give feedback about a peer.
- Using the Summative questions technique, have pupils copy and complete *I worked very well/quite well/not so well in this group as a (their role), because ...*





Schools in the UK

This is a primary school in the UK. The building is old.



The school day in the UK usually starts at 9 o'clock and finishes at about 3 o'clock.



Most British children wear school uniforms. At this school, the uniform is a red jumper, a white shirt and a grey skirt or trousers.

British children use book bags. Every day they take books home in their book bags. They read the books after school.

Some schools have an outdoor lesson once a week. This lesson is called Forest School. These children are building with sticks in their Forest School lesson.



Fun fact

At some schools, children sleep at school on weekdays, and go home at the weekend or only for holidays! This is called a boarding school.

- 1 **Before you read** How is a British school different from your school?

- 2 **Listen and read.**



- 3 **After you read**
Activity Book, page 10.

- 4 **What's different from your school? Find three things. Then tell your partner.**

In British schools they finish at 3 o'clock. In my school ...

14 fourteen

Project

Viewing and presenting Make a poster about your perfect school.

- 1 In groups, choose a name for your school.
- 2 Write about your school:
 - Is the school building old or modern?
 - What time does the school day start and finish?
 - Do you wear a uniform?
 - Have you got a book bag?
- 3 Draw and share your perfect school.
- 4 Present your poster to the class.



Activity Book

- 1 Read and complete the puzzles with the words from the box.

Answer key 1 primary, uniform; 2 boarding, day; 3 Forest, building

- 2 After you read Match each part of the sentences.

Answer key 2 d, 3 e, 4 f, 5 a, 6 b

- 3 Complete. Then compare in pairs.

- Have pupils write the reason why it is their favourite day.

Finishing the lesson

- Using the Summative questions technique, write *One interesting thing in this lesson for me ...* on the board and have pupils complete the sentence in their notebooks. They read out their ideas to the class.

Objectives

- **Lesson aims:** to learn how to make arrangements
- **Target language:** *Do you want to (play football tomorrow morning)? Sorry, I can't. Sorry, I'm not free. What about (in the afternoon)? Let's meet at ...*

Materials

- coloured pencils
- fly swatters
- Resource 25

Global Scale of English (GSE)

- **Reading:** Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- **Speaking:** Can make simple arrangements to meet or do something (GSE 36). Can say simple tongue-twisters and other types of playful language (GSE 27).

Assessment for Learning

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

Starting the lesson

- Write the Starter and U1 language on the board jumbled up.
- Pupils form three lines in front of the board. Say a category (e.g. *subjects, numbers*).
- The first person in each of the three lines must find a word and swat it. The fastest pupil wins and sits down. The winners are the first line to sit down.

Presentation

- Explain that in this lesson pupils will learn how to plan to meet up.
- Have pupils tell you why and when they might arrange to meet up with their friends.

Practice

Pupil's Book

1 Which isn't a school subject? Put a cross (X).

- Refer pupils to page 15. Have pupils work in pairs and give a reason for their answer.

2 1.10 Listen. Where do the boys arrange to meet?

- Play the audio with books closed. Pupils raise their hands to offer answers. Do not confirm answers yet.



3 1.11 Listen, read and check.

- Play the audio again. Pupils listen and read. Confirm the answer to Activity 2.
- Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class. Explain meanings if necessary.



Extra activity Critical thinking

- Have pupils think of safe places in their town to play together. Ask them to say why they feel safe and point out things they should do if they don't feel safe.

4 In pairs, plan your weekend.

- Draw a simple weekend diary on the board. Have pupils copy it into their notebooks.
- Pupils write down three or four activities, leaving some free spaces in parts of the days.
- In pairs, pupils plan to meet up once during the weekend. They write their plans in their diaries.
- **Extension** Divide pupils into two teams. Repeat the activity with two pupils from each team.

Diversity

Challenge

- Pupils work in small groups and stand in a circle. They repeat the activity and find a free time that works for all of them.

Support

- Write prompts on the board to help pupils, e.g. *Do you want to ... on ... day in the/at ...?*

Pronunciation

5 1.12 Listen and say the tongue twister.

- Play the audio. Pupils stand up and sit down quickly when they hear the sounds /s/ /z/ /iz/.
- In pairs, pupils say the tongue twister as fast as they can, smiling each time they read the words in red with the sound /s/ /z/ /iz/.
- **Extension** In small groups, pupils write a tongue twister replacing the words in red with others that make sense and use the same sound. Groups swap tongue twisters and practise saying them.



Activity Book

1 Order the words to make sentences.

Answer key 1 Do you want to play video games tomorrow evening? 2 Sorry, I can't. 3 What about Saturday morning? 4 Yes, I'm free on Saturday morning. 5 Let's meet at 11 o'clock at my house.

2 1.13 Order the sentences in Activity 1 to make a dialogue. Then listen and check.

Boy 1: Do you want to play video games tomorrow evening?
Boy 2: Sorry, I can't.
Boy 1: What about Saturday morning?
Boy 2: Yes, I'm free on Saturday morning.
Boy 1: Let's meet at 11 o'clock at my house.



3 Plan your weekend. Circle the day. Then ask and answer in pairs and tick (✓) the activities you can do together.

- Use the Traffic light cards technique to check understanding. Pupils choose activities they like and when they want to do them. They work in pairs, but not with the same pupil they worked with on 4 in the Pupil's Book.

- 1 Which isn't a school subject? Put a cross (X).



- 2 Listen. Where do the boys arrange to meet?
in the park



- 3 Listen, read and check.



Hi, Adnan! Do you want to play football tomorrow morning?

Hi, Faisal! Sorry, I can't. I go swimming on Saturday mornings. What about in the afternoon?

Sorry, I'm not free. I always visit my aunt on Saturday afternoons.

When are you back home?

At four o'clock.

Do you want to play after that?

Yes! Let's meet at half past four in the park.

See you then!

Say it!

Do you want to play football tomorrow morning?
Sorry, I can't. / I'm not free.
What about in the afternoon?
Let's meet at four in the park.

- 4 In pairs, plan your weekend.

Do you want to go to the park on Saturday?

I can't ...



Pronunciation

- 5 Listen and say the tongue twister.

He likes to eat so he makes some bread.
Yum, yum!
She reads her book and she goes to sleep.
Goodnight, goodnight!
He brushes his teeth while he watches the water.
Splish, splash!



fifteen

15

- 4 1.14 Colour the words with the /z/ sound. Then listen and check.

- Check answers as a class. Say the words and have pupils repeat after you.

Answer key peas, knees, goes, swings



Finishing the lesson

- Ask *When might you have to make arrangements in English?*
- Using the Summative questions technique, encourage pupils to think about and discuss notes from their diary on their learning challenges and successes.

Extra activity TPR

- As pupils move around the classroom (e.g. walk slowly, quickly, on tiptoes, hop, jump, creep, take a giant stride or fairy steps), you say words with a sound from today's lesson. If they hear an incorrect word, they must stop and freeze in position ... If pupils don't freeze, they sit down on the spot and lose a turn.

Objectives

- **Lesson aims:** to read a diary about a pupil's first day at school
- **Target language:** revision of vocabulary and grammar

Materials

- photocopy of Pupil's Book page 16 for each group
- red, green and orange or yellow coloured pencils or highlighters for each table/pair
- Resource 17

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can understand likes and preferences in short, simple personal texts (e.g. diary entries) (GSE 37). Can understand the main themes of a simplified story (GSE 36).

Assessment for Learning

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

Starting the lesson

- Ask pupils if they or anyone else in their family keeps a diary. Ask if they like the idea or not. Discuss the benefits and drawbacks.

Presentation

- Explain that in this lesson pupils will do an activity that will help them enjoy reading a longer text by using images and graphics to help their understanding.

Practice

Pupil's Book

Reading

- 1 **Before you read** Look at the title and the pictures. What do you think this text is about?

- Before pupils open their books, play *Flash the Picture!* Explain that you will show them a page for less than a second. Display, then cover the page. Pupils answer with a partner. Repeat if necessary.

- 2 **1.15 Listen and read. Were you right?**

- Pupils check answers in pairs.



- 3 **1.16 Listen and read the rest of the text.**

- Pupils read along silently, tracking the words at the speed of the audio.
- Pupils work in small groups with the Pupil's Book photocopy and a set of traffic light colours: red, yellow/orange and green. Explain the Traffic light reading technique.



- Pupils read Heba's diary again highlighting all the parts they understand in green, and leaving all the rest uncoloured. When pupils finish, they work in pairs to explain to each other any words they can, BUT they must decide which words they don't need to know to understand the overall meaning. This is important to make pupils aware that not every word is necessary for understanding. They should underline these words red. When pupils understand words they have discussed or translated, they colour these words green, or yellow/orange if they are still unsure.
- Circulate, monitoring that pupils are collaborating and working together co-operatively.

- 4 **After you read** Which sentence best describes the text? Tick (✓).

- Ask pupils to check answers in pairs.
- Pupils work in pairs. They write three interesting questions to ask and answer with a different partner.

Diversity

Challenge

- Pupils write a sentence or two about Heba from the perspective of any or all the people she talks about in her diary: Mum, Dad, friend, Rana, Miss Fatima, Miss Lubna. The idea is that sentences come from their diaries. Pupils can share these new texts with each other.

Support

- Ask pupils to work in two groups to track the words in the texts as they listen.

Extra activity Communication

- Ask pupils to write four or five questions to ask Heba about her new school experience. In pairs, conduct the interview in the roles of a TV or radio interviewer and Heba.

Activity Book

- 1 **After you read** Complete the table about Heba's first day at school.

- Check pupils understand they only complete the left-hand column of the table for now.

Answer key 2 pencil case, 3 walk, 4 eight, 5 Rana, 6 Miss Fatima, 7 Miss Lubna, 8 Art

- 2 **Circle the correct answer.**

- Pupils look at page 16 of the Pupil's Book to find the answers.

Answer key 2 excited, 3 great, 4 drawing, 5 wall

- 3 **Think about your first day at school and complete the table in Activity 1 about you.**

- If pupils can't remember, ask them to imagine moving to Heba's school in Jordan for a visit.

Finishing the lesson

- Ask *What do you like reading?* Ask pupils to say how often and where they like to read.
- Using the Summative questions technique, encourage pupils to reflect on what they found easy and difficult today.

Reading

- 1 **Before you read** Look at the title and the pictures.
What do you think this text is about? **a girl's diary**
- 2 **Listen and read. Were you right?**



Heba's Diary

Saturday 9th October

I'm so excited! Tomorrow is my first day in Grade 4 at my new school. I am changing schools because my dad's got a job in this town. I don't know anyone at my new school. I'm a bit nervous. Mum says 'Don't worry!', but that's impossible! I miss my old friends.

- 3 **Listen and read the rest of the text.**

Sunday 10th October

Morning It's early: Mum and Dad are still in bed. I'm awake early today because I'm so excited. School starts at 8 o'clock. I can walk to school from our new house. I've got my uniform ready and it's on the bed. I've got my water bottle and my bag. I've got my pencil case. I think I've got everything. But I'm a bit nervous!

Afternoon I'm home! The children are friendly and I've got a new friend, Rana. She's kind and she helps me a lot. My teacher, Miss Fatima, is kind, too. And there is a great Art room! I love drawing and Art is my favourite subject. I'm excited about the Art lessons at this new school.

Monday 11th October

The Art lesson was great today! The teacher, Miss Lubna, is really nice. She says I draw very well! And guess what? My picture is on the wall of the Art room! Hooray! I'm so happy! I think this school is going to be great for me.



- 4 **After you read** Which sentence best describes the text? Tick (✓).
- 1 Heba is nervous about starting her new school. She doesn't enjoy her first day. ☐
 - 2 Heba is a bit nervous about starting her new school, but she makes friends and enjoys her first Art lesson. ☒
 - 3 Heba is happy about her new school, but she doesn't like her Art lesson. ☐

Objectives

- **Lesson aims:** to understand a listening task; to ask and answer about after-school activities; to read about a pupil's favourite lesson; to write about a favourite lesson or after-school activity
- **Target language:** revision of vocabulary and grammar

Materials

- A4 papers, enough for each pupil
- slips of paper
- Resource 21

Global Scale of English (GSE)

- **Reading:** Can understand likes and preferences in short, simple personal texts (GSE 37).
- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- **Speaking:** Can answer simple questions about their daily activities or routines, given a model (GSE 29).
- **Writing:** Can write simple sentences about their likes or dislikes, given prompts or a model (GSE 30).

Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation; Key question technique
-  Monitoring pupils' learning: Traffic light cards technique
-  Peer learning: groupwork; pairwork; Two stars and a wish technique; Three facts and a fib technique
-  Independent learning: Learning diary

Starting the lesson

- Explain that reading, writing, listening and speaking will be integrated into today's lesson.
-  Use the Key question technique to have a class discussion on which of these they find most challenging, the easiest, the most important, and why.

Presentation

-  Explain that in this lesson pupils will listen to two conversations about after-school activities, speak about what they do after school, read about a pupil's favourite lesson and write about their own favourite lesson.

Practice

Pupil's Book

Listening

- 1**  **1.17** Look at the pictures. Listen and choose the correct picture.



-  In pairs, pupils read the questions and then work out all the possible answers using the pictures in 1 and 2, e.g. *He's playing tennis. It's at 2 o'clock.*
- Now play the audio. Pupils work individually, then check answers in pairs.

1 What is Tareq doing after school today?

Boy 1: Hi, Tareq!

Boy 2: Hi, Hassan!

Boy 1: Do you want to play tennis after school today?

Boy 2: Sorry, I can't. I have swimming lessons after school today.

Boy 1: OK! See you tomorrow!

Boy 2: Bye!

2 What time is Samia's violin lesson?

Woman: Samia, it's nearly time for your violin lesson! Are you ready to go?

Girl: Yes, Mum!

Woman: Have you got your violin?

Girl: Yes, Mum, I've got it!

Woman: Your lesson is at four o'clock! Off you go! Hurry up!

Girl: OK! Bye, Mum!

Speaking

2 Ask and answer about what you do after school.

- Pupils read the speech bubbles, then write down two or three of the things they do after school before completing the activity in pairs.
-  Choose some pairs to perform their dialogue for the class.

Diversity

Challenge

-  Pupils write a sentence or two about their partner's answers, e.g. ... *plays tennis after school on Thursdays*, to report to the class. Pupils use the Three facts and a fib technique for the class to spot the fib.

Support

- Pupils listen as you read the dialogue slowly, getting pupils to track the words. Ask them to listen and repeat with you. Help them to choose which words they can replace to make a new conversation (the days of the week, the activities).

Writing

3 Read the text. What is Khaled's favourite lesson? Tick (✓).

- Ask pupils to read silently and complete the activity individually. Check the answers as a class.
- Have pupils read the *Writing tip* box.

4 Write about your favourite lesson or after-school activity.

- Plan: Give pupils one minute to complete their notes. Monitor and help with ideas. Draw pupils' attention to Khaled's writing and how he expands the sentence stems.
- Write: Pupils write individually in their Activity Books (page 13).
- Check your work: Pupils work individually to check their work using the four guide questions.
-  Pupils use the Two stars and a wish technique in pairs or small groups.

Diversity

Challenge

-  Pupils interview each other using the questions in Activity 8. They add *Tell me another reason why* and write about their partner and read them out for the others to guess who is being described.

Support

-  Ask pupils to work in mixed-ability pairs and have them work co-operatively to produce their individual texts.

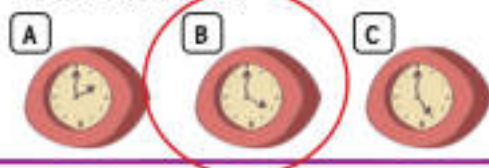
Listening

- 1 Look at the pictures. Listen and choose the correct picture.

1 What is Tareq doing after school today?



2 What time is Samia's violin lesson?



Speaking

- 2 Ask and answer about what you do after school.

What do you do after school?

On Wednesday, I go swimming. On Thursday, I play football. How about you?

I play with my friends ...

Writing

- 3 Read the text. What is Khaled's favourite lesson? Tick (✓).

- 1 his Maths lesson ☐
2 his Science lesson ☒
3 his Art lesson ☐

My favourite lesson

By Khaled

My favourite lesson is Science. I like it because we do experiments in our lessons, and we read about discoveries. I also like my Maths lessons because I like learning about numbers.

tip Writing

Make sure you use a capital letter at the start of each sentence. Use a capital letter for the subject names, too.

- 4 Write about your favourite lesson.

1 Plan

- What's your favourite lesson?
- Why do you like it?
- What other lesson do you like?
- Why do you like it?

2 Write

My favourite lesson is ... I also like ...
I like it because ... I like it because ...
I like it because ...

3 Check your work ✓

- A capital letter at the start of each sentence?
- A full stop at the end of each sentence?
- Correct spelling?
- Clear handwriting?

Activity Book, page 13

seventeen

17

Activity Book

- 1 Read and underline 12 mistakes. Then write the correct words.

- Check pupils understand the task using the Traffic light cards technique. Pupils work individually, then in pairs.

Answer key My brother Ali loves school. He studies Arabic, English and Social Studies. His favourite subjects are Art and Science. He doesn't like Maths.

- 2 Tick (✓) the words which start with a capital letter. Is it the same in your language?

Answer key days of the week, subjects, months

- 3 Write about your favourite lesson.

- Pupils rewrite and illustrate their texts on A4 paper.

Extra activity Critical thinking

- Ask pupils to reflect on what helped them learn today, what stopped them and how to avoid this in the future. Pupils write their answers on slips of paper and give them in. Reflection should be in L1.

Finishing the lesson

- Pupils write down what they achieved in their Learning diary: Today I listened to ... I read about ... and I described ...

Mapping

Topics

Theme 1: Society

Theme 7: National Identity and World Affinities

Scope and Sequence Matrix

Listening: using textbook illustrations and picture dictionaries to understand unfamiliar words

Speaking: using the simple present

Reading: using pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text

Writing: independently writing short functional texts (messages, emails, lists, reminders)

Viewing and presenting: realising that visual information reflects and contributes to the understanding of the context; observing and discussing visual presentations and making suggestions about their purpose and aim; delivering short oral presentations

2

Picnic time!

Food: cereal, cupcakes, fruit, noodles, olives, salad, sandwiches, vegetables

Drink: coffee, lemonade, milkshake, tea

Containers: a bag of, a bottle of, a bowl of, a box of, a can of, a cup of, a glass of, a plate of

1 How many food and drink words do you know?



What doesn't belong in the picture?

Find the flag. Say the country and the nationality.

How many children are playing football? How many are riding bikes?



What doesn't belong in the picture? **the picture on the tree**

Find the flag. Say the country and the nationality.

Jordan, Jordanian.

How many children are playing football? How many are riding bikes?

Eight children are playing football. Two children are riding bikes.

Learning Outcomes and Performance Indicators

Listening: follow instructions in activities and games; respond to questions before, during and after listening; locate needed information while listening; participate in a variety of short simple dialogues; use teacher introduction to understand new words when listening; respond to oral presentation, instructions or conversations using simple questions or statements; participate in a variety of short simple dialogues; use textbook illustrations, and picture dictionaries to understand new words when listening; detect sequence of events in a simple story; identify two or more key ideas in an oral presentation or conversation (Teacher's Book after project presentation)

Speaking: use the simple present; accurately pronounce simple vowels and diphthongs; adhering to spelling conventions by conducting frequent Spelling Bees

Reading: use pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; use illustrations and key details in a text to determine its main idea(s); ask and answer questions to help determine or clarify the meaning of words/ phrases in context; identify and use various text features (e.g., title, headings) to locate key facts or information in a text; recognise and name some basic types of reading materials (e.g., story, poem, postcard, letter); identify the topic and main idea(s) of simple reading materials

Writing: write correct sentences; write a short, simple text in the present tense; write short texts that serve a purpose such as messages, emails, lists and reminders

Viewing and presenting: select and use suitable shapes, colours, symbols, and layout for presentations; realise that visual information reflects and contributes to the understanding of context (Teacher's Book support); deliver short oral presentations to peers; use actions and body language to reinforce and add meaning to oral presentations (Teacher's Book link to project presentation)

Unit objectives

Talk about food

Language

Vocabulary	Food <i>cereal, coffee, cupcakes, fruit, lemonade, milkshake, noodles, olives, salad, sandwiches, tea, vegetables</i> Containers <i>bag, bottle, bowl, box, can, cup, glass, plate</i>
Grammar	<i>there is/are</i> with countable and uncountable nouns <i>a few, a little, a lot of, any, some</i>
Functions	Shopping for food <i>Can I help you? Can I have (six apples), please?</i> <i>Here you are! Anything else? No, that's it, thanks! That's (five dinars), please.</i>
Pronunciation	/i:/

Key competences

Linguistic competence: use language as an instrument for communication (Lessons 1–10)

Mathematical, science and technological competences: order to complete a task (L. 2, 7, 8 and 10)

Digital competence: use eText Basic (L. 1–10)

Social and civic competences: learn to be creative (L. 2)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 7)

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. 7 and 10)

Initiative and entrepreneurship: choose topic for the project (L. 7)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 9–10); Problem solving (L. 2); Logical thinking (L. 1, 8 and 10); Defining and describing (L. 2 and 10); Finding information (L. 1–3, 8 and 10); Planning (L. 10); Reflecting on learning (L. 1–10)
Creativity	Design an alternate icon for the Discovery Team (L. 2); Draw food on a plate (L. 3)
Communication	Asking, answering and talking about food (L. 1, 5 and 8); Comparing (L. 10); Asking for and giving information (L. 8); Functional dialogue (L. 8); Writing about a recipe (L. 9)
Collaboration	Project groupwork (L. 7); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 2 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, Culture video, English in Action, CLIL
- Unit 2 Test

Objectives

- **Lesson aims:** to learn and use food vocabulary
- **Target language:** fruit, vegetables, sandwiches, cereal, noodles, olives, milkshake, cupcakes, salad, tea, coffee, lemonade

Materials

- stopwatch
- sheets of A4 paper, enough for each pupil
- Resource 2A

Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar, everyday words if supported by pictures (GSE 24).
- **Listening:** Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 25).
- **Speaking:** Can name everyday objects in pictures using single words (GSE 23). Can read aloud single familiar words (GSE 20). Can ask a range of questions in guessing games to find the answer (GSE 36).

Assessment for Learning

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

Starting the lesson

- Write *picnic time* on the board. Have pupils think of foods and drinks that start with these letters, e.g. *P - pizza, I - ice cream* and so on.

Presentation

- Explain that in this lesson pupils will learn food vocabulary.

Practice

Pupil's Book

1 How many food and drink words do you know?

- Refer pupils to page 18. Pupils look at the picture for one minute. Give pupils an example: *A banana*. Ask pupils to point to a banana.
- Using the Lollipop stick technique, ask pupils to name food and drink words they know.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.
- Check answers as a class with pupils raising their hands.
- **Extension** Have pupils look at page 18 and describe the picture in pairs, telling each other where the people in the picture are, what they are doing, and what objects and places they can see, e.g. the park.

2 2.1 Listen, point and repeat.

- Ask pupils how many of the things in the photos they have already talked about in this lesson.
- Play the audio.
- Pupils work in pairs taking turns to say a word and point to the correct picture.



3 Look for the words from Activity 2 in the picture on page 18. Write the missing word.

- Give pupils one minute to work in pairs to find the missing word. Ask for feedback using the Lollipop stick technique.

Extra activity Critical thinking

- Pupils say which of the foods and drinks they eat regularly. Promote discussion, e.g. *Which are good/bad for you? Why? Which ones should you eat/drink every day? Which ones are only for special occasions like parties or picnics? Why?*

4 Ask and answer about the food. Is it sweet or savoury?

- Place pupils in different pairs. Ensure they understand *sweet* and *savoury*.
- **Extension** Have pupils stand up. Ask *Which do you prefer, sweet or savoury?* Have pupils move into groups to show their preference.

5 Write the food and drink words in alphabetical order.

- Check answers as a class by having pupils raise their hands to spell the words in the correct order. Write them on the board.

6 In pairs, ask and answer to guess the food or drink.

- Have pupils work with new partners. Ensure pupils understand they can ask other questions, e.g. *Does it begin with C?*

Diversity

Challenge

- Repeat Activity 6 with different pupils describing a food or drink item from the lesson to the class. The class must guess what it is.

Support

- Give pupils time to write some questions down.

Finishing the lesson

- Pupils close their books and work in pairs.
- Give pairs one minute to draw a picnic with all the foods and drinks they can remember from the lesson.
- Have pupils swap papers with another pair, and give them one minute to label the drawing.
- Ask pupils to check and correct each other's work.
- Using the Summative questions technique, ask *How many words did you remember? Can you spell them correctly? Which words are more difficult to remember? What can you do to remember them?*

Activity Book

1 Look at Pupil's Book page 18 and complete the sentences.

- Give pupils one minute to complete the activity. Have pupils check answers in pairs.

Answer key 1 football, 2 Jordanian, 3 cupcake, cheese

2 Find and number.

- Pupils work individually and check in pairs.
- Say the words and ask different pupils to give the corresponding numbers.

Answer key 2 salad, 3 fruit, 4 cereal, 5 coffee, 6 cupcakes, 7 sandwiches, 8 tea, 9 noodles, 10 milkshake, 11 olives, 12 vegetables



2 Listen, point and repeat.



fruit



vegetables



sandwiches



cereal



noodles



milkshake



olives



cupcakes



salad



tea



coffee



lemonade

3 Look for the words from Activity 2 in the picture on page 18. Write the missing word. cereal

4 Ask and answer about the food. Is it sweet or savoury?

Noodles: sweet or savoury?

Savoury!

Lemonade: sweet or savoury?

Sweet!

5 Write the food and drink words in alphabetical order.

A cereal, coffee, cupcakes, fruit, lemonade, milkshake,
noodles, olives, salad, sandwiches, tea, vegetables, Z

6 In pairs, ask and answer to guess the food or drink.



Food or drink?

Sweet or savoury?

Cupcakes?



Food.

Sweet.

Yes!

nineteen

19

3 Look at Activity 2 and complete the table.

- Pupils work individually and check in pairs.
- Draw the table on the board. Use the Lollipop stick technique to write pupils' answers on the board.

Answer key sweet: fruit, lemonade, milkshake, cupcakes, cereal;
savoury: salad, sandwiches, noodles, olives, vegetables;
other: coffee, tea

4 Can you think of another category to classify food? Write some examples.

- Check pupils understand the *I'm learning* box.
- Pupils work individually. Add their answers to the table on the board.

Story

cheese, vegetables, eggs, olives,
sandwiches, noodles, salad



- 1 **Before you read** How many savoury foods can you see? Are there any sweet foods?

lemonade



- 2 **Listen and read.**

1 Hey, look, there's a picnic in the park! Let's have a picnic, too!

The Secret Shed

Good idea!

2 There's some cheese. I can make some sandwiches.

No, you can't, there isn't any bread!

3 Look, Bo. Those are noodles and that is lemonade.

Noodles and lemonade! Yum!

No! You drink lemonade, you don't put it on noodles!

4 Does lemonade come from the lemonade lake?

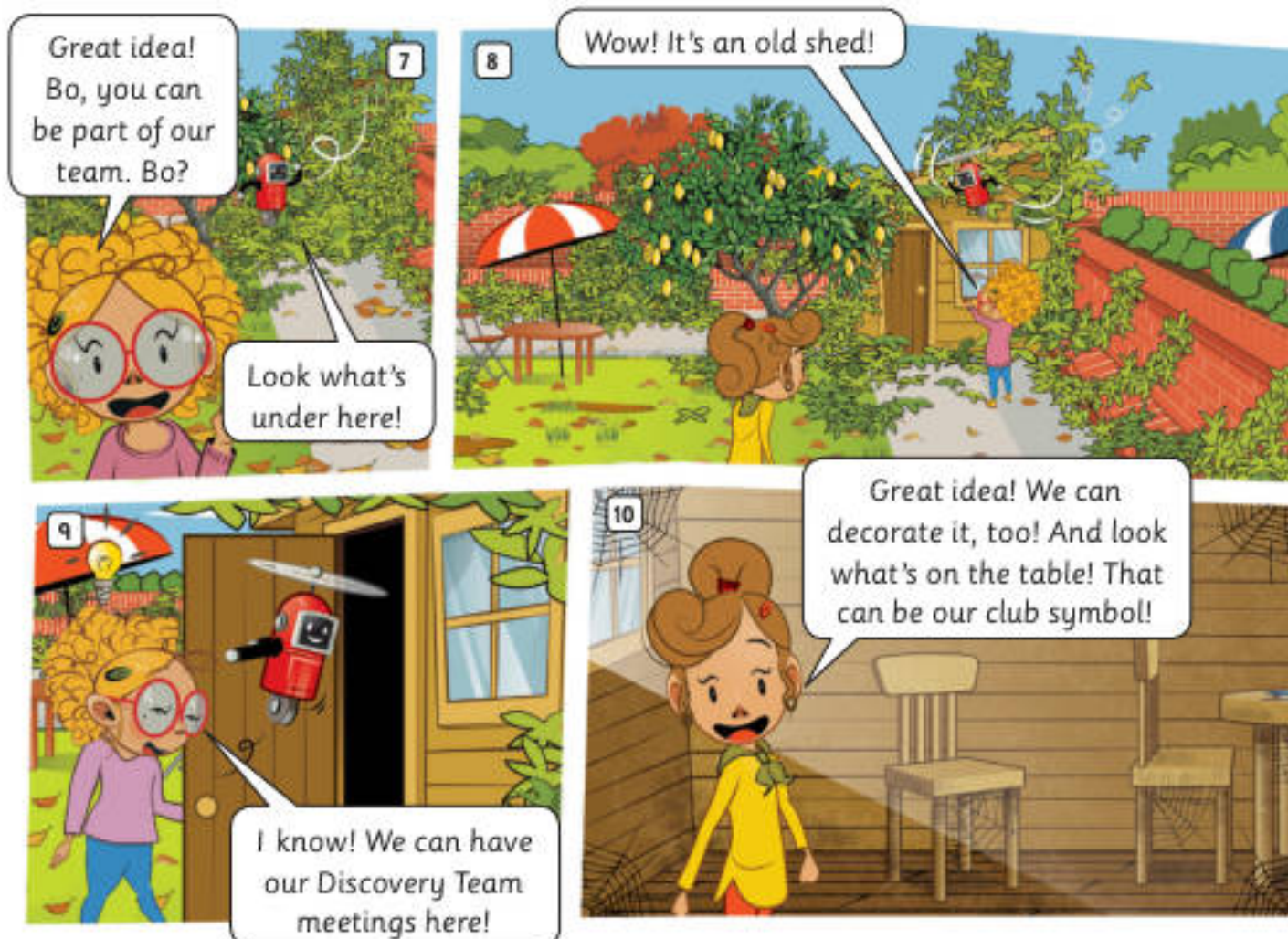
No, it doesn't! Lemonade comes from lemons! Lemons grow on lemon trees!

5 Are there any lemon trees here?

I love learning new things, too.

6 Yes, there are! Wow, Bo learns a lot of new things every day!

I know! Let's form a team, the Discovery Team! We can learn a lot of new things!



3 What's the best symbol for the Discovery Team?
Go to page 55 to find out.

4 **After you read** Read and circle *True* or *False*. Then say why.

- | | |
|---|---------------------|
| 1 Millie wants to make sandwiches. | True / <u>False</u> |
| 2 There's some bread in the kitchen. | True / <u>False</u> |
| 3 Bo puts coffee on noodles. | True / <u>False</u> |
| 4 They form a team with Bo. | <u>True</u> / False |
| 5 Bo finds an animal at the back of the garden. | True / <u>False</u> |

Number 1.
False

5 Act out the story.

6 **Viewing and presenting** In groups, design an alternative symbol for the Discovery Team.

Objectives

- **Lesson aims:** to listen to/read a story
- **Target language:** revision of food vocabulary

Materials

- sheets of A4 paper, enough for each pair of pupils
- Resource 30

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen whilst reading (GSE 26). Can identify specific information in a simple story if guided by questions (GSE 35).
- **Speaking:** Can talk about simple things in pictures using single words (GSE 23). Can act out parts of a picture story using simple actions and words (GSE 30).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Thumbs up/down technique; Traffic light cards technique
- Peer learning: groupwork; pairwork; Three facts and a fib technique
- Independent learning: Summative questions technique

Starting the lesson

- Write the consonants of the food words from Lesson 1 on the board. Ask different pupils to complete the words with the missing vowels.

Presentation

- Explain that in this lesson pupils will listen to or read a story.

Practice

Pupil's Book

- 1 **Before you read** How many savoury foods can you see? Are there any sweet foods?
 - Refer pupils to page 20.
- 2 **2.2 Listen and read.**
 - Pre-teach or check pupils understand (*lemon trees, secret, team/club, shed, meetings, decorate and club symbol* with translations, the pictures in the story or drawings.
 - Play the audio.
 - Check comprehension. Ask *Why are the children happy?* (*They have a secret place for the club to meet.*) *Did the children know the shed was in the garden?* (*No*) *Why not?* (*Bo finds it under the plants.*) *Who likes learning new things?* (*Katy and Millie*)
- 3 **What's the best symbol for the Discovery Team? Go to page 55 to find out.**
 - Pupils discuss in pairs.
 - Ask *Which do you think is the best?* Pupils vote using the Thumbs up/down technique.



Extra activity Creativity

- Pupils work in small groups to decide on a club they would like to form. They describe it to another group.

4 After you read Read and circle True or False. Then say.

- Pupils work individually to complete the activity.
- Say the numbers 1-5 and have pupils stand up if they think it's true, and stay seated if they think it's false.

Diversity

Challenge

- Pupils write four more sentences using the Three facts and a fib technique.

Support

- Pupils compare answers with a partner before feedback.

5 Act out the story.

- Divide pupils into groups of three. Allocate a role to each pupil (Katy, Millie and Bo).
- Pupils act out the story in groups.

6 Viewing and presenting In groups, design an alternative symbol for the Discovery Team.

- Give each group a sheet of paper to design their symbols.
- Pupils present and describe the rationale for their designs to the class.

Extra activity TPR

- Have pupils work in groups in the same roles as Activity 5, miming the story like a silent film, but changing one of the events for the rest of the class to spot.

Finishing the lesson

- Using the Summative questions technique, ask pupils what they can remember from the story. Encourage them to discuss any challenges and successes in their learning so far.

Activity Book

- 1 **After you read** Look, read and order.
 - Give pupils one minute to complete the activity, checking answers in pairs.**Answer key** 2, 1, 5, 4, 3
- 2 **Write all the food and drink words you see in Activity 1.**
 - Pupils complete individually and then compare answers and spelling in pairs.**Answer key** lemonade, olives, sandwiches, salad
- 3 **Complete the sentences.**
 - Check pupils know what to do, using the Traffic light cards technique.
 - Pupils complete with a partner and then check with another pair.**Answer key** 2 lemonade, noodles; 3 team; 4 shed; 5 table

Extra activity Fast finishers

- Pupils write a list of things the Discovery Team need to do before the next meeting in the club shed.

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 all 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). 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.

Stage 2 – Listening to the story

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. When answering, pupils additionally practise and consolidate the previously introduced language material.

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

- 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 pupils 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.

4 Values Read and circle.

- Give pupils 30 seconds to look back at the story and choose the right answer, with a reason or evidence.
- Assign the answers to three corners of the classroom: *learning together*, *doing exercise*, *working hard*. The fourth corner can be all three answers. Ask pupils to stand in the one they think is correct. Accept any reasonable answers, provided pupils can give a good reason why. Possible ideas are: *learning together* (team work, how to make a picnic, learning from each other, teaching Bo ...), *doing exercise* (clearing the plants from the secret shed ...), *working hard* (making the picnic, clearing the plants from the secret shed, decorating the shed ...). The pupils circle the answer they have chosen as correct after they have justified their answer.
- Encourage pupils to think of different ideas with the other pupils standing in the same corner.

CLIL Link

In Unit 2, the story is based around the concept of where food comes from, from the Science curriculum.

The children have a picnic in the garden. Bo likes lemonade very much and he wants to know if it comes from the lemonade lake. Millie explains to him that it comes from lemons, which grow on lemon trees. When Bo starts looking for lemon trees, he finds an old shed covered with vegetation. The children form the Discovery Team and they make the shed their club house.

To explore the concept of where food comes from further, you can use Resource 30.

Objectives

- **Lesson aims:** to learn to talk about quantity
- **Target language:** *There is/are, there isn't/aren't, some, any, a little, a lot of*

Materials

- coloured pencils
- Resource 6A

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; Three facts and a fib technique
- Independent learning: Summative questions technique

Starting the lesson

- Draw or show the Discovery Team symbol on the board. Ask *What is this?*
- Ask pupils what they remember from the story from Lesson 2. Prompt with questions, e.g. *What was the name of the secret club? Who is in it? What do the Discovery Team want to do?*

Presentation

- Explain that in this lesson pupils will learn to talk about quantity with *there is/are, there isn't/aren't, some, any, a little, a lot of*.
- Write *There is a ... There isn't a ... There are ... There aren't any ...* on the board. Ask pupils to suggest ideas to complete these talking about what there is/isn't in the school.

Practice

Pupil's Book

1 Look back! Tick (✓) the sentence in this picture.

- Refer pupils to pages 22 and 23.
- **Extension** Ask pupils to say what else they can see in the fridge. Ask *Why are Millie and Katy unhappy? (there isn't any bread)*

2 Listen and repeat.

- Play the audio. Have pupils track the words as they listen.
- Draw pupils' attention to the grammar box. Ask *What's the same/different about the red and green words? What else can you tell me?* Set a time limit of one minute for individual work. Have pupils compare their ideas and their translations in pairs.
- Draw a circle around the letter 's' in the left column (*noodles, olives, sandwiches, cupcakes*). Ask *What is different about the words in the right column? (There's no s/no plural form.)*
- Underline *are* and *is* and elicit the difference (*are* → plural nouns, *is* → singular or uncountable/mass nouns, ones with no plural form).
- Underline *a lot of/some* and ask which shows there is more of something.



- Underline *a little/few*. Elicit or tell pupils they mean the same thing. Write on the board *We use ... when there is no s (uncountable/singular). We use ... when there is more than one (plural).*
- Circle *n't* and elicit what the apostrophe indicates. Tell pupils the *o* in *not* is missing. Explain this is the spoken form of *is not/are not*. Underline *any*. Draw an arrow to connect *any* with *n't* and add an X to cross out the words *cupcakes* and *bread* to show there are none. Write on the board *We use ... with n't/not (are).*

3 Listen and number.

- Pupils look at the pictures and think about what they can see before they listen.
- Play the audio.
- Ask for feedback using the Lollipop stick technique.
- Pupils write the numbers. Check answers as a class.

Girl: There are a lot of sandwiches.

Boy: There's a little coffee.

Girl: There's some cereal.

Boy: There isn't any lemonade.

Girl: There are a few cupcakes.

Boy: There are some olives.



4 Look at the picture. Write the missing words.

5 Find more things in the picture. Tell your partner.

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.

Finishing the lesson

- Using the Summative questions technique, ask *Do you understand the grammar? How will you remember when to use a little/few/some/any?*

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to learn to talk about quantity
- **Target language:** *There is/are, there isn't/aren't, some, any, a little, a lot of*

Materials

- Activity Book page 16

Global Scale of English (GSE)

- **Listening:** Can identify common objects from spoken descriptions, if spoken slowly and clearly (GSE 28).

Assessment for Learning

- Peer learning: pairwork; Three facts and a fib technique

1 Look back! Tick (✓) the sentence in this picture.

- 1 Let's have a picnic, too!
- 2 Noodles and lemonade! Yum!
- 3 There's some cheese.



2 Listen and repeat.



There are a lot of noodles, some olives and a few sandwiches.

There is a lot of salad, some coffee and a little lemonade.

There aren't any cupcakes.

There isn't any bread.

3 Listen and number.



4 Look at the picture. Write the missing words.



- 1 There's some bread.
- 2 There are a few / some cupcakes.
- 3 There isn't any salad.
- 4 There is a lot of tea.
- 5 There are a few / some vegetables.
- 6 There aren't any grapes.

5 Find more things in the picture. Tell your partner.

There are a lot of noodles.



22 twenty-two

Starting the lesson

- Ask questions about food likes and dislikes.

Practice

1 2.5 Listen and tick (✓).

- Pupils work in pairs, looking at the pictures and taking turns to say what they can see before they listen.
- Play the audio.

- 1 Man: There is a lot of tea.
- 2 Man: There are a few apples.
- 3 Man: There aren't any bananas.
- 4 Man: There is a little lemonade.
- 5 Man: There is some bread.
- 6 Man: There are a lot of tomatoes.



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

2 Look at the pictures in Activity 1. Then complete the sentences.

- Pupils complete the activity individually, then check in pairs.

Answer key 2 a few, 3 any, 4 little, 5 is, 6 are

3 What's on your plate? Draw and write.

- Pupils work individually to complete the activity.
- They then work in pairs, sitting opposite each other or back to back.
- Pupils take it in turns to read their description while their partner draws it.

4 Compare with your partner. Are your plates the same or different?

- In pairs, pupils compare their drawings, e.g. *On my plate, there is some cheese.* The other pupil answers *On my plate, there isn't any cheese* or *On my plate, there is some cheese, too.*

Diversity

Challenge

- Pupils work in pairs and do the Three facts and a fib technique for what there is in the classroom using *there is/are* with *some/a lot of/a few* and *there isn't/aren't any*. Elicit some ideas to get them started: *There are a lot of chairs/pictures. There aren't any cars, etc.*

Support

- Have pupils copy the examples from the grammar box into their notebooks with coloured pencils and draw pictures to illustrate and reinforce the meanings.

Extra activity TPR

- Assign *True* to the right wall and *False* to the left wall. Pupils take turns to read a sentence from the ones they wrote in the Challenge activity above. The rest of the class face the correct wall.

Finishing the lesson

- Using the Summative questions technique, ask *Do you understand the grammar? How will you remember when to use a little/few/some/any?*

Objectives

- **Lesson aims:** to learn and use *Is/Are there any ...? Yes, there is/are* and *No, there isn't/aren't* with containers; to learn and sing a song
- **Target language:** *can, bottle, bowl, cup, glass, plate, box, bag*

Materials

- a can, a bottle, a bowl, a cup, a glass, a plate, a box, a bag
- A3 paper, enough for each group
- coloured pencils
- Resources 2B, 6B, 10 and 14

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can sing a basic song from memory (GSE 22).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Thumbs up/down technique
- Peer learning: groupwork; pairwork
- Independent learning: Summative questions technique

Starting the lesson

- Display the realia. Ask *Do you know the English words for these?* Elicit answers.

Presentation

- Explain that in this lesson pupils will learn how to describe containers, and ask and answer about what's in a place or picture. They will also sing a song.

Practice

Pupil's Book

1 Listen, point and repeat.

- Refer pupils to page 23. Play the audio.
- Pupils take it in turns to describe the pictures in a different order for a partner to point to.



2 Listen and sing.

- Pupils look at the pictures and say what they can see.
- Play the song and tell pupils to listen only this time.
- Read out the song one line at a time and have pupils repeat as a class.
- Play the song again and encourage pupils to join in.
- Play the karaoke version of the song and encourage pupils to sing along.



Extra activity TPR

- In small groups, pupils listen to the song and act it out with appropriate gestures and body language (e.g. nodding head, hand on head, beckoning gesture).

3 Listen and repeat.

- Play the audio. Ask *How do we answer the questions?* and nod/shake your head to elicit *Yes, there is./No, there isn't.*



Diversity

Challenge

- To monitor pronunciation, ask pupils to repeat the questions and answers from the grammar box individually.

Support

- To build confidence, ask pupils to do the same in groups, e.g. left (questions)/right (answers).

4 Imagine you're having a picnic in the park. What's in your basket?

- Pupils work in pairs to play a guessing game taking turns to ask and answer *Is there a/Are there any ...? Yes, there is/No, there isn't.* or *Yes, there's a (bag) of ...*

5 Pupil A: Activity Book, page 43.

Pupil B: Activity Book, page 45.

- Place pupils in pairs for this activity.

Finishing the lesson

- Using the Summative questions technique, write *Today I have learnt ...* on the board and have pupils complete the sentence in their notebooks.

Lesson 6 Activity Book

Objectives

- **Lesson aims:** to learn and use *Is/Are there any ...? Yes, there is/are* and *No, there isn't/aren't* with containers
- **Target language:** *can, bottle, bowl, cup, glass, plate, box, bag*

Materials

- Activity Book page 17

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).

Assessment for Learning

- Monitoring pupils' learning: Thumbs up/down technique
- Peer learning: groupwork; pairwork

Starting the lesson

- Write the initial letters of the food words on the board. Ask pupils to remember them.

1 Listen, point and repeat.



a can of lemonade



a bottle of water



a bowl of soup



a cup of coffee



a glass of milk



a plate of sandwiches



a box of cereal



a bag of fruit

2 Listen and sing.



There's a picnic in the park!
But there aren't any cups!
Let's go quickly to the shop!
Hurry up, hurry up!



Are there any plates of sandwiches?
Yes, there are, all lined up!
Are there any bottles of water?
Yes, but there aren't any cups!

Is there a lot of fruit?
And is there a lot of lemonade?
Yes, there is, oh yes, there is,
But we need cups too, you see!

There's a picnic in the park! ...

There's a picnic in the park! ...

3 Listen and repeat.



Are there any apples?	There are a lot of apples. / There's a bag of apples. Yes, there are. / No, there aren't.
Is there any coffee?	There's some coffee. / There are two cups of coffee. Yes, there is. / No, there isn't.

4 Imagine you're having a picnic in the park. What's in your basket?

There are two cans of lemonade ...

5 Pupil A: Activity Book, page 43. Pupil B: Activity Book, page 45.

twenty-three 23

Practice

1 Look at the pictures. Find the containers and complete the phrases.

- Pupils complete the activity individually.

Answer key 2 bottle, 3 bowl, 4 cup, 5 glass, 6 plate, 7 box, 8 bag

What's the message?

- Use the Thumbs up/down technique to check pupils understand the activity.
- Pupils complete the activity individually.

Answer key I drink five glasses of water every day. And you?

2 2.10 Write questions with any. Then listen and circle.

- Play the audio. Pupils listen and circle the correct answer.



Girl 1: It's tea time! I'm hungry. Let's make a fruit salad!
Girl 2: OK! But ... is there any fruit?
Girl 1: I think there is. Let's check in the kitchen.
Girl 2: Are there any apples?
Girl 1: Mmm, no ... there aren't any apples.
Girl 2: And what about oranges? Are there any oranges?
Girl 1: No, I'm afraid not, but there's a bottle of orange juice.
Girl 2: OK ... and ... are there any bananas?
Girl 1: Yes, there's a bag of bananas!
Girl 2: And ... is there any ice cream?

Girl 1: Yes! There's a lot of ice cream.
Girl 2: Great! There are some bananas and there's a lot of ice cream. Let's make a banana split, then!
Girl 1: OK ... and we can drink some orange juice, too.
Girl 2: Yummy, yummy

Answer key 2 Are there any apples? No; 3 Are there any oranges? No; 4 Is there any orange juice? Yes; 5 Are there any bananas? Yes; 6 Is there any ice cream? Yes

3 Look at Activity 2. In pairs, ask and answer.

- Place pupils in pairs for this activity.

Extra activity Critical thinking

- Ask pupils to think of ways to reduce packaging and encourage recycling of containers in school and at home. Pupils make posters with their ideas, using the container vocabulary from the unit, with symbols to show those that can be recycled. Ask pupils to find out which containers are currently recycled in school.

Finishing the lesson

- In small groups, pupils make sentences about their favourite food.

Objectives

- **Lesson aims:** to learn about food around the world; to make a poster about special foods from Jordan
- **Target language:** *spoon, meat, chopsticks, cooked, raw, jelly, straw*

Materials

- pieces of paper/card and coloured pencils
- True/False response cards
- photos of mansaf, mushabbak, a spoon, chopsticks, jelly, a straw, fish (cooked and raw)

Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 21). Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23). Can extract factual details from a simple text (GSE 40).
- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can talk about something they like or dislike and give reasons, if guided by questions (GSE 39).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Assessment for Learning

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

Starting the lesson

- Divide the class into pairs. Give pupils three minutes to write down any food items they know. Check as a class and write all the foods on the board.
- Point to each food word and say *Put up your hands if you like ...*

Presentation

- Explain that in this lesson pupils will learn about special foods from around the world.

Practice

Pupil's Book

1 Before you read Do you know any interesting food from around the world?

- Ask pupils about food from different countries they know and if they have tried it, e.g. *fish and chips – Britain, sushi – Japan, tacos – Mexico, burgers – the USA, paella – Spain, pizza – Italy*, etc.
- Place the photos on the board. Point to each one and pre-teach the vocabulary.

2 2.11 Listen and read.

- Ask pupils to look at the photos. Say the words in bold and pupils point and repeat.
- Play the audio for pupils to listen and follow in their Pupil's Books. Play the audio again for pupils to read along.
- Ask pupils to read the texts aloud. Then ask comprehension questions, e.g. *What's in mansaf? What's sushi? Is karabeej halab sweet or savoury? What's in bubble tea?*
- Tell pupils to look at the photos next to the texts. Remind pupils of the difference between sweet and savoury. Then ask *Is this food savoury or sweet?*
- Ask a volunteer to read the Fun fact. Ask *Do you usually like lemon or orange?*
- **Extension** Pupils work in pairs and say three things they have learnt, e.g. *Sushi is made with raw fish.*

Extra activity Critical thinking

- Pupils work in pairs and choose a different paragraph each in the text. Pupils write one comprehension question of their own about the paragraph and ask their partner about it.

3 After you read Activity Book, page 18.

- Pupils turn to page 18 in their Activity Books.

Extra activity TPR

- Pupils use the True/False response cards technique to answer *True* or *False* to these sentences
You use a fork to eat mansaf. (True)
You eat sushi with chopsticks. (True)
Bubble tea has got ice cream in it. (False)
karabeej halab is a sweet food. (True)

4 Put the foods in order. 1 = I really want to try this. 4 = I really don't want to try this! Then tell your partner.

- Pupils discuss the foods in pairs and put them in order of preference. Have a class discussion. Encourage pupils to give reasons for their choices.

Diversity

Support

- Ask pupils to write down any new words from page 24 or draw and label them. In pairs, they test each other.

Challenge

- Put the class into groups and allocate a country to each. They find out what dishes people eat in that country. Groups share their findings with the class.

Project

Viewing and presenting Make a poster about special foods from Jordan.

- Divide pupils into groups of four. Give each group a piece of paper or card and some coloured pencils.
- Help pupils find information about special foods from their country.
- Explain that pupils will design a poster. This should include pictures and at least three facts.
- Monitor and help groups.
- Each group reads their facts to the class.
- Make a classroom display.



Lesson 7 CULTURE

Food around the world

There's a lot of great food around the world! Let's take a look at some special dishes!

This is mansaf. It's from Jordan. It's meat with yoghurt and rice. It's delicious! You use a **spoon** for the yoghurt and eat the mansaf with your hands!



This is sushi. It's a very popular meal in Japan. Sushi is rice with fish or vegetables. But the fish isn't cooked – it's raw! Japanese people eat sushi with **chopsticks**. Can you eat with chopsticks?



A popular drink in Asia is bubble tea. They make this sweet tea with milk or fruit. There are jelly balls in it, too. You drink it with a **straw**.



In Jordan, lots of people love karabeej halab. It's like a donut with sugar syrup. Mmm ... delicious!



Fun fact

Did you know that you can eat mushabbak flavoured with lemon or orange?

- Before you read** Do you know any interesting food from around the world?
- 2.11 Listen and read.**
- After you read** Activity Book, page 18.
- Put the foods in order.**
1 = I really want to try this.
4 = I really don't want to try this! Then tell your partner.

I really want to try bubble tea!

Project

Viewing and presenting Make a poster about special foods from Jordan.

- In groups, talk about special foods. Then choose one from your country.
- Write about your food:
 - What's it called?
 - What's in it?
 - When do you eat it?



Baklava



This is baklava, made from pastry with nuts and syrup. It is delicious! You eat it after a meal ...

24 twenty-four

Activity Book

- Look and match. Then say.**
 - Ask pupils to read the words in the activity.
 - Pupils complete the activity. They check answers in pairs.

Answer key 2 chopsticks – sushi, 3 straw – bubble tea
- After you read** Read and write **True or False**.
 - Pupils complete the activity individually.
 - Check answers as a class.

Answer key 2 True, 3 False, 4 False

- Correct the false sentences in Activity 2.**

Answer key 1 You eat sushi with chopsticks. / You eat mansaf with a spoon. 3 You make sushi with rice. 4 You make mansaf with meat.

Finishing the lesson

- In small groups, pupils make sentences about their favourite food and their leader reads the sentences to the class.
- Using the Thought-provoking questions technique, write on the board *The best thing in this lesson for me was ...* Have pupils think about this and complete the sentence in their notebooks.

Objectives

- **Lesson aims:** to learn food shopping language; to learn and practise /i/
- **Target language:** *Can I help you? Can I have (six apples /some grapes), please? Here you are! Anything else? No, that's it, thanks! That's (five dinars), please.*

Materials

- Yes/No response cards
- a ball
- posters from Lesson 5
- word cards (some with words pupils know) that include the sound /i:/ and some that do not
- English learners' dictionaries/online access to English learners' dictionaries
- Resource 26

Global Scale of English (GSE)

- **Reading:** Can understand a simple written dialogue on a familiar topic (GSE 30).
- **Listening:** Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly (GSE 37).
- **Speaking:** Can name everyday objects, animals or people around them or in pictures using single words (GSE 23). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can order food and drink using simple language (GSE 38). Can say simple tongue twisters and other types of playful language (GSE 27).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Yes/No response cards technique; Basketball technique
- Peer learning: groupwork; pairwork
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Ask pupils questions for them to respond with their Yes/No response cards. Ask *Do you like fruit? Is it healthy? Do you like vegetables? Are they healthy? Do you go food shopping with your family? Do you grow fruits or vegetables in your gardens?*

Presentation

- Explain that in this lesson pupils will learn words for food shopping.
- Display pupils' posters from Lesson 5 on the board. Ask one question about what you can see on each *Can you see ...? What's in ...?* Pupils from the groups answer your questions.
- Ask the class to turn around and move to the back of the classroom. Using the Basketball technique, ask the class questions about the projects *When do we eat ...?*

Practice

Pupil's Book

- 1 Look at the picture of Omar in Activity 3 and write. How many fruits does he have? Which do you like?

- Refer pupils to page 25. Pupils discuss in pairs and then raise their hands to offer answers.
- **Extension** Pupils suggest what else you can buy at local fruit and vegetable markets.

Extra activity Collaborative work

- Pupils work in pairs. They look up meanings of new words (or those they want to know to extend their vocabulary area) in class or in online dictionaries. Encourage pupils to keep a vocabulary list at the back of their notebooks and add drawings to show meanings instead of or as well as translations.

- 2 2.12 Listen and write. What does Omar buy?

- Play the audio. Pupils raise their hands to offer answers. Do not confirm answers yet.
- Check possible answers as a class. Pupils write down the correct answer.



- 3 2.13 Listen, read and check.

- Play the audio again for pupils to listen and read. Confirm the answer to Activity 2.
- Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class. Explain meanings if necessary.



Diversity

Challenge

- Pupils copy the dialogue into their notebooks but change as many elements as they can.

Support

- Have pupils practise the conversation in Activity 3 in pairs.

Extra activity TPR

- Read out the questions and answers in the *Say it!* box in random order. Assign questions to half the class and sentences to the other half of the class. Pupils all stand up. They sit down accordingly when they hear a question or an answer.

- 4 In pairs, buy some food at the market.

- Assign roles. Pupil A is the customer and Pupil B is the stallholder. Then pupils swap.
- **Extension** Pupils continue the dialogue with other vocabulary items they know.

Pronunciation

- 5 2.14 Listen and say the tongue twister.

- Write /i:/ on the board. Say the sound and have pupils repeat. Then say *key, seat, tea and happy* and have pupils repeat.
- Play the audio. Play it again, pausing after each line, and have pupils repeat. Play it a third time and have pupils say the tongue twister with the audio.
- Invite a few pupils to the front to say the tongue twister.



- 1 Look at the picture of Omar in Activity 3 and write.
How many fruits does he have? Which do you like?

Omar has got some lemons and an orange.

- 2 Listen and write. What does Omar buy?
six apples, four oranges and some grapes



- 3 Listen, read and check.



Hi! Can I help you?

Hello. Can I have six apples, please?

Sure. Anything else?

Can I have four oranges
and some grapes, please?

Here you are! Anything else?

No, that's it, thanks!

Right ... that's five dinars, please.



Here you are.

Say it!

Can I help you?
Can I have six apples / some
grapes, please?
Here you are! Anything else?
No, that's it, thanks!
That's five dinars, please.

- 4 In pairs, buy some food
at the market.

Can I have three
lemons, please?

Sure.
Anything else?

Yes. Can I have ...

Pronunciation

- 5 Listen and say the tongue twister.

Open, the door, turn the **key**
Let's have a **seat** and a cup of **tea**!
Wait! Your **feet** are dirty, can't you **see**?
That's better – now relax!
We're a happy **family**.



twenty-five

25

Activity Book

- 1 Read and choose the best answer.

Answer key 2 b, 3 c, 4 a

- 2 Order the sentences to make a dialogue.

- Pupils work individually, then check in pairs.
- Extension** Pupils read the dialogue together in pairs.

Answer key 4, 1, 5, 6, 2, 7, 3

- 3 2.15 Colour the words with the /i:/ sound. Then listen and check.

Answer key eat, see, key, sunny, cherry,
family, each



Extra activity Fast finishers

- Pupils write four things they remember from this lesson.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *How easy/hard is this sound to pronounce? Can you think of any other words which have this sound?*

Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** revision of vocabulary and grammar

Materials

- a ball
- A3 paper, enough for each group
- coloured pencils
- Resource 18

Global Scale of English (GSE)

- **Reading:** Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts (GSE 39). Can follow simple recipes, if supported by pictures (GSE 38). Can scan a simple text to find specific information (GSE 38).

Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Basketball technique; Lollipop stick technique; Shadowing technique
-  Peer learning: groupwork; pairwork; Three facts and a fib technique
-  Independent learning: Summative questions technique

Starting the lesson

- Ask pupils what they know about recipes. Encourage class discussion with questions, e.g. *Are you interested in recipes and cooking? Where can you find and read different recipes? Does anyone in your family read or write recipes?*

Presentation

-  Explain that in this lesson pupils will read an article about a children's cook and her favourite recipe.
- Pre-teach *rice*, *meat*, *yoghurt* and *mix*. Write the words on the board. Say sentences to explain the meanings. Say *It has a smooth texture and mildly sour flavour*. Mime the word *mix*. Explain that you can mix together food for a recipe.

Practice

Pupil's Book

Reading

- 1 **Before you read** Look at the title and the pictures. Which words do you think are in the text? Circle.

-  Refer pupils to page 26. Pupils discuss in pairs first. Using the Basketball technique, ask pupils for ideas. Accept all reasonable suggestions, and ask them for reasons for their ideas. They then circle the words.

- 2  **2.16 Listen and read. Were you right?**

- Ask *Do you watch any TV programmes or videos on cooking? Which ones?*
- Ask pupils to look out for the words in Activity 1 while they listen and read. Play the audio.
- Read the words in Activity 1 aloud and ask pupils to raise their hands if they are in the text: *cook (Y)*, *run (N)*, *eat (N)*, *food (Y)*, *cat (N)*, *savoury (Y)*, *bed (N)*, *sweet (N)*.
- **Extension**  Pupils write Three facts and a fib about the text. Ask pairs to work with another pair or two pairs. Pupils take it in turns to read the statements aloud in random order. The other pupils listen and say *True* or *False*.



Diversity

Challenge

- Pupils copy the recipe into their notebooks but add an extra ingredient and rename the dish. Have pupils present their ideas to the rest of the class. Pupils vote using one or more of these categories: *the most unusual/the tastiest/the easiest to make/the healthiest*, etc.

Support

-  Have pupils read the text again in pairs, following and tracking the words with their fingers as they listen, using the Shadowing technique.

- 3 **After you read** Answer the questions.

- Give pupils a minute to complete the activity individually.
-  Ask for feedback using the Lollipop stick technique.
- **Extension** Internet search key words: *recipes kids can make*.

Extra activity Communication

-  Pupils work in pairs, A as a TV interviewer, B as Dalia. The task is to conduct an interview of the winner (Dalia) for the TV programme *Kids Cook!* Pupils work together to write questions and answers. To prepare, pupils can make a storyboard with speech bubbles containing their questions and answers. Pupils practise and role-play their interviews. Monitor and select a few pupils to perform their interview for the class.

Activity Book

- 1 **After you read** Read and circle.

- Refer pupils to page 26 in the Pupil's Book.
- Give pupils one minute to complete the activity.
- Pupils compare answers in pairs.
-  Select a few pupils using the Lollipop stick technique to check answers.

Answer key 2 Amman, 3 two, 4 Dalia's, 5 aubergine, yoghurt

- 2 **Circle the words and complete the recipe.**

- Pupils complete the activity individually. They compare answers with a partner before class feedback.

Answer key people, 1 aubergine, 2 yoghurt, 3 lemon, 4 garlic, 5 tahini, 6 salt, 7 olive oil

- 3 **Read and correct the mistakes.**

- Pupils complete the activity individually. They can refer to the Pupil's Book if necessary.
- Pupils read and compare their answers in pairs.
- Walk around the class monitoring pupils.
- Confirm the correct answers.

Answer key 2 bowl, 3 mix, 4 hot, 5 bread

Reading

- 1 **Before you read** Look at the title and the pictures. Which words do you think are in the text? Circle.

cook run eat food cat savoury bed sweet

- 2 **Listen and read. Were you right?**



Let's cook!

Dalia Alhattab is 10 years old. She's the winner of the TV show Kids Cook! Dalia lives in Amman with her mum, dad and two brothers.

Hi, everyone! I'd like to tell you all about my favourite food! My favourite food is moutabel. It's aubergine. Does that sound boring? It isn't, I promise! It's savoury and delicious and very easy to make.

Moutabel

Time: 10 minutes **For:** 4 people

Ingredients:

- Aubergine • Yoghurt • Garlic • Tahini
- Lemon juice • Salt • Olive oil
- First, you roast the aubergine.
- Then, you put yoghurt, garlic, tahini, a little lemon juice, salt and olive oil into a bowl. Then, you mix it together with the aubergine.
- Then, you get some warm bread.
- Last, you eat the moutabel with the bread. Yum!



- 3 **After you read** Answer the questions.

- 1 What is special about Dalia?
- 2 How many people does Dalia live with?
- 3 What is Dalia's favourite food?
- 4 How long does it take to make it?
- 5 How much lemon juice do you need?

She's the winner of Kids Cook!, a TV show.

four

Moutabel

10 minutes

a little

Extra activity Collaborative work

- Pupils work in small groups. Give out a sheet of paper to each group. Pupils work out the ingredients for a simple meal they can make for after school. They draw the ingredients and the basic steps and present their ideas to the class. You can make a classroom display with their recipes.

Finishing the lesson

- Using the Summative questions technique, ask *Would you like to try making and eating moutabel? Why/Why not? Can you remember how to make it? Do you cook at home? What do you make?*
- Encourage pupils to reflect on what they found easy and difficult today.

Objectives

- **Lesson aims:** to understand a listening task; to talk about a recipe; to write a recipe
- **Target language:** sequencers *first, then, after that, last*

Materials

- a ball
- Resource 22

Global Scale of English (GSE)

- **Reading:** Can follow simple recipes, if supported by pictures (GSE 38). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly (GSE 33).
- **Speaking:** Can give simple instructions to a classmate to complete a task (GSE 41).
- **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: lesson objectives presentation
- Monitoring pupils' learning: Basketball technique
- Peer learning: pairwork; Two stars and a wish technique
- Independent learning: Learning diary

Starting the lesson

- Write *lumotbae* on the board. Ask pupils to unscramble the word (*moutabel*). Ask pupils *Can you remember what you need to make it?*

Presentation

- Explain that in this lesson pupils will listen to children talking about what food they like, and talk about, read and write a recipe.
- Using the Basketball technique, have pupils say what they like to eat for lunch at weekends.

Practice

Pupil's Book

Listening

- 1 **2.17 Look at the pictures and match. What does each child like?**

- Refer pupils to page 27 and tell them to look at the children and food in Activity 4. Ask different pupils to predict which food they think each child likes.
- Play the audio.
- Pupils compare answers in pairs. Ask one pupil to confirm the answer.
- **Extension** Pupils listen again and note down the foods children like/don't like in their notebooks.

Boy: Dad, my friends Habib, Ramzi and Imad are coming for lunch today and there isn't any food in the house!



- Man:** Oh, yes, you are right! Let's do the shopping list and then we can go to the supermarket.
- Boy:** But it's so difficult because they all like different things!
- Man:** OK. What do they like?
- Boy:** Well, Habib loves cheese. But he doesn't like bread! So we can't even give him sandwiches.
- Man:** OK. What about Ramzi?
- Boy:** Well, Ramzi loves fruit and vegetables.
- Man:** That's great because we can give him a lot of healthy food!
- Boy:** Yes ... and he doesn't like sweet things like ice cream.
- Man:** OK. What about Imad?
- Boy:** Oh, Imad is really difficult! He loves cakes! But he doesn't like fruit or vegetables. Can you think of any recipe?
- Man:** Phew! Making food for your friends isn't easy!

Speaking

2 Ask and answer about your favourite recipe.

- Pupils work in pairs.
- When they have talked about a favourite recipe, ask one pupil in each pair to stand up and sit with another pupil from another pair. Pupils then repeat the activity.
- Ask different pupils to talk to the class about their favourite recipe.

Diversity

Challenge

- Pupils write their conversation in their notebooks using speech bubbles like the example in Activity 5.

Support

- Have two pupils read out the example. As a class, brainstorm some recipes and useful ingredients for the Speaking activity and write them on the board, e.g. *It's Spanish omelette, It's pizza ... I need some eggs, I need some cheese and ...*

Writing

3 Read and circle. Which ingredient is not in the recipe?

- Give pupils a minute to read the text and find the answer.
- Check comprehension with questions. Ask *What is in the recipe? (rice, meat, yoghurt, almonds) How many people is it for? (four) What do you do before you put the almonds on top? (mix the meat with the sauce and rice).*

4 Write a recipe.

- Read the *Writing tip* to pupils.
- Write the words *last, first, then, and after that* on the board and ask pupils to put them in the correct order. Pupils write the words in their notebooks in the correct order.
- Read the plan to pupils and ask them to think about possible ideas.
- Pupils turn to their Activity Books.

Activity Book

1 Order the steps of the recipe. Then complete.

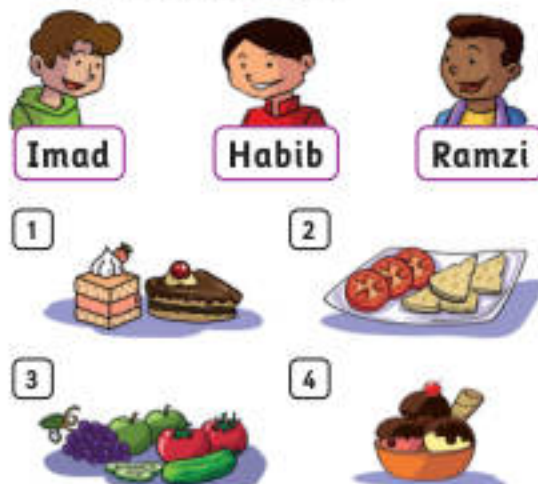
- Pupils complete the activity individually.
- Pupils compare their answers in pairs.

Answer key 3 After, 4 Last, 2 Then

Imad 1 Habib 2 Ramzi 3

Listening

- 1  Look at the pictures and match. What does each child like?



Speaking

- 2 Ask and answer about your favourite recipe.

What's your favourite recipe?

What ingredients do you need?

It's ...

I need some ...



Writing

- 3 Read and circle. Which ingredient is not in the recipe?

water / tea / meat

My favourite recipe!

Mansaf

- Ingredients: rice, meat, yoghurt, almonds
- Time: a few hours
- For: 4 people



- First, you put the meat in hot water and cook it slowly for a few hours.
- Then, you mix the yoghurt with herbs and spices to make the sauce.
- After that, you make the rice and mix in the meat and sauce.
- Last, you put the almonds on top. Yum!

tip Writing

When you explain how to do something, use these words: *first, then, after that* and *last*.

- 4 Write a recipe.

1 Plan

- What's the name of your food?
- What ingredients do you need?
- How long does it take to make it?
- How many people is it for?
- How do you make it?

2 Write

First, you ...
Then, you ...
After that, you ...
Last, you ...

3 Check your work

- List of ingredients?
- Correct spelling?
- Clear handwriting?

Activity Book, page 21

twenty-seven

27

2 Plan and write a recipe.

- Plan: Give pupils a few minutes to complete their notes. Monitor and help with ideas.
- Write: Pupils work individually to complete the recipe.
- Check your work: Pupils evaluate their own work.
-  Using the Two stars and a wish technique, pupils read and check each other's work.

Extra activity Critical thinking

- Ask *Is your recipe healthy? Is it good for you? Why/Why not? Can vegetarians eat it? Can you make a healthier option?* Pupils think about the answers and tell a partner or the class. Encourage a class discussion on the benefits of cooking at home and the possible problems of ready/pre-prepared meals or take away meals.

Finishing the lesson

-  Pupils write down what they achieved in their Learning diary: *Today I listened to ... I described ... and I wrote a recipe for ...*

Mapping

Topics

Theme 1: Society **Theme 2:** Culture
Theme 4: Environment **Theme 5:** Welfare

Scope and Sequence Matrix

Listening: understanding and responding to questions in presented oral material; using textbook illustrations and picture dictionaries to understand unfamiliar words; using the simple present

Speaking: describing and comparing objects, people, incidents using comparative and superlative adjectives and adverbs; performing short plays on the love of nature (Teacher's Book following main unit story)

Reading: using pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; reading and understanding short illustrated stories, provided that the images help him/her to guess a lot of the content; using pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; identifying and using various text features (e.g., title, headings) to locate key information in a text; reading and understanding short illustrated stories, provided that the images help him/her to guess a lot

Writing: independently writing short functional texts (messages, emails, lists, reminders)

Viewing and presenting: realising that visual information reflects and contributes to the understanding of the context; observing and discussing visual presentations and making suggestions about their purpose and aim; delivering short oral presentations



Along the river

Landscapes: city, forest, hill, island, lake, mountain, river, town, waterfall
Adjectives: beautiful, boring, colourful, dangerous, deep, delicious, difficult, exciting, high, interesting, wide

1 How many landscape words do you know?



What doesn't belong in the picture?
 What food and drink can you see in the picture?
 Can you see something wet?

28 twenty-eight

What doesn't belong in the picture? **the crab**
 What food and drink can you see in the picture? **a banana, a sandwich, an apple, a cupcake (bag), a bottle of water, a can of lemonade**
 Can you see something wet? **fountain, pond, drink, water**

Learning Outcomes and Performance Indicators

Listening: follow instructions in activities and games; ask and answer questions in order to seek help, get information, or clarify something that is not understood; respond to questions before, during and after listening; locate needed information while listening; participate in a variety of short simple dialogues; use teacher introduction to understand new words when listening; respond to oral presentation, instructions or conversations using simple questions or statements; participate in a variety of short simple dialogues; use textbook illustrations and picture dictionaries to understand new words when listening

Speaking: describe and compare objects, people and incidents using comparative and superlative forms; accurately pronounce simple vowels and diphthongs; adhering to spelling conventions by conducting frequently Spelling Bees

Reading: use pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; use illustrations and key details in a text to determine its main idea(s); ask and answer questions to help determine or clarify the meaning of words/ phrases in context; identify and use various text features (e.g., title, headings) to locate key facts or information in a text; recognise and name some basic types of reading materials (e.g., story, poem, postcard, letter)

Writing: write correct sentences

Viewing and presenting: attend to visual information showing understanding through discussion, role play, and illustrations; select and use suitable shapes, colors, symbols, and layout for presentations; deliver short oral presentations to peers; discuss personal experiences that relate to visual images (Teacher's Book after story)

Unit objectives

Talk about landscapes

Language

Vocabulary	Landscape words <i>city, forest, hill, island, lake, mountain, river, town, waterfall, deep, high, wide</i> Adjectives <i>beautiful, boring, dangerous, difficult, exciting, colourful, interesting, delicious</i> Prepositions of movement <i>along, across, from ... to</i>
Grammar	Comparatives and superlatives with long and short adjectives
Functions	Asking the way <i>Excuse me, can you tell me the way to (the park), please? Turn right (at the supermarket). Turn left (at the hospital). Go straight ahead. Go across the road. It's on the (left).</i>
Pronunciation	/aɪ/

Key competences

Linguistic competence: use language as an instrument for communication (Lessons 1–10)

Digital competence: use eText Basic (L. 1–10)

Social and civic competences: raise awareness of environmental pollution (L. 2); learn to give directions (L. 8)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 7)

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. 7 and 10)

Initiative and entrepreneurship: choose a topic for the project (L. 7)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 9); Problem solving (L. 8); Logical thinking (L. 1, 2 and 8); Defining and describing (L. 3, 7 and 10); Finding information (L. 7 and 9); Planning (L. 10); Reflecting on learning (L. 1–10)
Creativity	Designing a leaflet (L. 7)
Communication	Describing places (L. 1); Asking for and giving directions (L. 8); Using comparative and superlative adjectives (L. 10); Talking about favourite places (L. 7); Functional dialogue (L. 10)
Collaboration	Project groupwork (L. 10); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 3 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, Culture video, English in Action, CLIL
- Unit 3 Test

Objectives

- **Lesson aims:** to learn and use landscape vocabulary
- **Target language:** *river, mountain, lake, waterfall, city, town, forest, hill, island, wide, deep, high*

Materials

- stopwatch
- coloured pencils
- sheets of paper, enough for each group
- Resource 3A

Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24). Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).
- **Listening:** Can describe isolated words related to familiar topics, if spoken slowly and clearly supported by pictures or gestures (GSE 16).
- **Speaking:** Can name everyday objects in pictures using single words (GSE 23). Can read aloud familiar single words (GSE 20). Can ask a range of questions in guessing games to find the answer (GSE 36).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Assessment for Learning

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

Starting the lesson

-  Draw an *island*, a *river* and a *mountain* on the board. Using the Key question technique, ask *Do you know what these are in English? What words am I looking for?* and elicit answers. Write responses above the drawings, read the words and have pupils repeat. Ask pupils to predict the unit topic.

Presentation

-  Explain that in this lesson pupils will learn to talk about landscapes.

Practice

Pupil's Book

1 How many landscape words do you know?

-  Refer pupils to page 28. Read the rubric and tell pupils to look at the picture for help with the words. Give pupils an example *I know the word river. I can see a river in the picture.* Hold up your book and show pupils the river in the picture. Pupils do the activity in pairs.
-  Using the Lollipop stick technique, ask pupils to find landscape words they know.
-  Place pupils in the same pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class by having pupils raise their hands to give answers.

- **Extension** Ask pupils to look at page 28. Have them describe the picture in pairs, telling each other where the people in the picture are, what they are doing, and naming any objects or people that they know, e.g. *book bag, pupils.*

2 3.1 Listen, point and repeat.

- Refer pupils to page 29. Tell pupils to look at the photos 1–12 and teach/ elicit the new vocabulary. Prompt with questions, e.g. *Can you see a river? Is there a river near here? Are we in a town or a city? Can you name an island? a mountain? a lake? Look at pictures 1 to 9. Are there any in our region?*
- Play the audio.
- Focus on the pronunciation of the new words. Model each a few times, focusing on the stress. Pupils repeat.
-  Have pupils say a word to their partner for them to point to the correct picture. Then they swap.



3 Look for the words from Activity 2 in the picture on page 28. Write the missing word.

-  Give pupils one minute to work in pairs to find the landscape words. Ask for feedback using the Lollipop stick technique.

4 Read the definitions and write the word. Then say.

- Check pupils understand. Refer them to the example.
-  Pupils work in pairs. Ask for answers using the Lollipop stick technique.

5 Make a new definition for your partner.

- Pupils write new definitions in their notebooks.
-  Pupils ask and answer in pairs.

6 Play a guessing game.

-  Place pupils in different pairs for this activity.
- Walk around the class monitoring pairs.

Diversity

Challenge

- Pupils prepare the guessing game alone. Give them one minute to describe each picture. Pupils can write their descriptions.

Support

-  Prepare the guessing game as a class. Ask pupils to work together in pairs to write some questions using the examples. Pupils ask you the questions.

Finishing the lesson

- Play *Pictionary* with the new words.
-  Using the Summative questions technique, ask *How many words did you remember?*

Activity Book

1 Look at Pupil's Book page 28 and complete the sentences.

Answer key 1 apple, 2 bag, 3 big, fountain

2 Look and find. Then complete the missing letters.

-  Using the Lollipop stick technique, elicit answers.

Answer key 2 forest, 3 river, 4 waterfall, 5 town, 6 hill, 7 lake, 8 mountain, 9 city

Extra activity Collaborative work

-  Divide the class into small groups. Pupils design a map and include some of the landscape items with labels. Pupils compare their drawings.



2 Listen, point and repeat.



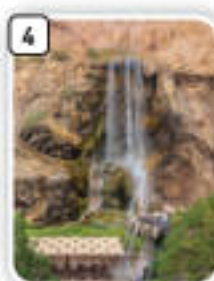
river



mountain



lake



waterfall



city



town



forest



hill



island



wide



deep



high

3 Look for the words from Activity 2 in the picture on page 28.

Write the missing word.

deep

Number 1. City.

4 Read the definitions and write the word. Then say.

1 It's got a lot of buildings and a lot of people. It's very big.

city

2 It's got water. It's wide. It isn't a river. It isn't a waterfall.

lake

3 It's hard. It's very high.

mountain

4 It's got water all around it.

island

5 It's got a lot of trees.

forest

5 Make a new definition for your partner.

6 Play a guessing game.

Is there an island?

Yes, there is.

1



2



3



Is there a high mountain?

Picture 1!

No, there isn't.

Yes!



twenty-nine

29

3 Look and complete.

- Pupils work individually. Check answers as a class.

Answer key 1 deep, 2 wide, 3 high

- Check pupils understand the *I'm learning* box.

Extra activity Fast finishers

- Pupils write down the new words with drawings or definitions in their notebooks.



- 1 **Before you read** Find one thing you wear on your hands and one you wear on your feet.

- 2 **Listen and read.**



Hands: gloves
Feet: boots

The Great Clean-up

Look, it's the Great Clean-up tomorrow!

What's that?

The Great Clean-up! TOMORROW!

Well, there's a lot of rubbish in the forest and by the river. So ... we go there and clean it up!

2 The next day ...

Wow, this forest is beautiful! But look at the river! It's so dirty!

Yes ... Come on!

3

OK, first, put the gloves on and pick up the rubbish. Put wood and cans in the biggest bags.

4

This is more difficult than flying!

It's OK, Bo! You don't need gloves!

Hey, Bo! Can you help me with this?

5

No, Bo! The wood is wider than the bag!

No problem! Now the bag is wider than the wood!



3 What do they do with the rubbish? Can they recycle anything? Go to page 55 to find out. **decorate the club shed**

4 **After you read** Look at the story and write the correct words.

- | | |
|--|----------------|
| 1 There's a lot of fruit by the river. | <u>rubbish</u> |
| 2 The children clean up the lake . | <u>river</u> |
| 3 The children put on hats . | <u>gloves</u> |
| 4 The children use boxes to put the rubbish in. | <u>bags</u> |
| 5 Bo and Millie pick up a big piece of wood together. | <u>Katy</u> |

5 **Viewing and presenting** What can you make with the rubbish?
Tell your partner.



I can make a table with the ...

6 Act out the story.

Objectives

- **Lesson aims:** to listen to / read a story
- **Target language:** revision of landscape vocabulary

Materials

- a ball
- coloured pencils
- large sheets of paper, enough for each group
- Resource 31

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can identify specific information in a simple story if guided by questions (GSE 35).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can name items of clothing with visual support (GSE 25). Can briefly say what they think will happen next in a simple story or play (GSE 42). Can act out parts of a picture story using simple actions and words (GSE 30).

Assessment for Learning

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

Starting the lesson

- Using the Basketball technique, ask pupils to say one landscape word each from Lesson 1.

Presentation

- Explain that in this lesson pupils will listen to a story.

Practice

Pupil's Book

- Before you read** Find one thing you wear on your hands and one you wear on your feet.

- Refer pupils to page 30.

- 3.2 Listen and read.**

- Introduce *clean-up*, *rubbish*, *wood*, *gloves*, and *mud* with mime and drawings. Ask *Is there any rubbish to clean up in the classroom? the playground?* and elicit answers. Explain the idea of collective or group clean-ups.
- Play the audio.
- Check comprehension. Ask *Why is there rubbish in the forest? (People leave it there and don't think.) Why are the Discovery Team wet? (They fell in the river when they were picking up a bag together.) What can they do with some of the rubbish? (use it for the club shed).*



- What do they do with the rubbish? Can they recycle anything? Go to page 55 to find out.**

- Pupils discuss in pairs. Revise the word 'recycle'.
- Using the Thumbs up/down technique, ask *Did you work out the answer?*

- After you read** Look at the story and write the correct words.

- Pupils work individually to complete the activity. Elicit answers using the Basketball technique.

- Viewing and presenting** What can you make with the rubbish? Tell your partner.

- Pupils discuss in pairs.
- **Extension** Internet search key words: *upcycle recycle rubbish projects*

- Act out the story.**

- Divide pupils into groups of three. Allocate a role to each pupil (Katy, Millie and Bo).
- Pupils act out the story in groups.

Diversity

Challenge

- Pupils extend the role-play by adding an extra scene, either a conversation between two characters on the way there or on the way back.

Support

- Pupils write their lines down to help them in preparation for acting out.

Extra activity Critical thinking

- The class brainstorm other upcycling projects for typical rubbish found in the area of the school, and suggest how they can stop people dumping rubbish and littering in natural spaces.

Extra activity TPR

- Using the True/False response cards technique, pupils respond to true and false statements you make about the story.

Finishing the lesson

- Using the Summative questions technique, ask pupils what they remember from the story.

Activity Book

- After you read** What's the problem? Look, read and match.

- Give pupils one minute to complete the activity.

Answer key 1 c, 2 b, 3 d

The problem is there is a lot of rubbish and it is difficult to clean it up.

- Look at Activity 1 and find two landscape words.**

- Pupils complete the activity individually.

Answer key river; forest

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 all 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). 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.

Stage 2 – Listening to the story

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. When answering, pupils additionally practise and consolidate the previously introduced language material.

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

- 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 pupils 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.

3 Answer the questions.

- Give pupils a few minutes to complete the activity individually. Pupils check their answers in pairs.
-  Ask pupils to raise their hands to give their answers. Use the Lollipop stick technique.

Answer key 2 They wear gloves.; 3 They find cans, crisp packets and bottles.; 4 They can decorate their shed.

4 Values Read and tick (✓). How do you look after nature? Add one more idea.

- Pupils write and then compare answers with a partner.

Answer key 3, 4

Extra activity Collaborative work

-  Pupils work in small groups to create a slogan e.g. *Clean up (name of school or place in the local village/town/city)* and design a poster with ideas to start a campaign. Pupils present their ideas and the class vote on the best ideas. Ask pupils to choose for themselves how to best continue, and allow class/home learning time for pupils to meet and continue with the project.

CLIL Link

In Unit 3, the story is based around the concept of the natural flow of rivers into the sea from the Science curriculum.

The Discovery Team attend a great clean-up. They learn how they have to separate rubbish into different bags. Katy asks for help with a big bag that is stuck in the mud, and when it comes out causing a big mess they find a lot of stuff that they can reuse as decorations for the Discovery Team shed.

To explore the concept of the natural flow of rivers into the sea further, you can use Resource 31.

Objectives

- **Lesson aims:** to learn and use shorter adjectives to make comparisons
- **Target language:** *deeper/est, higher/est, taller/est, dirtier/est, cleaner/est, bigger/est, smaller/est, higher/est*

Materials

- Yes/No response cards
- Resource 7A

Global Scale of English (GSE)

- **Speaking:** Can make simple, direct comparisons between two people or things using common adjectives, given a model (GSE 38).
- **Listening:** Can understand comparisons between two places, if spoken slowly and clearly (GSE 35).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Yes/No response cards technique
- Peer learning: pairwork; Three facts and a fib technique
- Independent learning: Summative questions technique

Starting the lesson

- Write *The Great Clean-up* on the board. Ask *What did the Discovery Team do for the great clean-up?* and elicit answers.
- Ask pupils what they remember from the story from Lesson 2. Prompt with questions, e.g. *What did they need to do? Why? Who fell in the river? Why?*

Presentation

- Explain that in this lesson pupils will learn to use shorter adjectives to compare landscapes.

Practice

Pupil's Book

- 1 Look back! Tick (✓) the sentence in this picture.

- Refer pupils to pages 30 and 31.

- 2 3.3 Listen and repeat.

- Play the audio.
- Write *A mountain is higher than a hill. Mount Everest is the highest mountain in the world.* on the board. Read out the sentences and have pupils repeat.
- Ask two pupils to go to the board and underline the words that show we are comparing things. Ask *Which sentence is talking about two things? Which sentence is talking about more than two things?*
- Draw pupils' attention to the comparative/superlative adjectives and their endings. Underline *-er* and *the -est*.



- 3 3.4 Listen. Then circle True or False.

- Play the audio.

- 1 True or false?
Brown Hill is higher than White Mountain.
White Mountain is the highest.



- 2 True or false?

The River Way is longer than the River Bun.
The River Bun is longer than the River Let.
The River Way is the longest.

- 4 In pairs, ask and answer.

- Ask some pupils to stand at the front of the class, in height order. Ask *Who's the tallest? the smallest?* Make some more sentences: *(name) is ... than (name).*

Diversity

Challenge

- Before pupils speak, tell them to think about what they can see in the picture.

Support

- Before pupils speak, give them time to write down questions.

- 5 Look around the classroom. Ask and answer.

- Pupils work in different pairs. Ask them to write three questions each. Write the example on the board and model pronunciation. Elicit another example using the plural form, e.g. *Are the chairs higher than the tables?*

Extra activity Critical thinking

- Pupils repeat Activity 5, but this time they can choose what they want to talk about. For example, comparing football teams, singers, toys, places, things to do, etc.

Finishing the lesson

- Using the Summative questions technique, ask *How do we make comparisons between two things? How do we compare more than two things?*

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to learn and use shorter adjectives to make comparisons
- **Target language:** *deeper/est, higher/est, taller/est, dirtier/est, cleaner/est, bigger/est, smaller/est, higher/est*

Materials

- Activity Book page 24

Global Scale of English (GSE)

- **Listening:** Can understand comparisons between two people, if spoken slowly and clearly (GSE 35).

Assessment for Learning

- Monitoring pupils' learning: Yes/No response cards technique
- Peer learning: Three facts and a fib technique

1 Look back! Tick (✓) the sentence in this picture.

- 1 Put wood and cans in the biggest bags. ☒
 2 This forest is beautiful! ☐
 3 Oh no! I'm all wet! ☐

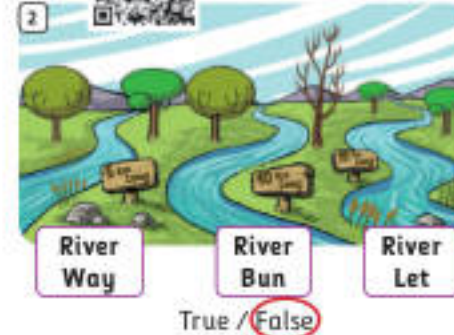


2 Listen and repeat.

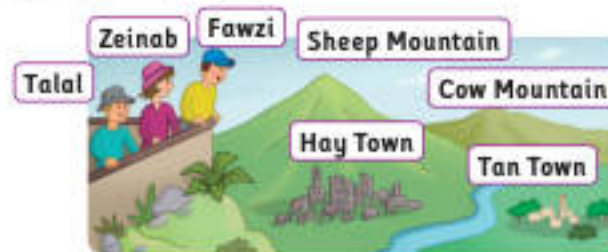


This mud is deeper than my shoes!	This is the deepest lake in Jordan.
A mountain is higher than a hill.	Mount Everest is the highest mountain in the world.

3 Listen. Then circle True or False.



4 In pairs, ask and answer.



tall short dirty clean
big small high

Who is the tallest?

Fawzi!

Is Hay Town bigger than Tan Town?

Yes, it is.

5 Look around the classroom. Ask and answer.

Is the chair wider than the table?

No, it isn't!

32 thirty-two

Starting the lesson

- Ask pupils to brainstorm adverbs from the unit so far.

Practice

1 Complete the sentences. Then circle True or False.

- Pupils use their Yes/No response cards to indicate their answers.

Answer key 2 colder, False; 3 bigger, True; 4 older, True; 5 shorter, False; 6 longer, True

2 3.5 Listen and match.

- 1
Boy: Look, Grandad! These are my friends at school.
Man: What are your friends' names?
Boy: This is Muneer. He's the happiest boy in the photo! Can you see him?
Man: Yes, he's the one with the baseball cap.
Boy: Yes ... he loves baseball!
- 2
Man: Who is that boy at the back? He's very tall.
Boy: He's Hussein. He's the tallest in my class.
Man: Does he play any sport?
Boy: Yes, he's the captain of the basketball team!
- 3
Man: And this boy? Wow! He's very dirty!
Boy: You mean Farid ... ha, ha! Yes ... he's the dirtiest of all!
Man: Look at his glasses! I'm sure he can't see anything.
Boy: I know ...



4

Man: I think I know this boy ...

Boy: Who? Ibrahim? Maybe ... he lives next door.

Man: But he looks very sad ... he's the saddest of all!

Boy: Yes. Look at his picture! It's all in paint. So he's very sad.

Man: Poor Ibrahim!

5

Boy: And this boy over there is Adel. He's my best friend.

Man: But he is the angriest in this photo!

Boy: Yes ... look at his leg ... Do you know why he is angry?

Man: Oh, I see! Your friends look really nice.

Boy: Yes, I know ... I'm the luckiest boy in the world!

Answer key (left to right) Adel, Farid, Hussein, Ibrahim, Muneer

3 Look at Activity 2 and complete the sentences.

- Pupils complete the activity individually.

Answer key 2 the tallest, 3 the dirtiest, 4 is the saddest, 5 is the angriest of all

Extra activity Communication

- Pupils write sentences in pairs about the picture using the Three facts and a fib technique. Pupils read to class.

Finishing the lesson

- Encourage pupils to reflect on what they found easy and difficult today.

Objectives

- **Lesson aims:** to learn and use longer adjectives to compare things
- **Target language:** beautiful, boring, dangerous, delicious, difficult, exciting, colourful, interesting

Materials

- a ball
- picture cards with different objects or places
- Resources 3B, 7B, 11 and 15

Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives, if spoken slowly and clearly (GSE 10). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Reading:** Can recognise a range of basic everyday nouns and adjectives (GSE 17).
- **Speaking:** Can sing a basic song from memory (GSE 22).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Basketball technique
- Peer learning: groupwork; pairwork
- Independent learning: Summative questions technique

Starting the lesson

- Ask *Can you remember how to compare two things? (-er than ...)* and *three or more things? (the ...-est)*

Presentation

- Explain that in this lesson pupils will learn to compare things with longer adjectives. They will also sing a song.

Practice

Pupil's Book

1 Listen, point and repeat.

- Refer pupils to page 33.
- Play the audio.
- Check comprehension. Ask *What is the opposite of interesting? (boring) Why is the boy in 5 bored? Is delicious yum or yuck? (yum!) Name something beautiful. Name something exciting. Name something colourful. Name some dangerous sports. Why are they dangerous? Name something difficult for you.*
- **Extension** Using the Basketball technique, have pupils say the adjectives 1–8 in Activity 1.

2 Listen and sing.

- Ask pupils to look at the pictures and raise their hands to say what they can see (*an elephant, an encyclopaedia*).
- Play the song and tell pupils to listen only this time.
- Read out the song one line at a time and have pupils repeat as a class.
- Play the song again and encourage pupils to join in.
- Play the karaoke version of the song again and encourage pupils to sing.

Extra activity TPR

- Demonstrate these actions for the adjectives in the song.
the highest: stretch both hands high above your head
the deepest: stretch both hands to the floor
the widest: stretch both arms as far apart as they can go
bigger: stretch both hands wide diagonally
more delicious: rub tummy with both hands and smack lips to mime eating
most dangerous: mime scared expression
most exciting: mime happy expression
- Play the song for pupils to do the actions (including climbing a mountain and swimming) while they listen.



3 Listen and repeat.

- Play the audio.

Diversity

Challenge

- Pupils write more sentences with their own ideas using the examples in the grammar box.

Support

- Elicit more sentences from the class using their ideas and following the examples in the grammar box. Write these on the board.

4 Which long adjectives can you find in the story on pages 30–31?

- Pupils complete individually.

Extra activity Collaborative work

- Hand out two or three picture cards to small groups of different pupils. Pupils have to compare them using the adjectives from the lesson.

5 Write the correct form of the adjective.

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.

6 Pupil A: Activity Book, page 44.

Pupil B: Activity Book, page 46.

- Pupils work individually, then check their answers in pairs.

Finishing the lesson

- Using the Summative questions technique, ask *Can you compare school subjects, animals, places and food? Is this easy or difficult for you? Why? When will you have to talk about and compare these things?*

Lesson 6 Activity Book

Objectives

- **Lesson aims:** to learn and use longer adjectives to compare things
- **Target language:** beautiful, boring, dangerous, delicious, difficult, exciting, colourful, interesting

Materials

- Activity Book page 25
- a ball



1 Listen, point and repeat.



exciting



interesting



delicious



beautiful



boring



colourful



dangerous



difficult

2 Listen and sing.



Where's the highest mountain?

Where's the deepest sea?

Where's the widest river?

Come on, find out with me!

What's higher than a skyscraper?

What's bigger than a bee?

What's more difficult than climbing a mountain?

Come on, let's go and see!

Where's the most beautiful island?

Where's the most dangerous sea?

Where's the most interesting city?

3 Listen and repeat.

Swimming is **more exciting** than walking.

Amman is **the most exciting** city in the world!



4 Which long adjectives can you find in the story on pages 30–31?

5 Write the correct form of the adjective.

difficult, careful, beautiful

- Climbing a mountain is **more dangerous than** playing tennis. (dangerous)
- I think climbing is **more difficult** than swimming. (difficult)
- Walking is the **most boring** sport in the world! (boring)
- I like vanilla ice cream, but chocolate ice cream is the **most delicious**. (delicious)

6 Pupil A: Activity Book, page 44. Pupil B: Activity Book, page 46.

thirty-three 33

Global Scale of English (GSE)

- Reading:** Can recognise a range of basic everyday nouns and adjectives (GSE 17).

Assessment for Learning

- Monitoring pupils' learning: Basketball technique
- Peer learning: groupwork; pairwork

Starting the lesson

- Put the pupils into groups. Ask each group to remember as many adjectives as they can. Compare lists as a class.

Practice

1 Read and write the words.

- Pupils complete the activity individually.

Answer key 2 colourful, 3 delicious, 4 exciting, 5 beautiful, 6 dangerous, 7 difficult, 8 boring

2 Look and complete the sentences.

- Revise the adjectives and elicit their opposites (*not nice/horrible, small, safe, clean, interesting/exciting*).

Answer key 2 bigger, biggest; 3 more dangerous, most dangerous; 4 dirtiest

3 Answer the questions. Then compare your answers in pairs.

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.
- Use the Basketball technique to elicit some answers from different pupils.

Finishing the lesson

- Encourage pupils to reflect on what they found easy and difficult today.

Objectives

- **Lesson aims:** to learn about national parks around the world
- **Target language:** revision of vocabulary and grammar

Materials

- True/False response cards
- leaflets or books about national parks
- sheets of A4 paper, enough for each group
- coloured pencils

Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of familiar places, if supported by pictures (GSE 23). Can extract specific information in short texts on familiar topics (GSE 39).
- **Speaking:** Can talk about a familiar place in a basic way (GSE 33). Can give simple reasons to explain preferences, given a model (GSE 35).

Assessment for Learning

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

Starting the lesson

- Write *national parks* on the board. Ask pupils *Why are national parks important?* and elicit answers.

Presentation

- Explain that in this lesson pupils will read about three different national parks around the world.
- Write *Grand Canyon*, *Wadi Rum* and *Musandam Fjords* on the board and ask pupils if they know what these places are.

Culture notes

- Wadi Rum is in Jordan. It covers an area of 720 km² and has red sand, rocks and mountain ranges.
- Musandam Fjords are in Oman. There are amazing stone cliffs, and coves and bays.
- The Grand Canyon is in Arizona, the USA, formed by the Colorado river. It is 446 km long, 29 km wide and at its deepest is 1,857 m.

Practice

Pupil's Book

1 Before you read How many national parks are there in your country?

- Write *canyon*, *dolphin*, *shark*, *turtle*, *camel* on the board. Ask pupils if they know what these are.
- Refer pupils to page 34 and read the question. Pupils discuss in pairs for one minute. Then ask for class feedback.

2 3.10 Listen and read.

- Check comprehension with questions: *Which is the most famous? (Grand Canyon) In which can you go on a boat ride? (Musandam Fjords) Which has the second highest mountain in Jordan? (Wadi Rum)*
- **Extension** Pupils look at the fun fact. They guess how many national parks there are in their country. They can use the Internet to find out the answer.

Extra activity Critical thinking

- Pupils work in groups of three and write one true sentence and two false ones. They then read them to another pair. Pupils use True/False cards to answer.

3 After you read Activity Book, page 26.

- Pupils turn to page 26 in their Activity Books.

4 Which park do you want to visit? Why? Tell your partner.

- Pupils discuss and write notes in pairs. Encourage class feedback and discussion.
- **Extension** Internet search key words: *national parks [your country]*, *national parks [Jordan, the USA/UK/Canada/Australia]*

Diversity

Challenge

- Pupils find out about national parks. They write four interesting facts and tell the class.

Support

- Pupils find out about national parks. Pupils write down two facts and tell the class. Pupils use True/False cards to answer.

Project

Viewing and presenting Make a leaflet about a national park in Jordan.

- Divide pupils into groups of four. Give each group paper and coloured pencils.
- Help pupils find information about one park each. Decide on the parks before pupils start.
- Explain that pupils should draw a picture and write a paragraph like the texts in the Pupil's Book.
- Each group presents their park to the class. Make sure each pupil from each group reads out some information.
- Display leaflets in a classroom or corridor. Encourage pupils from other classes to read the leaflets. Have a class vote for the best leaflet.

Activity Book

1 Look and write.

- Pupils work individually. Then they compare in pairs.

Answer key 2 camel, 3 shark, 4 turtle, 5 dolphin



National parks

There are a lot of beautiful national parks around the world and they are all very different.

Wadi Rum, Jordan

Wadi Rum is famous for its beautiful red sandstone and amazing rock formations! It's also got the second highest mountain in Jordan! There are a lot of drawings on cave walls in the park. You can see camels in the desert.



Did you know there are more than 58 national parks just in the USA?

- 1 **Before you read** How many national parks are there in your country?

- 2 **Listen and read.**



- 3 **After you read**
Activity Book, page 26.

- 4 **Which park do you want to visit? Why? Tell your partner.**

I want to visit Wadi Rum because ...

34 thirty-four

Grand Canyon National Park, Arizona, USA

The Grand Canyon is probably the most famous national park in the world! You can walk from the top of the canyon down to the Colorado River. The canyon is over a kilometre deep. It's a very beautiful walk, but it's also very hot, so take a hat!



Musandam Fjords, Oman

If you love water, go to the Musandam Fjords, in Oman. There is water everywhere! You can take a boat trip and see dolphins, turtles, the most colourful fish and even sharks!



Which national park do you want to visit?

Project

Viewing and presenting

Make a leaflet about a national park in Jordan.



- 1 In groups, choose a national park.
- 2 Fold a piece of paper in three to make a leaflet.
- 3 Find photos or draw pictures of the park. Share. Stick the pictures on the leaflet.
- 4 Write about the park. Answer these questions:
 - What's it called?
 - Where is it?
 - What can you see and do there?



2 What's the animal? Read and write.

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique.

Answer key 2 turtle, 3 fish, 4 camel, 5 shark

3 After you read Choose the correct answer.

Answer key 2 camels, 3 boat, 4 Arizona, 5 a kilometre, 6 national parks

Finishing the lesson

- Using the Summative questions technique, ask *What facts were the most interesting for you?* Have pupils raise their hands to offer answers. Finally, encourage pupils to reflect on what they found easy and difficult today.

Objectives

- **Lesson aims:** to learn to ask for and give directions using prepositions of movement; to learn and practise /ei/
- **Target language:** *Excuse me, can you tell me the way to the ..., please? Turn right/left ... Go straight ahead. Go across the ... It's on the left/right. Go along the ..., from ... to ...*

Materials

- a few tourist or local maps, enough for each group
- Resource 27

Global Scale of English (GSE)

- **Listening:** Can understand simple directions, if spoken slowly and clearly (GSE 27). Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map (GSE 34).
- **Speaking:** Can ask for directions on how to get somewhere on foot or by public transport, using simple polite language (GSE 40). Can say simple tongue twisters and other types of playful language (GSE 27).

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 simple directions from the classroom to another place in the school nearby. Use *go along/across/straight ahead, go from ... to ..., turn left/right*. Ask pupils to follow the way in their minds. Ask *Where are you now?*

Presentation

- Explain that in this lesson pupils will learn to give directions and ask the way.
- Ask *What kind of information do you have to give when you tell someone the way?* Pupils discuss in pairs for one minute. Then ask pupils to raise their hands to offer ideas. Accept all reasonable suggestions.

Practice

Pupil's Book

1 3.11 Listen, point and repeat.

- Refer pupils to page 35.
- Play the audio. Pupils work individually.
- Focus on the pronunciation. Ask pupils to repeat with gestures.



2 3.12 Listen and follow on the map. Where does Malek want to go?

- Refer pupils to the map on page 35.
- Play the audio. Pupils work individually to track the directions as they listen with their fingers.
- Do not confirm answers yet.



3 3.13 Listen, read and check.

- Play the audio again for pupils to listen and read.
- Confirm the answer to Activity 2.
- Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class. Explain meanings if necessary.



Extra activity Collaborative work

- Divide the class into two groups. One group is Malek; the other is the passer-by. Play the audio and pause after each sentence. Pupils from each group repeat what they hear in unison.
- Ask pairs of pupils to stand up and practise by acting out the conversation, using hand and arm movements and gestures.

4 Look at the map in Activity 2 again. In pairs, ask the way.

- Ask pupils to look at the map in Activity 2 again and find *the bookshop, the library, the supermarket, the department store and the post office*.
- Place pupils in pairs and assign Pupil A and Pupil B.
- Pupil A knows the way and gives directions and Pupil B asks the way. Then pupils swap roles. Tell pupils to use the dialogue in Activity 3 as a model.
- Walk around the class monitoring pairs.

Diversity

Challenge

- Have pupils perform their dialogues to the class.

Support

- Give pupils one minute to prepare their directions before talking in pairs.

Pronunciation

5 3.14 Listen and say the tongue twister.

- Write /aɪ/ on the board. Say the sound and have pupils repeat. Then say *prize, bike, night and light* and have pupils repeat. Point to the correct sound in each.
- Play the audio. Play it again, pausing after each line, and have pupils repeat. Play it a third time and have pupils say the tongue twister with the audio.
- In pairs, pupils say the tongue twister as fast as they can to their partner.
- **Extension** Place pupils in groups of four. Ask them to find words that contain /aɪ/ in this lesson, e.g. *library, right*. Pupils write a tongue twister, using words with these sounds.
- Invite a few pupils to the front to say the tongue twisters.



Activity Book

1 Reorder the letters.

- Pupils do the activity individually, then check in pairs.
- Answer key** 2 right, 3 straight, 4 across, 5 from, 6 along

2 3.15 Listen and write. Then draw on the map.

- Use the Traffic light cards technique to check pupils understand the task.
- **Extension** Pupils practise the dialogue in pairs.

Answer key left, Forest, ahead, at, right





1 Listen, point and repeat.



go along



go across

go from
... to ...

turn left



turn right

go straight
ahead

2 Listen and follow on the map. Where does Malek want to go?



to the park



3 Listen, read and check.



Excuse me, can you tell me the way to the park, please?

Sure. Turn right at the supermarket. Go straight ahead. Go across the road. The park is on the left.

OK, thank you! Bye!

Bye!



Say it!

Excuse me, can you tell me the way to the park, please?
Turn right at the supermarket.
Turn left at the hospital.
Go straight ahead.
Go across the road.
It's on the left.

4 Look at the map in Activity 2 again. In pairs, ask the way.

- From the bookshop to the library.
- From the library to the supermarket.
- From the department store to the post office.

Pronunciation

5 Listen and say the tongue twister.

Look at your prize – it's a brand new bike!
Tomorrow you can ride it. Bedtime now!
Turn off the light. Goodnight!



thirty-five

35

3 3.16 Colour the words with the /aɪ/ sound. Then listen and check.

- Pupils do the activity individually.
- Pupils raise their hands to offer answers.

Answer key right, kite, light, bike



Finishing the lesson

- Using the Summative questions technique, ask *When might you have to give directions in English?* Finally, encourage pupils to reflect on what they found easy and difficult today.

Extra activity Communication

- Pupils think of routes and write directions in note form for places in the school/local area/town/city using local maps. In groups, they challenge each other by playing *Where are we?* Pupils take it in turns to give directions while the others in their group follow the way on the maps.

Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** revision of unit vocabulary and grammar

Materials

- a ball
- sheets of A4 paper, enough for each pair of pupils
- Resource 19

Global Scale of English (GSE)

- **Reading:** Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts (GSE 39). Can follow simple stories with basic dialogue and simple narrative (GSE 35). Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53). Can read a short text and predict what they think will happen next (GSE 40). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

Assessment for Learning

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

Starting the lesson

- Write the words *rocky* and *rescue* on the board. Ask *What's the nearest rocky area? Is it dangerous? Why/Why not? What do you think a rocky rescue is?*
- Encourage discussion of what makes a place dangerous, when (*it's very hot*), and why (*big rocks*).

Presentation

-  Explain that in this lesson pupils will read a text about a rocky rescue in Jordan.
- Write *whistle*, *to turn over* and *emergency signal* on the board.
- Explain the meanings with sentences. Say the sentences and pause before each word so pupils can say the word, e.g. *Your PE teacher/football coach uses one to tell players to stop* (mime blowing a whistle) – *that's... a whistle. When you hear the fire alarm, look at the* (point to fire notice in the classroom), *that's an... emergency signal.* (gesture to indicate *turn over* with a sheet of paper) *This is to... turn over.*

Practice

Pupil's Book

Reading

- 1 **Before you read** Look at the title and the pictures. Where do you think the story takes place? How do you know?
 -  Refer pupils to page 36. Pupils discuss in pairs first. Using the Basketball technique, ask pupils for ideas.
- 2  **3.17 Listen and read. Were you right?**
 - Ask pupils to find out if their ideas in Activity 1 were correct. Play the audio.
 - Check comprehension with questions. Ask *Who is Jawad with? (his dad) Is it exciting to walk in Petra? (yes) Why can't dad walk? (He hurt his leg.) Why does dad fall over? (There are rocks on the path.) Why does Jawad blow his whistle? (It's an emergency signal.)*
- 3 **Think ahead** If you blow six times on a whistle, what does it mean?
 -  Ask pupils to answer with a partner, looking at the pictures and words in the text.
 - Elicit pupils' ideas. Check pupils understand. Ask *What is a whistle for? (It is an emergency signal.)*
 - **Extension** Internet search key words: *Siq trail*
- 4 **Look at the pictures and tick (✓). What happens next?**
 - Give pupils time to think about their answers individually.
 -  Ask for feedback using the Lollipop stick technique.



Diversity

Challenge

- Ask pupils to write the next part of the story or draw in a cartoon format with speech bubbles.

Support

-  Ask *What do you think happens next?* Ask pupils to offer suggestions and help guide a class discussion. Write ideas on the board. Ask pupils to tell the story in small groups, with the ideas/language on the board to help.

- 5 **After you read** Read the story again. Write one word to complete the sentences.
 - Give pupils a minute to complete the activity individually.
 -  Ask for feedback using the Lollipop stick technique.

Extra activity Collaborative work

-  Tell pupils to work in pairs and choose a role, Laith or Jawad. Pupils should act out the story using mime and adding words if they want to. Ask pupils to perform for each other.

Reading

- 1 **Before you read** Look at the title and the pictures. Where do you think the story takes place? **at the desert**
 How do you know? **The pictures show a desert with big rocks and the title is Rocky rescue!**
- 2 **Listen and read.** Were you right?



- 3 **Think ahead** If you blow six times on a whistle, what does it mean? **It's an emergency.**
- 4 Look at the pictures and tick (✓). What happens next?

- 1 Jawad gets help. ☒
 2 His dad falls over. ☐
 3 Jawad blows his whistle. ☐

Jordan fact file

Country: Jordan
 Capital city: Amman
 Landscape: hills, mountains, desert
 Most interesting place: Petra
 Most important river: River Jordan



Rocky rescue!

by Jawad

I'm with my dad, Laith. We live in Amman in Jordan. We go walking together in the most exciting place in Jordan: near Petra! There is no wind and it's very hot today and we walk very quickly down the Siq trail. It is more difficult than walking on a road!

Suddenly, I see some big rocks across the trail! My dad falls over. I walk to the side of the trail, but he is on the floor in the middle of the trail. His leg is hurt. He's hot and tired.

What can I do? Dad can't walk because of his leg. I can't carry him because he's very big.

Then I remember my whistle. We always carry whistles when we go walking in the desert. I find the whistle and I make the loudest sound I can! I blow six times. That's the emergency signal. Then I hear another whistle! Soon the helicopter is here. It takes Dad to the hospital. He's safe!



- 5 **After you read** Read the story again. Write one word to complete the sentences.

- 1 Laith is Jawad's dad. 3 His dad falls over because of rocks.
 2 Jawad's home is in Amman.

36 thirty-six

Activity Book

- 1 **After you read** Look and read. Circle the correct one.

- Give pupils one minute to complete the activity. They compare answers in pairs.

Answer key 2 c, 3 a, 4 a, 5 c

- 2 **Read and write True or False.**

- Pupils complete the activity individually. They compare answers in pairs before class feedback.

Answer key 2 True, 3 True, 4 False, 5 True, 6 False

- 3 **Correct the false sentences in Activity 2.**

- Pupils complete the activity individually.

Answer key 4 Dad's leg is hurt.; 6 The helicopter takes his dad to hospital.

Extra activity Fast finishers

- Pupils write ten favourite words from this lesson in their notebooks.

Finishing the lesson

- Using the Summative questions technique, ask *What did you learn today? Would you like to go walking in Petra? Why/Why not?*

Objectives

- **Lesson aims:** to understand a listening task; to talk about a favourite place; to write a fact file about their region
- **Target language:** revision of vocabulary and grammar

Materials

- a ball
- Resource 23

Global Scale of English (GSE)

- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can talk about a familiar place in a basic way (GSE 33).
- **Writing:** Can use capital letters for names and titles (e.g. of people, places) (GSE 24).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Basketball technique; Thumbs up/down technique
- Peer learning: pairwork; Two stars and a wish technique
- Independent learning: Learning diary

Starting the lesson

- Ask pupils to tell you what words they remember from the last two lessons. Write them on the board.

Presentation

- Explain that in this lesson pupils will listen to a conversation between two children talking about a favourite place in their town, city or region. They will then write a fact file about their region.
- Using the Basketball technique, ask pupils to say what they remember about the river rescue from Lesson 9.

Practice

Pupil's Book

Listening

1 3.18 Look at the pictures. Listen and circle the correct picture.

- Refer pupils to page 37 and tell them to read the sentences and choices in Activity 6 before they listen so they know what to listen for.
- Play the audio.
- Pupils compare answers in pairs. Ask different pupils to say the answers.

1 Where is Amina from?

Nadia: Hi, I'm Nadia.

Amina: Hi, I'm Amina.

Nadia: Where are you from, Amina?

Amina: I'm from Jordan.

Nadia: That's interesting! Where in Jordan are you from?

Amina: I'm from Aqaba.



2 What is Amina's favourite place?

Nadia: Is Aqaba very beautiful?

Amina: Yes, it is.

Nadia: What's the landscape like?

Amina: Well, there are beautiful deserts and beaches. My favourite place is the beach. I love walking on the beach.

Nadia: It sounds great!

Diversity

Challenge

- Play the audio once. Pupils swap books. Play the audio again for pupils to check each other's answers.

Support

- Play the audio once. Tell pupils to compare answers with a partner. Play the audio again for pupils to check their own answers.

Speaking

2 Ask and answer about your favourite place in your region or city.

- Pupils work in pairs. Have pupils ask you the question and tell them about your favourite place to model the activity.
- When they have talked about their favourite place, ask one pupil in each pair to stand up and sit with another pupil from another pair. Pupils then repeat the activity.
- Ask different pupils to talk about their places. Prompt with questions, e.g. *Why is it your favourite place?*

Writing

3 Read the fact file.

- Give pupils a minute to read the text.
- Ask pupils to write one true and one false sentence about Jordan.
- Pupils work in pairs, swap books and check the spelling and use of capital letters.
- Ask two or three pupils to read their sentences to the class. The class respond with the Thumbs up/down technique. Elicit corrections.

4 Write a fact file about your region.

- Read the *Writing tip* to pupils.
- Elicit the place words on the page that start with a capital letter on the board. Revise when capital letters are used in English (*names of people, months, days of the week, beginning of a sentence*).
- Read the plan to pupils and ask them to think about possible ideas.
- Pupils turn to their Activity Books.

Activity Book

1 Correct the mistakes and rewrite the text. Then write about you.

- Pupils complete the activity individually.

Answer key

This is Alia. She lives at 113 Forest Road, Amman, Jordan. And you? Where do you live?

2 Write a fact file about your region.

- Plan: Give pupils a few minutes to complete their notes. Monitor and help with ideas.
- Write: Pupils work individually to complete the fact file.
- Check your work: Pupils evaluate their own work.
- Using the Two stars and a wish technique, pupils read and check each other's work.

Listening



- 1 Look at the pictures. Listen and circle the correct picture.

1 Where is Amina from?



2 What's Amina's favourite place?



Speaking

- 2 Ask and answer about your favourite place in your region or city.

What's your favourite place in your city?

My favourite place is ...



Writing

- 3 Read the fact file.

Jordan fact file

Capital city:

Amman

Landscape:

mountains, valleys, deserts

Highest mountain:

Jabal Ramm

Longest river:

Jordan River

My favourite place:

Gulf of Aqaba



tip Writing

Remember to use capital letters for names of places: Aqaba, Wadi Rum, Amman, Ajloun Castle.

- 4 Write a fact file about your region.

1 Plan

- What's the capital city?
- What's the landscape like?
- What's the highest mountain/longest river/biggest lake?
- What's your favourite place?

2 Write

- Use the headings (Capital city, Landscape, Highest mountain, etc.) in the model.

3 Check your work

- A capital letter for all names of places?
- Correct spelling?
- Clear handwriting?

Activity Book, page 29

Finishing the lesson

- Pupils write down what they achieved in their Learning diary:
Today I listened to ... I described ... and I wrote a description of ...

Mapping

Topics

Theme 1: Society

Scope and Sequence Matrix

Listening: using textbook illustrations and picture dictionaries to understand unfamiliar words; using the simple present progressive

Speaking: expressing obligation and permission

Reading: using pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text

Writing: independently writing short functional texts (messages, emails, lists, reminders)

Viewing and presenting: realising that visual information reflects and contributes to the understanding of the context

4

All about jobs

Jobs: bus driver, carpenter, chef, doctor, farmer, firefighter, mechanic, police officer, scientist, teacher, vet, waiter/waitress
Rules: arrive on time, be late, be quiet in class, break the rules, drop litter, follow the rules, put litter in the bin, shout in class

1 **How many job words do you know?**

What's wrong in the picture?
 How many landscape words can you find in the picture?
 Find Bo the robot.

30 thirty-eight

What's wrong in the picture? **The picture on Katy's board is upside down.**
 How many landscape words can you find in the picture? **lake, mountains, waterfall**
 Find Bo the robot. **next to Millie**

Learning Outcomes and Performance Indicators

Listening: follow instructions in activities and games; participate in a variety of short simple dialogues; use textbook illustrations, and picture dictionaries to understand new words when listening; use Teacher Introduction to understand new words when listening; ask and answer questions in order to seek help, get information, or clarify something that is not understood in the oral texts under discussion

Speaking: convey obligation; accurately pronounce simple vowels and diphthongs; adhering to spelling conventions by frequently conducting Spelling Bees

Reading: use pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; ask and answer questions to help determine or clarify the meaning of words/ phrases in context; use illustrations and key details in a text to determine its main idea(s)

Writing: write correct sentences; write short texts that serve a purpose such as messages, emails...

Viewing and presenting: observe and discuss familiar and unfamiliar visual messages and make judgments about effectiveness (with Teacher's Book support)

Unit objectives

Talk about jobs and rules

Language

Vocabulary	Jobs <i>bus driver, carpenter, chef, doctor, farmer, firefighter, mechanic, police officer, scientist, teacher, vet, waiter/waitress</i> Rules <i>arrive on time, be late, be quiet in class, break the rules, drop litter, follow the rules, put litter in the bin, shout in class</i>
Grammar	Present continuous <i>must/mustn't</i>
Functions	Calling the emergency services <i>What service do you need? I need an ambulance/the police/the fire brigade, please. What's your address/phone number? My address is... My phone number is ... What's the emergency? He's got a broken leg.</i>
Pronunciation	/eɪ/

Key competences

Linguistic competence: use language as an instrument for communication (Lessons 1–10)

Mathematical, science and technological competences: order sentences (L. 2); understand numbers (L. 8)

Digital competence: use eText Basic (L. 1–10)

Social and civic competences: learn to be creative (L. 4 and 7); learn to communicate an emergency (L. 6)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 5)

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. 3 and 5)

Initiative and entrepreneurship: choose a topic for the project (L. 7)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 7); Problem solving (L. 2); Logical thinking (L. 1, 2 and 5); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 1–3, 6, 7 and 8); Planning (L. 8); Reflecting on learning (L. 1–10)
Creativity	Designing a 'day in the life of' job storyboard (L. 1); Designing a class job book (L. 7); Designing rules and signs (L. 6); Designing a video game character (L. 9)
Communication	Describing different jobs (L. 1); Describing a person, place or thing (L. 3); Talking about what you must/mustn't do (L. 5); Talking about unusual jobs (L. 7); Calling the emergency services (L. 8); Functional dialogue (L. 10)
Collaboration	Project groupwork (L. 7); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, Culture video, English in Action, CLIL
- Unit 4 Test

Objectives

- **Lesson aims:** to learn and use jobs vocabulary
- **Target language:** revision of shops vocabulary; *scientist, farmer, firefighter, police officer, waiter/waitress, teacher, mechanic, chef, vet, carpenter, bus driver, doctor*

Materials

- sheets of A4 paper, enough for each pair of pupils
- stopwatch
- Resource 4A

Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words and basic sentences if supported by pictures (GSE 24).
- **Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- **Speaking:** Can read aloud familiar single words (GSE 20). Can ask a range of questions in guessing games to find the answer (GSE 36).

Assessment for Learning

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

Starting the lesson

- Write *Jobs* on the board. Using the Key question technique, ask *What jobs do you want to do?* Prompt pupils with any language they need. Pupils raise their hands to answer.

Presentation

- Explain that in this lesson pupils will learn to talk about jobs.

Practice

Pupil's Book

1 How many job words do you know?

- Refer pupils to page 38. Read the rubric and tell pupils to look at the pictures and describe the game. Pupils work in pairs and find the pictures of the jobs.
- Using the Lollipop stick technique, ask pupils to give answers.
- Place pupils in the same pairs. With the stopwatch, explain that they have one minute to answer the questions together.
- Check answers as a class by having pupils raise their hands to give answers.

2 4.1 Listen, point and repeat.

- Refer pupils to page 38. Tell pupils to count how many jobs they knew.
- Play the audio.



- Tell pupils to look at the photos 1–12 and practise the new vocabulary. Ask these questions in any order and have pupils call out the job: *You cook (chef). You work with animals, vegetables or fruits (farmer). You make ill people better (doctor). You rescue people in emergencies (firefighter). You help keep the streets safe (police officer). You work with sick animals (vet). You drive people to school or work (bus driver). You fix cars (mechanic). You bring food to people's tables in a restaurant (waiter/waitress). You work in a school (teacher). You work in a science lab (scientist).*
- Have pupils say a word to their partner, who then points to the correct picture. Then they swap.

3 Look for the words from Activity 2 in the picture on page 39. Write the missing word.

- Give pupils one minute to work in pairs to find the job words. Ask for feedback using the Lollipop stick technique.

4 Read the questions and write the words. Then say.

- Pupils work in pairs and take turns to ask and answer the questions.
- Ask different pairs to give one answer.
- **Extension** Pairs repeat the activity for other jobs from the pictures in Activity 2.

Diversity

Challenge

- For feedback, ask two pupils on different sides of the classroom to stand up and demonstrate a question and answer.

Support

- First, read to the class the questions and explain meanings if necessary. For the Extension, write pupils' ideas for job definitions on the board first.

Extra activity Collaborative work

- Pupils work in pairs. Give each pair a sheet of A4 paper. They choose one of the jobs and draw a typical day storyboard with tasks and events. They label each event or task and present their 'day in the life of ...' to the class, e.g. *This is our first animal of the day. It's a little bird. It's got some plastic rubbish around its body. We help it ...*

5 Play a guessing game. Ask and answer to guess the job.

- Place pupils in small groups for this activity. Draw pupils' attention to the example speech bubbles.
- Walk around the class monitoring pairs.

Extra activity TPR

- Play *Charades*. Point to a job picture for a pupil to mime, making sure the other pupils can't see which picture. Pupils guess which job it is from their actions. Have pupils work in small groups. Pupils take it in turns to mime the different jobs while the others guess. Pupils might like to add different jobs, e.g. hair dresser/barber, school nurse, headteacher, footballer, etc.

Activity Book

1 Look at Pupil's Book page 38 and complete the sentences.

- Give pupils one minute to complete the activity. Have pupils check their answers with their partners.

Answer key 1 glasses/cups, 2 vets/science, 3 bus driver



2 Listen, point and repeat.



scientist



farmer



firefighter



police officer

waiter
(waitress)

teacher



mechanic



doctor



chef



vet



carpenter



bus driver

3 Look for the words from Activity 2 in the picture on page 38. Write the missing words. mechanic

Number 1. Vet.

4 Read the questions and write the words. Then say.

- 1 Who works with animals?
- 2 Who works in a school?
- 3 Who works in a restaurant?
- 4 Who helps ill people?
- 5 Who works mostly outside?

vet

teacher

waiter/waitress/chef

doctor

farmer

5 Play a guessing game. Ask and answer to guess the job.



Does this person help animals?

Does this person work in a restaurant?

Is this person a chef?

No.

Yes.

Yes.



thirty-nine

39

2 Look and write.

- Pupils work individually. They then check in pairs.

Answer key 1 bus driver, 2 scientist, 3 carpenter, 4 farmer, 5 vet, 6 firefighter, 7 chef, 8 police officer, 9 doctor, 10 waiter/waitress, 11 teacher, 12 mechanic

3 Look at Activity 2. What's the extra word?

- Pupils work individually to complete the text.
- Pupils work in groups and make job wheels for the *I'm learning* box in their Activity Books.

Answer key headteacher

Finishing the lesson

- Pupils close their books and work in pairs. They write down the names of the jobs and one thing this person does.
- Using the Summative questions technique, ask *How many job words did you remember?*



- 1 **Before you read** Can you find any jobs in the story?

- 2 **Listen and read.**



1 What are you doing, Millie?

I'm watching Hamed's house. There's a car outside the house.

And?

Well, Hamed and his family aren't at home. They're visiting friends today.

2 So who is it? He's upstairs! That's weird!

Maybe it's a burglar!

A burglar! I know ... let's send Bo over there.

3 Bo, what are you doing?

Look! I'm a mechanic!

WHIRRR!

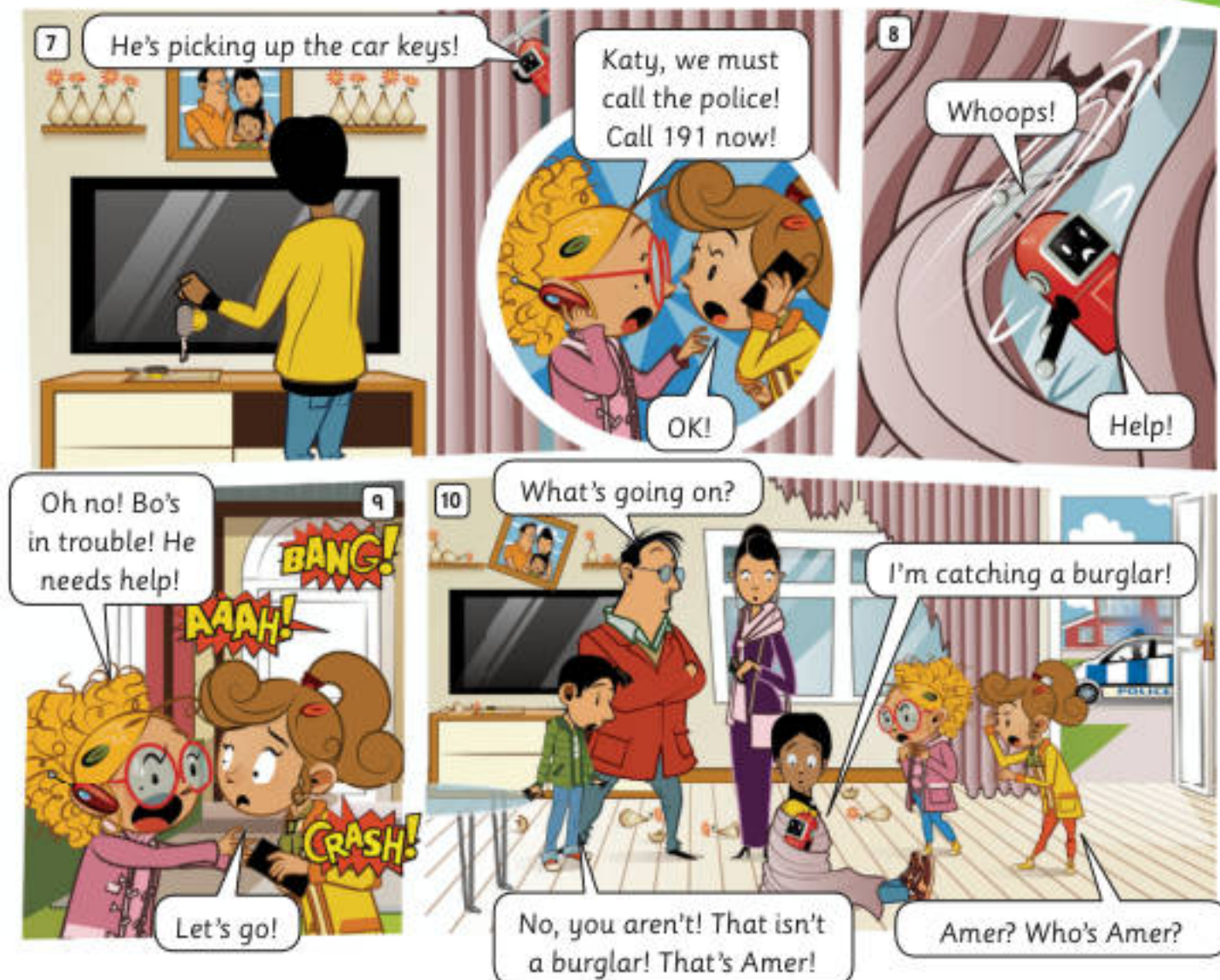
No, you aren't! Never mind that!

4 Bo, there's someone in Hamed's house. Please, go and watch him. What's he doing?

5 I'm going in!

He's going in!

6 He's wearing jeans and a yellow jacket. He's opening the fridge! He's drinking some milk, but he isn't eating any food! Now he's closing the fridge!



3 Who's Amer? Go to page 55 to find out. **Hamed's cousin**

4 **After you read** Choose and write the correct words to complete the summary.

boy parents cousin ~~house~~ police

Millie thinks there's a burglar in Hamed's (1) house. Bo watches the burglar. The girls call the (2) police. The burglar sees Bo. Hamed and his (3) parents come home. They find Bo, the burglar and Katy and Millie in the house. It isn't a burglar! It's a (4) boy. He's Hamed's (5) cousin.

5 Act out the story.

Objectives

- **Lesson aims:** to listen to/read a story
- **Target language:** *burglar, in trouble, upstairs, weird*

Materials

- a ball
- Resource 32

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can identify specific information in a simple story if guided by questions (GSE 35).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Basketball technique; Thumbs up/down technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Using the Basketball technique, ask pupils to say one job each from Lesson 1.

Presentation

- Explain that in this lesson pupils will listen to a story.

Practice

Pupil's Book

1 Before you read Can you find any jobs in the story?

- Refer pupils to page 40.

2 4.2 Listen and read.

- Pre-teach *burglar, weird* and *in trouble*. Write the words on the board and tell pupils they are in the story. To explain the meanings, point to the mask in the story and say *Burglars don't want people to see their face. They go into houses or shops and take things that are not theirs.* Explain that *weird* means very strange, or translate it. Explain that when you are *in trouble*, you need help, like Jawad and his dad in the Rocky Rescue story.
- Play the audio.
- Check comprehension: *Is Hamed at home? (No, he is out.), Why does Bo go into Hamed's house? (Millie and Katy think there's a burglar inside.), What happens to Bo and why is he in trouble? (He is stuck in the curtains with the burglar.), Is it a burglar? (no).*



Diversity

Challenge

- Before pupils open their books, tell them the title of the story and where it takes place. Pupils predict what might happen.

Support

- Pre-teach other words that pupils might have problems with.

3 Who's Amer? Go to page 55 to find out.

- Pupils discuss in pairs.
- Elicit pupils' ideas using the Thumbs up/down technique. Ask *Is it Hamed's big brother? uncle? cousin? Why do you think that?* Don't confirm the answer until pupils do the next activity.

4 After you read Choose and write the correct words to complete the summary.

- Pupils work individually to complete the activity. Ask for answers using the Basketball technique.

5 Act out the story.

- Divide pupils into groups of five. Allocate a role to each pupil (Millie, Katy, Hamed, Bo and the burglar/Amer).
- Pupils act out the story in groups.
- Pupils can write their part of the dialogue in their notebooks first, as preparation.

Extra activity TPR

- Pupils listen to the story and mime their part, in the same roles. Pupils work out the appropriate gestures and facial expressions.

Extra activity Communication

- Pupils work together to draw the next two story frames in pairs, with speech bubbles.

Finishing the lesson

- Using the Summative questions technique, ask what they think happens next or why Amer is home alone. Finally, ask pupils to tell you what new words they have learnt today.

Activity Book

Extra activity Critical thinking

- Have a class discussion about neighbourhood watch organisations. Ask *Why did Millie and Katy think that Amer was a burglar? Is it good to check and look out for people we don't know in our neighbourhoods? Why/Why not?*

1 After you read Look, read and match. Then circle. Who says what?

- Refer pupils to pages 40 and 41 of the Pupil's Book.
- Give pupils one minute to complete the activity individually. Have pupils check and compare their answers with a partner.

Answer key 2 He's upstairs! (Katy), 3 He's wearing jeans and a yellow jacket. (Bo), 4 That isn't a burglar. That's Amer! (Hamed)

2 Tick the jobs you can see in Picture 1 of the story.

- Refer pupils to page 40 of the Pupil's Book to look at Picture 1.
- Pupils complete the activity individually. Pupils compare ideas with a partner.
- Ask for answers using the Basketball technique.

Answer key mechanic, bus driver, firefighter, chef, vet

3 Circle the correct word.

- Refer pupils to pages 40 and 41 of the Pupil's Book.
- Pupils complete the activity individually.

Answer key 2 mechanic, 3 milk, 4 boy, 5 Amer, 6 cousin

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 all 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). 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.

Stage 2 – Listening to the story

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. When answering, pupils additionally practise and consolidate the previously introduced language material.

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

- 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 pupils 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.

4 Values What do you think? Read and circle.

- Pupils write and then compare answers with a partner.

Answer key friends and neighbours

CLIL Link

In Unit 4, the story is based around the concept of families and their many different members from the Social Science curriculum.

Katy and Millie see someone in Hamed's house while he and his parents are away, and they think it could be a burglar. They send Bo to check who the person is, and when Bo says that the person is taking the car keys, they decide to call the police. Bo gets tangled in the curtains and makes a mess out of Hamed's living room. He uses the curtains to trap the supposed burglar, but when Hamed and his parents arrive they reveal that the 'intruder' is actually Amer, Hamed's cousin.

To explore the concept of families and their many different members further, you can use Resource 32.

Objectives

- **Lesson aims:** to learn and use the Present continuous
- **Target language:** *I'm (watching Hamed's house). They aren't (playing a game). Are you (wearing a green jacket)? Yes, I am. / No, I'm not.*

Materials

- Resource 8A

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 (GSE 30).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures (GSE 30).

Assessment for Learning

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

Starting the lesson

- Ask pupils what they remember from the story in Lesson 2. Prompt with questions: *Where were Hamed and his parents? Why did Bo go into Hamed's house? How did Bo get into trouble?*

Presentation

- Explain that in this lesson pupils will learn to use the Present continuous to talk about what is happening around them or in a picture.

Practice

Pupil's Book

- 1 Look back! Tick (✓) the sentence in this picture.

- Refer pupils to pages 40 and 41.

- 2 4.3 Listen and repeat.

- Play the audio.
- Focus on the pronunciation, with emphasis on the contractions and the rising intonation for the questions, and the falling intonation for the answers.



- 3 4.4 Listen. Who is the presenter talking about? Say the numbers.

- Pupils work in pairs to complete the activity.
- Play the audio. Pupils can point and say the numbers.



Man: Hello and welcome to the School Job Fair! This is School Radio, and we are finding out all about these jobs!

Man: Hello! What's your name?

Male chef: My name's Fred.

Man: And what are you doing, Fred?

Male chef: I'm cooking.

Man: Great! Thanks, Fred!

Man: How about you? What are you doing?

Female vet: Well, I'm looking after this cat. It's ill.

Man: Oh, dear! Get well soon, kitty!

Man: How about you? I can see what you're doing!

Female teacher: Yes, I'm teaching children!

Man: The children are very happy!

Man: And how about you? What are you doing? Are you cooking?

Male doctor: No, I'm not! I'm helping ill people get better!

Man: Great! Now, look at those people. What are they doing? They're wearing red, black and white ... they're standing by the tables ... they aren't eating ... ah, I see! They're serving coffee. Time for a coffee!

- 4 Play a True or False game.

- Draw pupils' attention to the examples.

Diversity

Challenge

- Tell pupils that they should say a question and a positive or negative sentence each, for the verbs in Activity 4.

Support

- Pupils match the verbs in the box with the things in the pictures. Explain any that aren't clear.

Extra activity TPR

- Ask pupils to play *Charades* in small groups. In turns, they should mime the actions in the box in Activity 4 for the others to guess.

- 5 Pupil A: Activity Book, page 44.

- Pupil B: Activity Book, page 46.

- Ask pupils to turn to the correct page in the Activity Books. Pupils can sit opposite each other or back to back.

Finishing the lesson

- Using the Summative questions technique, ask *Do you understand when we use the Present continuous?*

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to learn and use the Present continuous
- **Target language:** *I'm (watching Hamed's house). They aren't (playing a game). Are you (wearing a green jacket)? Yes, I am. / No, I'm not.*

Materials

- Activity Book page 32
- sheet of A4 paper, enough for each pupil

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 (GSE 30).

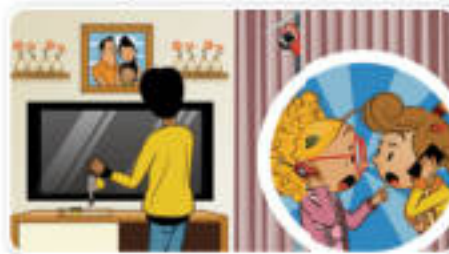
Assessment for Learning

- Peer learning: groupwork; pairwork
- Independent learning: Thought-provoking questions technique

1 Look back! Tick (✓) the sentence in this picture.

- 1 What are you doing, Millie?
2 He's opening the fridge!
3 He's picking up the car keys!

☐
☐
☒



2 Listen and repeat.



I'm **watching** Hamed's house.
They **aren't playing** a game.
Are you **wearing** a green jacket?
Yes, I **am**. / No, I **am not**.

3 Listen. Who is the presenter talking about?
Say the numbers. 4, 2, 3, 5, 1



4 Play a True or False game.

cook look after a person's health build with wood look after animals
serve coffee look after people grow vegetables teach study Science



What is the carpenter doing?

False! He's cutting some wood.

He's serving coffee.



5 Pupil A: Activity Book, page 44. Pupil B: Activity Book, page 46.

42 forty-two

Starting the lesson

- Give pupils a sheet of A4 paper each. Have pupils write ten words they have learnt so far in this unit.

Practice

1 4.5 What are they doing on Activity Day? Listen and write a letter.



Girl: Hi, I'm Sana! I'm looking at some photos. Look ... This is 'Activity Day' at school. We're doing different things. That's Hisham. He's my brother. He's making cupcakes. He's really good. He wants to be a chef. Look at Mazen and Hamed! They are in Hisham's class. They love sports. But they aren't playing football. They are playing tennis. They play three times a week at school. And that's my friend Nour, and she's having lunch in the canteen! She's having a sandwich, an apple and a drink! And there's me! I'm not flying a kite! I'm taking photos of the beautiful kites!

Answer key Sana c, Mazen and Hamed f, Nour e

2 Look at Activity 1 and complete the questions and answers.

- Pupils complete the activity individually.

Answer key 2 Is, No, he isn't.; 3 Are, Yes, are.;
4 Is, No, isn't.; 5 Is, Yes, is.

3 Look at Activity 1 and 2 again. Then write.

Answer key 2 playing football, playing tennis;
3 playing tennis; 4 having cupcakes, having a sandwich, an apple and a drink; 5 is taking photos of kites

4 In pairs, mime an action and guess.

- Ask pupils to perform for the class using the Lollipop stick technique.

Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils about their learning so far.

Objectives

- **Lesson aims:** to learn and use vocabulary connected to school rules; to learn and use *must/mustn't*; to learn and sing a song
- **Target language:** *put litter in the bin, drop litter, follow the rules, break the rules, shout in class, be quiet in class, arrive on time, be late*

Materials

- a ball
- eight cards with phrases written on each one: *put litter in the bin, drop litter, follow the rules, break the rules, shout in class, be quiet in class, arrive on time, be late*
- Resources 4B, 8B, 12 and 16

Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can sing a basic song from memory (GSE 22).

Assessment for Learning

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

Starting the lesson

- Ask *Where do people have to follow the rules?* and elicit answers. Accept all reasonable suggestions.

Presentation

- Explain that in this lesson pupils will learn and use vocabulary connected to school rules and they will learn to talk about what they *must* and *mustn't* do. They will also sing a song.

Practice

Pupil's Book



1 Listen, point and repeat.

- Play the audio. Pupils work individually.
- Consolidate the meanings of the vocabulary with these definitions. Pupils call out the phrase.
This is when you do what a teacher says. (follow the rules)
This is when you DON'T do what a teacher says. (break the rules)
This is the opposite of drop rubbish on the floor. (put litter in the bin)
This is another way of saying you come to school before school starts. (arrive on time)
This is the opposite of put litter in the bin. (drop litter)
This is when you do this in class (shout this option). (shout in class)
This is when you come to school after (say a time after the school day starts). (be late)
This is when you are like this in class (mime saying nothing). (be quiet in class)

- Pupils practise pronunciation of the phrases with a partner. They say these in random order and their partner gives the correct number.
- **Extension** Play *Board race* with the new words.

Extra activity Critical thinking

- Pupils work in pairs and write a sentence for each new vocabulary item. They swap sentences with other pairs.

2 Listen and sing.

- Play the song and have pupils listen only this time.
- Read out the song one line at a time and have pupils repeat.
- Play the song again and encourage pupils to join in.
- Play the karaoke version of the song again and encourage pupils to sing.



3 Look at the song again. Where are they? How do you know?

- Elicit answers using the Lollipop stick technique.

4 Listen and repeat.

- Play the audio.
- Tell pupils *must* means you need to do something such as a rule. Have pupils find *must* and *mustn't* in the song.
- Ask *What mustn't you do at school?*



5 Write the correct word.

- Pupils work and check their answers in pairs.

Diversity

Challenge

- Pupils complete the activity in pairs without preparation. Ask different pairs to report their ideas to the class. Continue a class discussion *What must/mustn't you do at school? Why/Why not?*

Support

- Pupils brainstorm ideas as a class. Write pupils' ideas on the board before they complete the activity.

Extra activity TPR

- Place the word cards around the room. Read out the definitions from the teacher's notes for 1 again. Ask different pupils to find the correct cards.

Finishing the lesson

- Using the Summative questions technique, ask *Do you like the song? Can you remember it without looking at the book?*



1 Listen, point and repeat.

1



put litter in the bin

2



drop litter

3



follow the rules

4



break the rules

5



shout in class

6



be quiet in class

7



arrive on time

8



be late

2 Listen and sing.



What's the bus driver saying to you?

'You must buy your ticket

And you mustn't drop any litter!

Where are you? Where are you?

What's the police officer saying to you?

'You must put your litter in the bin

And follow the rules when

you're playing here!

Where are you? Where are you?

What's the teacher saying to you?

'You mustn't shout, you mustn't be late

When you come to class every day!

Where are you? Where are you?

Verse 1 on the bus (bus driver); Verse 2 playing in a park (follow rules when playing here); Verse 3 in class at school (teacher)

3 Look at the song again. Where are they? How do you know?

4 Listen and repeat.

You **must** be quiet in class.You **mustn't** break the rules at school.

5 Write the correct word.

- 1 You mustn't drop litter in the playground.
- 2 You must arrive on time to take the bus to school.
- 3 You mustn't play with fire.
- 4 You must be quiet in the library.

forty-three 43

Lesson 6 Activity Book

Objectives

- **Lesson aims:** to learn and use vocabulary connected to school rules; to learn and use *must/mustn't*; to learn and sing a song
- **Target language:** *put litter in the bin, drop litter, follow the rules, break the rules, shout in class, be quiet in class, arrive on time, be late*

Materials

- Activity Book page 33

Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37).

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork
- Independent learning: Summative questions technique

Starting the lesson

- Have pupils write as many school words as they can in one minute.

Practice

1 Look and complete.

- Pupils work individually, then check answers in pairs.

Answer key 2 shout, 3 follow, 4 be, 5 put, 6 be quiet, 7 drop, 8 break

2 Read the song again and choose.

- Pupils complete the activity individually.
- Check feedback using the Lollipop stick technique.

Answer key 2 mustn't, 3 put, 4 follow, 5 mustn't shout, 6 must

3 Write one rule with *must* and one with *mustn't*. Draw the signs. In pairs, compare and say all the rules.

- Pupils complete the activity in pairs.
- Pupils work with a different pair. They take it in turns to show their signs and say what the rule is.

Finishing the lesson

- Use the Summative questions technique to ask pupils what they think about what they learnt today.

Objectives

- **Lesson aims:** to learn about unusual jobs in the world
- **Target language:** revision of vocabulary and grammar

Materials

- a ball
- sheets of A3 paper, enough for each group
- coloured pencils

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 common jobs using simple language (GSE 34).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Basketball technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique; Three facts and a fib technique.
- Independent learning: Summative questions technique

Starting the lesson

- Write Unusual jobs on the board. Ask *What unusual jobs can you think of?* Have pupils work in pairs and elicit answers.

Presentation

- Explain that in this lesson pupils will talk about unusual jobs in different countries.

Culture notes

- Skyscrapers are defined as freestanding, high-rise buildings that are more than 100 metres tall. The Burj Khalifa in Dubai has been the tallest building in the world (at 828 metres) since 2010.
- Arabian camels have one hump, whereas Asian camels have two. Camels can run up to 40mph, but not for very long. A more comfortable speed for them is 25mph.
- 80% of people around the world drink some sort of black tea or herbal tea every day (that's A LOT of tea!).

Practice

Pupil's Book

1 Before you read Can you think of any unusual jobs in your country?

- Refer pupils to page 44 and read the question. Pupils discuss in pairs for one minute. Then ask for class feedback. Pupils raise their hands to offer ideas.
- Have pupils look at the pictures. Ask *What can you see?* and elicit answers.

2 4.10 Listen and read.

- Play the audio all the way through.
- Check comprehension with questions
Are there any skyscrapers where you live?
Are there any camel races in Jordan?
Do you like tea? What's your favourite kind of tea?



3 After you read Activity Book, page 34.

- Pupils turn to page 34 in their Activity Books.

Extra activity Creativity

- Pupils work in pairs and use the Three facts and fib technique to test another pair's knowledge of the texts.

4 Think of some unusual jobs in your country. Compare with your partner.

- Place pupils in pairs for this activity.

Diversity

Challenge

- Using the Basketball technique, ask pupils to say a key word from the text that is connected to the theme of unusual jobs. Pupils write the words in their lists.

Support

- Write key words from the text on the board. Have pupils copy the words into their vocabulary lists. Explain meanings if necessary.

Project

Viewing and presenting Make a job book.

- Divide pupils into groups of four. Tell them they can think about anyone they know: a friend, neighbour, family member or famous person.
- Pupils should draw pictures and answer the questions for their jobs, and each group should have different ones.
- Each group helps to make a class job book.
- **Extension** Pupils talk about these jobs. Make a recording of their presentation on a smartphone. Pupils listen.



Extra activity TPR

- Call out different unusual jobs from the lesson. Pupils mime these, e.g. *a professional tea taster, Camel Trainer, A skyscraper window cleaner*, etc.

Activity Book

1 Match the jobs with the pictures.

- Pupils work individually, then check in pairs.

Answer key 1 a, 2 b d, 3 c f



The most unusual jobs in the world!

Let's find out about some really amazing and unusual jobs in the world!

A skyscraper window cleaner

Skyscrapers have so many windows, and all of them must be cleaned regularly. Specialist window cleaners must learn how to climb up and down the skyscrapers on special machines so they can clean the windows. They must be very careful at all times!



Camel trainer

A camel trainer has a very important job. He must get the camel ready before a race. He must make sure it is healthy and that it can run very fast. He looks after the camel every day and checks that it is happy.



A professional tea taster

You must train for many years to be a professional tea taster. Then you can travel the world trying different types of teas. In the picture, the tea taster is smelling one of the 300 cups of tea he has every day!



Fun fact

Did you know there are more than 14 million camels in the world!

- Before you read** Can you think of any unusual jobs in your country?
- 4.10 Listen and read.**
- After you read**
Activity Book, page 34.
- Think of some unusual jobs in your country. Compare with your partner.**



Project



Viewing and presenting Make a job book.

- In groups, talk about the jobs of your family. Then choose two jobs.
- Find or draw pictures of these jobs. Share.
- Write about the jobs. Answer these questions:
 - What's the job?
 - What does the person do?
 - Where does the person work?
- Put all the jobs together to make a class job book.
- Together, choose your favourite job.

Job: doctor

A doctor must help people.
A doctor works in a hospital.



44 forty-four

2 After you read Complete the sentences.

- Pupils complete the activity individually. Check answers using the Basketball technique.

Answer key 2 healthy, 3 skyscraper, 4 300, 5 careful

3 Imagine you do one of the jobs in Activity 1. Write about your job. Then tell your class.

- Place pupils in groups of three.
- Hand A3 paper to each group. Each pupil draws and writes about one of the jobs.
- Pupils can present one group at a time to the whole class.
- Ask pupils to give feedback to each other after completing the activity. Use the Two stars and a wish technique.

Finishing the lesson

- Using the Summative questions technique, ask *What did you learn today?* and have pupils raise their hands to offer answers.

Objectives

- **Lesson aims:** to learn to call the emergency services; to practise the sound /eɪ/
- **Target language:** *What service do you need? I need an ambulance/the police/the fire brigade, please. What's your address/phone number? My address is ... My phone number is ... What's the emergency? He's got a broken leg.*

Materials

- Resource 28

Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **Listening:** Can identify a caller's name and phone number from a short, simple telephone conversation (GSE 26).
- **Speaking:** Can talk about common jobs using simple language (GSE 34). Can act out a short dialogue or role play, given prompts (GSE 38). Can say simple tongue twisters and other types of playful language (GSE 27).

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

Starting the lesson

- Ask which emergency services pupils know and write these on the board. Ask pupils what emergencies you must call these services for. Ask pupils if they know the numbers to call.

Presentation

- Explain that in this lesson pupils will learn to call the emergency services in English, improve their listening skills and practise the sound /eɪ/.

Practice

Pupil's Book

1 Who works in these places? Write the words.

- Refer pupils to page 45. Pupils discuss in pairs and then raise their hands to offer answers.

2 4.11 Listen and write. What's the emergency phone number?

- Play the audio. Pupils write the answer they believe is correct. Do not confirm answers yet.



3 4.12 Listen, read and check.

- Play the audio.
- Ask a volunteer to dictate the answer for you to write it on the board. Focus on the falling intonation to signal that the number has finished.
- Draw pupils' attention to the *Say it!* box. Read out the sentences and have pupils repeat as a class. Explain meanings if necessary.



Extra activity Collaborative work

- Divide the class into two groups. One group is Amani; the other is the emergency call handler. Play the audio and pause after each sentence. Pupils from each group repeat what they hear in unison.

4 In pairs, act out a call to the emergency services.

- Place pupils in pairs and assign Pupil A and Pupil B. Pupil A is the person calling the emergency services and Pupil B is the emergency call handler. Then pupils swap roles. Tell pupils to use the dialogue in Activity 3 as a model.
- **Extension** Internet search words: *children save lives, emergency call*

Diversity

Challenge

- Have pupils perform their dialogues to the class.

Support

- Give pupils one minute to prepare their ideas before talking in pairs.

Pronunciation

5 4.13 Listen and say the tongue twister.

- Write /eɪ/ on the board. Say the sound and have pupils repeat. Then say *snail, paint, rain* and have pupils repeat.
- Play the audio. Play it again, pausing after each line, and have pupils repeat. Play it a third time and have pupils say the tongue twister with the audio.
- In pairs, pupils say the tongue twister as fast as they can to their partner.
- **Extension** Place pupils in groups of four. Ask them to find words they know that have the sound /eɪ/, from this lesson or anywhere, e.g. *play, say, cake*. Pupils write a tongue twister using words with these sounds.



Activity Book

1 When must you make an emergency call? Read and tick.

- Pupils work individually, then check answers in pairs.
- Check answers using the Lollipop stick technique.

Answer key my sister can't move; my granny's leg is hurt; there's a burglar in my neighbour's house

2 4.14 Listen and complete for Sameer.

- Pupils work individually.

Woman: Hello, 191 emergency services. What service do you need?
Boy: I need an ambulance, please.
Woman: OK, what's your name?
Boy: Sameer Alfarran.
Woman: Could you spell it, please?
Boy: Yes ... Sameer, S A M E E R, Alfarran, A L F A R R A N.
Woman: What's your address?
Boy: 16 Park Road.
Woman: And your phone number?
Boy: My phone number is 77 32877706.
Woman: Thanks. What's the emergency?
Boy: It's my little sister. She's got a broken arm. She's crying.
Woman: The ambulance is on its way to you.
Boy: Thank you!



Answer key 2 Alfarran, 3 16, Road, 4 32877706, 5 broken arm

1 Who works in these places? Write the words.



ambulance driver



police officer



firefighter

2 Listen and write. What's the emergency phone number?

191

3 Listen, read and check.

Hello, 191 emergency services.
What service do you need?

I need an ambulance, please.



OK, what's your name?

What's your address?

And your phone number?

Thanks. What's the emergency?

The ambulance is on its way to you.

Amani Alrammal.

164 Queen Rania Road.

My phone number
is 079 959447.

It's my little brother. He's got
a broken leg. He's crying.

Thank you!



I need an ambulance, please.
My address is ...
My phone number is ...
He's got a broken leg.

4 In pairs, act out a call to the emergency services.

My sister's got a broken arm!

My house is on fire!

Someone's robbing the bank!

Pronunciation

5 Listen and say the tongue twister.

The snail is painting a line in the rain.

The chicken is playing in the hay.

The snake is eating a cake. Yum!



forty-five

45

3 Think about an emergency and complete the You column in Activity 2. In pairs, practise the emergency call.

- Pupils work individually and check in pairs.

4 4.15 Colour the words with the /eɪ/ sound. Then listen and check.

- Pupils work individually and check in pairs.

Answer key play, snake, plane, train



Finishing the lesson

- Using the Thought-provoking questions technique, ask Do you think you can call an emergency service in English now? How? What can you remember?

Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** revision of unit vocabulary and grammar

Materials

- sheets of A4 paper, enough for each pupil
- sheets of A3 paper, enough for each group
- Resource 20

Global Scale of English (GSE)

- **Reading:** Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts (GSE 39). Can understand basic phrases in short, simple texts (GSE 24). Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Speaking:** Can talk about common jobs using simple language (GSE 34).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique; Three facts and a fib technique
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Using the Key question technique, ask pupils to find four jobs hidden in the wordsnake you write on the board *videogameanimatorfoleyartistrocketengineerzoo vet*. (video game animator, foley artist, rocket engineer, zoo vet).
- Say *We're doing a reading lesson today*.

Presentation

- Explain that in this lesson pupils will read short texts about amazing jobs. Ask pupils to predict what they think these jobs involve, using the words on the board.

Practice

Pupil's Book

Reading

1 Before you read Look at the photos. What do you think these people do?

- Refer pupils to page 46. Pupils discuss in pairs first. Using the Lollipop stick technique, ask pupils for ideas. Accept all reasonable suggestions.

2 4.16 Listen and read. Were you right?

- Ask pupils to find out if their prediction was correct. Play the audio.
- Check comprehension with questions
What must the video game animator draw first? (the people)
What does a foley artist do? (make the sounds for TV and films)
How is a zoo vet different from a regular vet? (She/He looks after more unusual animals.) *Where do the engineers' rockets go? Why? (to the international space station, to take people there).*



Diversity

Challenge

- Ask pupils to write about the texts using the Three facts and a fib technique.

Support

- Read the texts with the whole class, or play the audio again as pupils track the words. Explain meanings in L1 if necessary.

3 After you read What do you think of these jobs?

- Pupils work in pairs and take turns to give their opinions.
- Ask for feedback using the Lollipop stick technique.

4 Read the sentences and circle True or False.

- Pupils complete the activity individually.
- Ask pupils to check their answers in pairs.
- Read the sentences to pupils.
- Have pupils stand if the answer is True, and stay seated in their chairs if it is False.

Activity Book

1 After you read What's their job? Follow the lines and write.

- Give pupils one minute to complete the activity. They compare answers in pairs.

Answer key 2 video game animator, 3 rocket engineer, 4 zoo vet

2 Answer the questions.

- Pupils complete the activity individually.

Answer key 2 He/She must draw the person.; 3 He/She takes care of birds, snakes, turtles and lions.; 4 You move a pair of gloves.; 5 The International Space Station

3 Imagine you're a video game animator. Draw a new game character. Then show it to the class.

- Pupils can choose to work together in pairs or individually. Put guidance questions on the board for pupils to work through:
 - 1) What type of game is it?
 - 2) What are the characters in the game?
 - 3) Think of one character. What will it look like? What is the character's name? Draw a sketch and write some words to describe it.
 - 4) Look at your sketch. Can you improve it? Draw the final version.
 - 5) Think about how to describe the character. What does it look like? What can it do?
- Pupils take part in a gallery walk. Display pupils' work or have pairs/individuals hold their drawings up. Divide the class in two halves: artists and visitors. Visitors walk around and ask questions, and artists talk about their work. Pupils change roles.
- Elicit and put some useful language on the board, e.g. *What's your character's name? He/She/It's called ... What can it do? Tell me about the video game he/she/it is from ...*

Reading

1 **Before you read** Look at the photos. What do you think these people do?

2 **Listen and read.** Were you right?



I love my job!

What do you want to do when you're older?
Let's find out about some really amazing jobs!

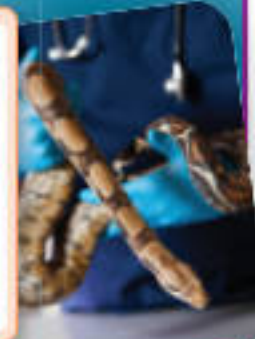


Zaid Video game animator

I'm a video game animator. I draw the people in video games. First, I draw the person. Then, I make the person move. An animator must work very slowly and carefully!

Nader Zoo vet

I take care of animals at the Amman zoo. Most vets work with rabbits and cats, but I see birds, snakes, turtles and lions. In this picture, I'm taking care of a snake!



Mustafa Foley artist

I make sounds for TV programmes and films in Dubai! When you're watching a bird on TV, you hear the bird's wings. I make those sounds in a studio! To make the sound of a bird's wings, you must move a pair of gloves. Listen! You try it!



Abbas Rocket engineer

I build rockets. I look at a design and I put the parts of the rocket together. Our rockets take people to the International Space Station! Isn't that exciting? I love my job!



3 **After you read** What do you think of these jobs?

interesting boring dangerous exciting

I think the foley artist's job is very ...

4 **Read the sentences and circle True or False.**

- 1 Drawing people in video games is very quick.
- 2 Nader only sees rabbits and cats in his job.
- 3 A foley artist makes sounds for TV and films.

True / **False**
True / **False**
True / False

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Extra activity Fast finishers

- Pupils help create the gallery display for the game characters. They prepare questions for each other's characters.

Extra activity Collaborative work

- Ask pupils to work in small groups, and give each a sheet of poster paper. Ask pupils to design a story for an original video game using all their characters. They can make a storyboard or comic. Pupils should present their ideas to other groups or the whole class, and ask for feedback using the Two stars and a wish technique.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Would you like to do one of these amazing jobs? Which one? Why/Why not?* Finally, encourage pupils to discuss anything they may have found difficult in the lesson. Ask *What was difficult? What did you learn?*

Objectives

- **Lesson aims:** to understand a listening task; to talk about what job you want to do when you grow up; to write a report of a class survey
- **Target language:** revision of vocabulary and grammar

Materials

- a ball
- sheets of A4 paper, enough for each group
- coloured pencils
- Resource 24

Global Scale of English (GSE)

- **Reading:** Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can talk about plans for the near future in a simple way (GSE 38).
- **Writing:** Can write a short jobs survey given prompts (GSE 40).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Thumbs up/down technique; Basketball technique
- Peer learning: pairwork; Two stars and a wish technique; groupwork
- Independent learning: Learning diary

Starting the lesson

- Ask pupils to take it in turns to mime all the jobs they can remember from the unit so far. Write their ideas on the board.

Presentation

- Explain that in this lesson pupils will listen to people talk about their jobs and then write a report.

Practice

Pupil's Book

Listening

1 4.17 Listen and write.

- Ask pupils to read the information before they listen so they know what to listen for.
- Play the audio.

1
Man: Hi, Salem!
Boy: Hi!
Man: Tell me about your job.
Boy: Well, I'm learning to be a teacher.
Man: Really? Wow! Do you like teaching?
Boy: Yes, I do! I love it!



2

Man: And how old are you, Salem?

Boy: I'm sixteen.

Man: Are you still studying at school?

Boy: Yes, I am. I'm studying and working at the same time.

3

Man: Where are you working right now?

Boy: I'm helping in a primary school.

Man: How old are the children?

Boy: They're 6 years old.

4

Man: Do you always work in primary schools?

Boy: No, sometimes I work in pre-schools as well.

5

Man: What do you like about teaching?

Boy: Well, I like it because it's exciting and fun.

Man: Thanks very much, Salem! Good luck with being a teacher!

Boy: Thank you!

Diversity

Challenge

- Ask more comprehension questions *Does Salem like teaching? (Yes, he loves it.) Is he a pupil at school? (Yes, he is.) Does he have a job? (Yes, he does.)*

Support

- Write the questions above on the board for pupils to answer.

Speaking

2 Ask and answer with six partners. Complete a table.

- Check pupils understand the task. Draw pupils' attention to the speech bubbles and model the pronunciation.
- Refer pupils to page 37 of the Activity Book for the table they write in.
- Demonstrate the activity with a small group of pupils.
- Ask pupils to stand up and ask and answer in pairs.
- Pupils move on to ask and answer with a different partner when you give a signal.
- Ask pupils to talk about their survey. Ask *Do you want to do the same jobs?* Prompt with questions, using the Basketball technique, e.g. *Who wants to work with people/animals/science/cars/the emergency services? Why?*

Writing

3 Read the report.

- Give pupils a minute to read the text and find the answers.
- Check comprehension: *Why do Hani, Rashed and Muneer want to be doctors? (to help people) What does a mechanic work with? (cars) What does Omar want to be? (a vet).*

Extra activity TPR

- Using the Thumbs up/down technique, pupils respond to your questions *Do you know how to write about a survey? Are you going to read the plan? Are you going to read the Writing tip?*

4 Write about your survey and what you want to be when you grow up.

- Read the *Writing tip* to pupils.
- Read the plan to pupils. Pupils turn to their Activity Books.

Listening



1 Listen and write.

- 1 Salem is a teacher.
- 2 He's sixteen years old.
- 3 Now working in a primary school.
- 4 Also works in pre-schools.
- 5 Likes teaching because it's exciting and fun.



Speaking

2 Ask and answer with six partners. Complete a table.

What do you want to be when you grow up? Why?

Name	Job	Why?
Ali	scientist	likes knowing how things work

Writing

3 Read the report.

- 1 How many children want to be chefs? two
- 2 What does Osama want to be? a teacher

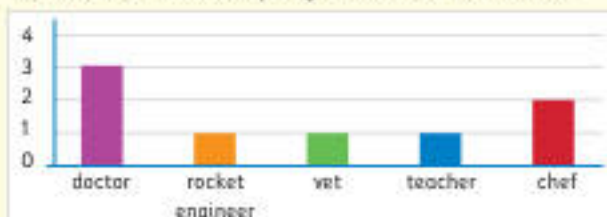
Jobs report

By Osama

Here are my results: Hani, Rashed and Muneer want to be doctors because they want to help people. Khaled wants to be a rocket engineer because he likes Science.

Omar wants to be a vet because he likes animals. Jaber and Suleiman want to be chefs because they love cooking.

When I grow up, I want to be a teacher because I love helping children to learn.



tip Writing

We use a new paragraph to show a new idea. How many paragraphs can you find in Osama's report?

4 Write about your survey and what you want to be when you grow up.

1 Plan

- What do your classmates want to be? Why?
- When you grow up, what do you want to be? Why?

2 Write

Here are my results:
 She/He wants to be a ... because ...
 They want to be ... because ...
 When I grow up, I want to be a ... because ...

3 Check your work

- A paragraph for each new idea?
- Correct spelling?
- Clear handwriting?

Activity Book, page 37

forty-seven

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Activity Book

1 Write about your survey and what you want to be when you grow up.

- Pupils complete the activity individually.
- Plan: Assign five or six pupils to each group. Monitor and help with ideas.
- Write: Pupils work individually to complete the report. Pupils draw the graph using the one in the Pupil's Book as a model.
- Check your work: Pupils evaluate their own work.
- Using the Two stars and a wish technique, pupils read and check each other's work.
- Have a class vote for the best graphs.

Extra activity Communication

- Pupils make a whole class graph on the board. Have each group assign a spokesperson to present their results. Then they work with the spokespeople from the other groups to make the class graph.

Finishing the lesson

- Pupils write down what they achieved in their Learning diary: Today I listened to ... I made and took part in a survey about ... and I wrote a report about ...

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 1–4
- **Target language:** *up, down, top, bottom, above, below*; food and drink

Materials

- sheets of A4 paper, enough for each pupil
- a timer or stopwatch

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

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).
- **Reading:** Can understand basic sentences describing familiar everyday items (e.g. colour, size), if supported by pictures about where things, animals or people are (GSE 27).
- **Speaking:** Can name a few everyday objects (GSE 10). Can describe the position of objects or people in a basic way, using pictures or gestures (GSE 26).
- **Writing:** Can describe the position of things in a picture using simple fixed expressions, e.g. 'in the front', 'at the back', given a model (GSE 35).

Mapping

Topics	Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
Theme 4: Environment	Listening: using textbook illustrations and picture dictionaries to understand unfamiliar words; producing intonation for <i>wh</i>-questions Speaking: using the simple present to answer simple questions and partake in dialogues; using the future (with <i>will</i>) in simple questions and partake in dialogues Reading: using pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text Writing: realising that visual information reflects and contributes to the understanding of the context	Listening: follow instructions in activities and games; respond to oral presentation, instructions or conversations using simple questions or statements; respond to oral presentation, instructions or conversations using simple questions or statements; participate in a variety of short simple dialogues; participate in a variety of short simple dialogues; use textbook illustrations, and picture dictionaries to understand new words when listening Speaking: use the present simple Reading: use illustrations and key details in a text to determine its main idea(s) Viewing and presenting: realise that shapes, symbols, and colors have meaning and include them in presentations; select and use suitable shapes, colours, symbols, and layout for presentations; observe and discuss visual presentations and make suggestions about their purpose and aim

Starting the lesson

- **2.8** Tell pupils they are going to sing the song from page 23, Activity 2. Divide the class into groups. Play the karaoke version for pupils to sing in their groups.

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to prepositions and food and drink.

Practice

Pupil's Book

1 How many food and drink words can you say?

- Set a timer to one minute and have pupils say as many food and drink words as possible in pairs. They share their ideas around the class and count how many words the class has thought of as a whole.
- **Extension** Write the following mixed up food words on the board for pupils to unscramble: 1 *nedeloma l* _____, 2 *oilevs o* _____, 3 *tifur f* _____, 4 *pucaseck c* _____, 5 *cujie j* _____, 6 *swncadih s* _____

Answer key 1 lemonade, 2 olives, 3 fruit, 4 cupcakes, 5 juice, 6 sandwich

2 LC1.1 Read and say. Then listen and number.

- Ask pupils to look at the pictures. Elicit what each item is.
- Read the words under each picture. Check comprehension and have pupils repeat.
- Play the audio for pupils to listen and write the correct number in the box. Check answers as a class.

- 1 Look down!
- 2 The cupcake is on the top shelf.
- 3 Look up!
- 4 The olives are above the cereal.
- 5 The olives are below the cereal.
- 6 The cupcake is on the bottom shelf.



3 LC1.2 Listen and match.

- Ask pupils to look at Activity 3. Tell pupils that the food is on shelves. Point out that the plural of shelf is shelves. Remind pupils about the prepositions *up, down, top, bottom, above, below*. Elicit what food pupils can see. Then ask *Where is the bread? Is it below the juice? Where are the eggs? Are they on the top shelf?*
- Play the audio for pupils to draw lines from the food to the shelves.
- Check answers as a class. Have pupils say where the items are.



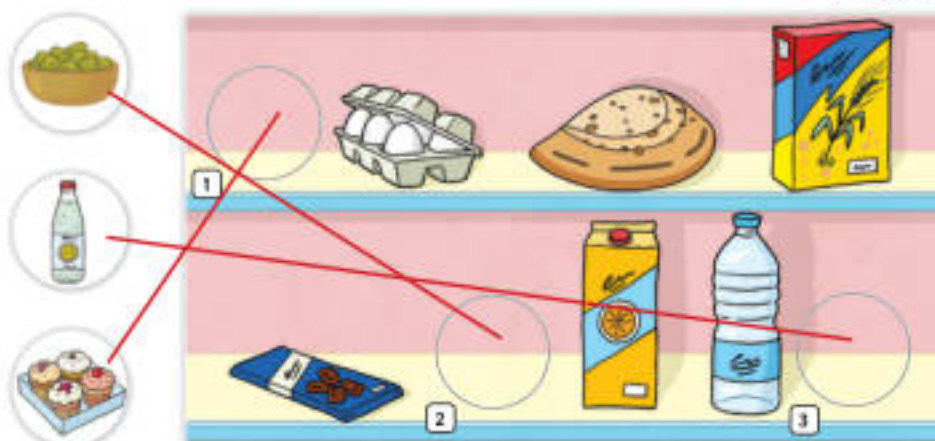
Language booster 1

1 How many food and drink words can you say?

2 Read and say. Then listen and number.



3 Listen and match.



4 Look at Activity 3. Ask and answer in pairs.

Where's the juice?



It's on the bottom shelf.
It's below the bread.

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Lucy: Excuse me. Can you tell me where the cupcakes are, please?
Shop assistant: Yes. Look up. They're on the top shelf. They're above the chocolate.
Lucy: Oh yes, thank you. And where are the olives?
Shop assistant: Look down. They're on the bottom shelf. They're below the eggs.
Lucy: And where's the lemonade?
Shop assistant: The lemonade is on the bottom shelf, too. Below the box of cereal.
Lucy: Brilliant! Thanks for your help.

Diversity

Support

- Give pupils examples to review the prepositions: *The bread is on the top shelf. It is above the juice.*, etc. Pupils can write the examples in their notebooks.

Challenge

- In pairs, pupils draw their own shelves with food on them. Have pupils ask their partners questions about the position of the food and drink they have drawn.

4 Look at Activity 3. Ask and answer in pairs.

- Have two volunteers read the speech bubbles aloud. Check pupils know when to use the question word *Where*. Practise *Where* questions around the class.
- Use the Traffic light cards technique to check pupils know what to do.
- In pairs, pupils practise the dialogue, changing the foods/drinks and prepositions each time.

Activity Book

1 Read and circle.

- Ask pupils to look at the picture and say what they can see.
- Pupils complete the activity individually. Check as a class, having pupils read the complete sentences.

Answer key 2 below, 3 bottom, 4 above, 5 up, 6 down

2 Choose and write.

- Read the words in the word box aloud.
- Ask pupils to complete the activity individually. Ask pairs to read out the completed dialogue.

Answer key 2 top, 3 down, 4 below, 5 Brilliant

3 Look at Activity 1 and complete the sentences.

- Use the Traffic light cards technique to check pupils know what to do.
- Pupils complete the activity individually. Ask pupils to read out their answers.
- In pairs, pupils mime their answers for their partner to guess. Then they swap and repeat.

Answer key 1 on the top, 2 are above, 3 on the bottom, 4 are below

Finishing the lesson

- Hand out a sheet of A4 paper to each pupil. They draw two shelves as in Activity 1. Tell pupils where to draw foods or drinks to fill the shelves, e.g. *Draw some eggs on the top shelf on the left. Below the eggs, draw some cupcakes. Next to the cupcakes, draw some olives, and so on.*
- Use the Summative questions technique to ask pupils what they think about what they learnt today.

Language booster 1

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 1–4; to answer and write *wh* questions
- **Target language:** *Where, Who, What, Why, When* and *will* for future plans

Materials

- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Listening:** Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 35).
- **Reading:** Can understand a simple written dialogue on a familiar topic (GSE 32).
- **Writing:** Can write correctly structured questions with question marks (GSE 35).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 16). Can ask simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can ask basic questions about everyday activities (e.g. when they occur) (GSE 33).

Assessment for Learning

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

Starting the lesson

- Review the prepositions from the previous lesson. Ask pupils to describe where things are in the classroom. Use items that are positioned to reflect the prepositions, e.g. posters on the wall above or below the board, or books on the top or bottom shelves of a bookcase.

Presentation

-  Explain that in this lesson pupils will learn more vocabulary related to question words.

Practice

Pupil's Book

5 LC1.3 Listen. Complete the answers.

- Tell pupils they are going to listen to a dialogue. Read the incomplete speech bubbles and ask pupils to guess what the answers might be.
- Then ask them to listen and complete the sentences. Play the audio for pupils to complete the dialogues. Ask them who's talking in the audio and where they are.
-  Place pupils in pairs for them to practise the dialogue as best they can. Help where necessary.



Jameel: Where will you go tomorrow?

Amer: I'll go to the supermarket.

Jameel: Ok. Who will you go with?

Amer: I'll go with my mum.

Jameel: What will you do there?

Amer: We'll buy cupcakes, fruit and vegetables.

Jameel: Yum! Why will you buy cupcakes?

Amer: Because they're delicious!

6 LC1.4 Circle the question words. Match the questions to the answers. Listen again and check.

- Read the questions from the dialogue and ask pupils to circle the question word in each one. Elicit the question words from pupils and write them on the board. Explain that each question word asks about something specific: *Where* – place, *Who* – person, *What* – thing, *Why* – reason, *When* – time.
- Pupils match the questions to the answers. Play the audio for pupils to listen and check their answers.
-  Pupils practise the dialogue in pairs. Invite pupils to come to the front of the class and act out their dialogues. Repeat with some other pairs.



7 LC1.5 Listen and repeat.

- Read the grammar box, focusing on the question words. Give an answer to each question as an example.
- Play the audio for pupils to repeat. Go around the class and elicit a possible answer to each question.
-  Pupils write down the questions and their answers. Have pupils place their work in their portfolios.



8 Complete the questions for a friend. Ask and answer in pairs.

- Elicit what each question word is asking about. Write the answers on the board.
-  Pupils write questions for a partner. Then they work in pairs and take turns to ask and answer the questions.
- **Extension** Encourage pupils to read out their work to the class.

Show what you know

-  Pupils answer the questions in pairs.
- Then they read and complete the Bo Reflection Box individually. Praise pupils and tell them to add the relevant sticker from their sticker sheet in the Pupil's Book.
- **Extension** Use games in the Games Bank to review any new words.

Activity Book

4 Match the questions and answers

- Ask pupils to read the questions and answers aloud. They don't match them yet.
- Pupils work individually to match the questions and answers. Check as a class.
-  In pairs, pupils practise saying the dialogue.

Answer key 2 d, 3 a, 4 b

5 Find the question words and complete the sentences.

- Pupils look at the wordsnake. Explain they have to find and circle the question words.
- Focus pupils' attention on the example. Then they write the question words in the correct place.
- Check as a class. Ask pupils to read out their questions. They can choose someone in the class to answer their question.

Answer key 1 Who, 3 Why, 4 What, 5 When

5 Listen. Complete the answers.



Jameel



Amer

1 I'll go to the supermarket this afternoon.

2 I think I'll go to a birthday (party) tomorrow.

6 Circle the question words. Match the questions to the answers. Listen again and check.



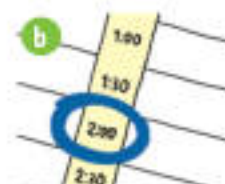
1 Where will you go? **c**

2 Who will you go with? **a**

3 What will you buy there? **d**

4 Why will you buy cupcakes? **e**

5 When will you go to the supermarket? **b**



7 Listen and repeat.

What will you buy?

Where will you go?

Why will you buy cupcakes?

When will you go to the supermarket?

Who will you go with?

8 Complete the questions for a friend. Ask and answer in pairs.

Where _____? Why _____?

Who _____? When _____?

What _____?

Show what you know

Well done!

Can you say what you will do?

Can you ask why you will do things?

How many question words can you use?



forty-nine

49

6 Look at Activity 5. Answer the questions and draw.

- Read the questions from Activity 5 aloud. Point to the answer to number 3 in the speech bubble as an example. Use the Traffic light cards technique to check pupils know what to do.
- Pupils answer the questions and choose one answer to illustrate. They draw it in the box.
- Extension** Pupils illustrate their other answers in their notebooks.

Finishing the lesson

- Do a class survey on the answers in Activity 6. Find out if pupils agree about their favourite food and if they have a birthday in the same month.
- Use the Summative questions technique to ask pupils what they think about what they learnt today.

Objectives

- **Lesson aims:** to learn about water plants
- **Target language:** pond, freshwater, water lily, float, salty water, seaweed

Materials

- coloured pencils
- sheets of A4 paper, enough for each pair of pupils
- Yes/No response cards

Global Scale of English (GSE)

- **Reading:** Can understand basic phrases in short, simple texts (GSE 24).
- **Speaking:** Can describe basic differences between common objects or animals (e.g. colour, size, position), given a model (GSE 34). Can talk about things they can or can't do using a simple fixed expression (GSE 28).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring pupils' learning: Lollipop stick technique; Yes/No response cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique; Summative questions technique

Starting the lesson

- Using the Key question technique, write *Can plants grow in water?* on the board. Ask pupils to raise their hands and name any water plants they know. Tell pupils they will learn the names of some plants and lots of interesting things about them in this lesson.

Presentation

- Explain that in this lesson pupils will learn about plants in different water systems.

Practice

Pupil's Book

1 Think What do you know about plants?

- Refer pupils to page 50. Read the question. Write *What do you know about plants? What do you want to know about plants?* on the board. Pupils discuss for one minute in pairs. They then raise their hands to offer ideas to the class. Write some questions on the board for pupils to research and answer during or after the lesson.
- **Extension** Internet search key words: *water plants food chains*

2 Learn LC1.6 Listen and read.

- Before pupils read, draw their attention to the photos. Read out the words, have pupils point to the correct photo and repeat. Explain meanings if necessary.
- Play the audio.



- Check comprehension with questions: *What kind of water is in ponds, rivers and lakes? (fresh water), What kind of water is in the sea? (salty water), What do the big leaves help water lilies to do? (float on the water), Can plants grow in the sea? (yes), What do plants need to grow in the water? (light).*

Diversity

Challenge

- Ask pupils thought-provoking questions: *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in? If not, where can you find their meanings?*

- Using their Yes/No response cards, pupils answer the above questions and any others you might want to add which have Yes/No responses.

Support

- Tell pupils not to worry about understanding all the words in a text if they can understand the general idea. But remind them to learn key words. Ask pupils to write the words in bold in the text in their notebooks. Elicit and write definitions or translations on the board for pupils to copy.

3 Check Write the words.

- Explain to pupils they should look back to the text to find the answers. Do the first one together. Display the text in Activity 2 and show pupils the word *freshwater* in the second sentence.
- Pupils work in pairs to complete the activity. Ask for feedback from pairs using the Lollipop stick technique.

Extra activity Critical thinking

- Pupils work in groups of four. Hand a sheet of paper to each group. They write three more questions and answers to match, based on the text. Make sure they mix up the order of the answers. They swap work with another group and complete each other's activities.

4 What's the difference between water plants and garden plants? Use these sentences to help you.

- Place pupils in pairs and give them time to discuss. Ask pupils to write the differences down in their notebooks.
- Ask different pairs to tell the class their sentences. Display pupils answers on the board using a Venn diagram or other graphic organiser.

Extra activity Creativity

- Ask pupils to work in pairs. Hand out coloured pencils and a sheet of paper to each. Ask pupils to find pictures of a real water lily. They draw the parts that float and the parts that lie beneath the water. Ask pupils to present their drawings to the class.

Extra activity Fast finishers

- Have pupils find and order the science words in the text and write them in their notebooks.



Can plants grow in water?

Think

1 What do you know about plants?

Learn

2 Listen and read.



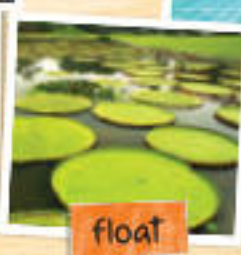
pond



freshwater



water lily



float



salty water



seaweed

Can plants grow in water?

Some plants grow in lakes and **ponds**. Some plants grow in rivers. The water in ponds and lakes is called **freshwater**. A **water lily** can grow in freshwater. It's got big leaves to help it **float** on the water.

Some plants can grow in the sea. Water in the sea isn't freshwater, it's **salty water**! Some plants can grow in seawater. **Seaweed** is a green or brown plant and it grows in the sea. Some seaweed has got long roots and the seaweed can't float away. All these plants need light to grow in the water.

check

3 Write the words.

- 1 This is where you can find freshwater. **ponds and lakes**
- 2 This is where you can find salty water. **in the sea**
- 3 This plant grows in freshwater. **water lily**
- 4 This plant grows in salty water. **seaweed**
- 5 This plant can float on freshwater. **water lily**
- 6 This plant has got long roots. Then it can't float away. **seaweed**

4

What's the difference between water plants and garden plants?



Use these sentences to help you.

Freshwater plants can/can't grow in ...

Some plants can grow in ... in the sea.

Some freshwater plants can ... on water.

Finishing the lesson

- Pupils work in pairs. Pupil A looks at 4 and asks the question. Pupil B closes his/her book and tries to remember one or two answers. Pupils then swap roles.
- Using the Summative questions technique, ask *What new things did you learn in this lesson? What did you find easy in today's lesson? What did you find hard?*

Objectives

- **Lesson aims:** to learn about food chains with water plants
- **Target language:** *food chain, sun, water lily, bee, frog, insect, duck*

Materials

- sheets of A4 paper, enough for each group
- coloured pencils, glue, scissors, wool
- Resource 33

Global Scale of English (GSE)

- **Reading:** Can understand the correct sequence of events in a simple story or dialogue (GSE 35).
- **Writing:** Can signal the sequence of actions or events using a limited range of linking words (e.g. 'first', 'then', 'next'), given prompts or a model (GSE 43).

Assessment for Learning

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

Starting the lesson

-  Draw or display the diagram of the food chain on the board. Using the Key question technique, ask pupils to tell each other what they know/don't know about food chains. Write some questions on the board for pupils to research and answer during or after the lesson.

Presentation

-  Explain that in this lesson pupils will learn about food chains with water plants. They will also make a food chain in groups.
- **Extension** Internet search key words: *aquatic food chain examples*

Practice

Pupil's Book

- 1 **Let's practise!** Look at this food chain with water plants.
 - Refer pupils to page 51. Give pupils one minute to read the fact file.
- 2 **Read these questions. Write Yes or No.**
 -  Pupils work in pairs to read and answer the questions.
 -  Ask for feedback using the Lollipop stick technique.

Diversity

Challenge

-  Ask pupils to work in pairs and say where the evidence is for their answers. They say how they know the statements are true or false (yes or no).

Support

- Work with pupils to do Activity 2 on the board. Prompt pupils to find evidence in the pictures and the text in Activity 1.

3 In your notebook, write sentences for this food chain.

- Pupils work individually to complete the activity. Ask them to look at the text in Activity 1 as a model.
-  Pupils work in pairs to read, check and discuss any corrections needed in each other's work.
-  Ask for feedback using the Lollipop stick technique.

Show what you know

Make a group food chain.

-  Place pupils in groups to complete the activity. Hand each group a piece of paper, coloured pencils, scissors and glue.
- Display the food chains in the classroom wall. Ask pupils to look at each other's work and describe the food chains in pairs or small groups.

Extra activity Critical thinking

- Pupils look at a food chain from another group and write Yes/No or True/False statements like those in Activity 2 for the fact file. They hand these to another group to answer.

Extra activity TPR

-  Ask pupils to work in groups and present the food chain they have made with sounds, gestures and acting out.

Extra activity Fast finishers

- Have pupils write in their notebooks three things they learnt that they didn't know before these two lessons.

Finishing the lesson

-  Using the Summative questions technique, ask *Can you talk about a food chain for water plants?* Ask pupils to raise their hands to give some ideas. They can look at the food chains displayed for ideas.

Let's practise!

1 Look at this food chain with water plants.



First, the Sun gives light to the water lily. Then, the water lily grows. Next, the bee eats some food from the water lily. Last, the frog eats the bee.

2 Read these questions. Write Yes or No.

- 1 Food chains start with the Sun. Yes
- 2 Plants grow because of light from the Sun. Yes
- 3 The bee eats the frog. No
- 4 The frog eats the water lily. No
- 5 Small fish eat big fish. No

3 In your notebook, write sentences for this food chain.



1 Sun → 2 seaweed → 3 insect → 4 small fish → 5 big fish
First, the Sun ...

Show what you know

Make a group food chain.

- 1 Cut out four or five triangles.
- 2 Draw part of a food chain in each triangle.
- 3 Label the drawings.
- 4 Join the triangles with wool.
- 5 Describe your food chain to another group.



fifty-one

51

World Environment Day

Objectives

- **Lesson aims:** to learn about World Environment Day
- **Target language:** environment, recycle, plastic, metal water bottle, pollution, plans and ideas

Materials

- sheets of A3 paper/card, enough for each group
- coloured pencils
- pictures from magazines to decorate posters
- Yes/No response cards

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 specific information in short texts on familiar topics (GSE 39).
- **Speaking:** Can talk about common past activities, using simple linking words (GSE 41).
- **Writing:** Can write basic, single-clause sentences, given a model (GSE 29).

Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Lollipop stick technique; Yes/No response cards technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Thought-provoking questions technique; Summative questions technique

Starting the lesson

- Write *5th June* on the board. Have pupils raise their hands and say the date. Elicit or teach and write *World Environment Day* on the board.

Presentation

-  Explain that in this lesson pupils will learn about a special day that takes place around the world every year.
- Write the words *world, environment, plans and ideas* on the board. Explain that the words are in the text and you will help them to try and work out the meanings of any words as pupils read the text.

Practice

Pupil's Book

1 F1.1 Listen and read.

- Refer pupils to page 52. Read the rubric. Tell pupils to find out what the words on the board mean by looking for clues in the pictures and the texts.
- Play the audio.
- Check comprehension with questions, e.g. *What are plans and ideas? (things you want to do), Who celebrates World Environment Day? (people in Jordan/around the world), What's exciting? (learning about how to help the environment), Do you think Mariam's plans and ideas are going to be difficult to do? Why/Why not?*



Diversity

Challenge

-  Ask pupils thought-provoking questions, e.g. *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in? If not, where can you find their meaning?*

Support

- Tell pupils not to worry about understanding all the words in a text if they can understand the general idea, but remind them to learn key words. Ask pupils to write the words in bold in the text in their notebooks. Write definitions or translations on the board for pupils to copy.

2 Answer the questions.

-  Pupils work individually to complete the activity, then compare answers in pairs. Ask for feedback from pairs using the Lollipop stick technique.

Extra activity Critical thinking

-  Pupils work in groups of four. Hand a sheet of A4 paper to each group. They write three more questions based on the text. They swap work with another group and answer each other's questions.

3 When and how do you celebrate World Environment Day at your school?

-  Pupils discuss in pairs. Then have pupils raise their hands to offer ideas.
- **Extension** Internet search key words: *World Environment Day celebrations*

4 Write your World Environment Day plans and ideas.

- Pupils look at the instructions. Elicit an example for each topic.
- Refer pupils to Activity Book. Pupils write an idea for each topic individually.
-  Place pupils in groups of three. Tell pupils to read each other's ideas and then create a poster.
- Hand groups all the materials they need to make and decorate a group poster.
- Monitor and help groups. Have pupils choose the ideas they think are a good idea.
- Display the posters and have pupils talk about what they think will be easy or difficult and why.



Extra activity TPR

-  Using their Yes/No response cards, pupils answer these questions and any others you might want to add *Is World Environment Day in spring/summer? Do people usually celebrate it? Do people think about new ideas for helping the environment? Are Mariam's plans and ideas the same as yours?*

Extra activity Fast finishers

- Have pupils find the action words in the text and write them in their notebooks.

World Environment Day

Hi, I'm Mariam! I love celebrating World Environment Day!



1 Listen and read.



The **5th** of June is **World Environment Day**. In Jordan, we celebrate World Environment Day with family and friends. We talk about the things we can do to help the **environment**. We think about how we can **recycle** more, use less **plastic** and stop **pollution**. It's very exciting!

We think about why looking after the environment is important, and how we can change things. We think about our plans and ideas to help the environment. Here are some of my plans and ideas!

My World Environment Day plans and ideas

- ride my bike to school twice a week
- recycle more
- take **multi-use** bags to the market
- use a **metal** water bottle
- use less plastic

2 Answer the questions.

- 1 When is World Environment Day? The 5th of June
- 2 What does Mariam do to celebrate the day? ride her bike to school twice a week, recycle more, take multi-use bag, use a metal water bottle, use less plastic
- 3 What ideas does she have? ride her bike to school twice a week, recycle more, take multi-use bag, use a metal water bottle, use less plastic

think about why looking after the environment is important, and how she can change things.

3 When and how do you celebrate World Environment Day at your school?

4 Write your World Environment Day plans and ideas.

Think about an idea for each topic:

school home shopping friends mytown



52 fifty-two

Activity Book

1 Look at Pupil's Book page 52 and complete the sentences.

- Pupils complete the activity individually, then compare answers in pairs.
 - Ask for feedback using the Lollipop stick technique.
- Answer key 2 world, 3 plastic, recycle, 4 multi-use, 5 metal

2 Write some of your World Environment Day plans and ideas.

- Pupils work individually to complete the activity.

Finishing the lesson

- Using the Summative questions technique, ask *What new things did you learn in this lesson? Did you enjoy the group plans and ideas poster activity? Why/Why not?*

World Friendship Day

Objectives

- **Lesson aims:** to learn about World Friendship Day; to make a card for a friend
- **Target language:** cards, messages, poems, gift, bracelet, box of chocolates, poem

Materials

- sheets of A4 paper, enough for each pupil
- sheets of A4 card, enough for each pupil
- coloured pencils/markers
- a cardboard box and coloured paper

Global Scale of English (GSE)

- **Reading:** Can understand basic factual statements relating to pictures or simple texts (GSE 30). Can identify the main topic of a simple structured text (GSE 38). Can extract factual details from a simple text (GSE 40).
- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Speaking:** Can answer simple questions about habits and daily routines (GSE 31).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33). Can write a short, simple message (e.g. a text message) to a friend to ask or tell them something (GSE 35).

Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Traffic light cards technique
-  Peer learning: pairwork; groupwork; Think-pair-share technique
-  Independent learning: portfolio; Thought-provoking questions technique

Starting the lesson

- Write *Friendship* on the board. Have pupils raise their hands and say the word. Elicit any ideas for what this word means (*the relationship between friends*).

Presentation

-  Explain that in this lesson pupils will learn about World Friendship Day. Ask pupils if they know anything about it.

Practice

Pupil's Book

1 F2.1 Listen and read.

- Pupils look at page 53. Read the title *World Friendship Day* and have pupils repeat.
- Play the audio for pupils to follow in their Pupil's Books. Ask pupils to read the text aloud. Check comprehension with questions, e.g. *What is Friendship Day for? (to say thank you to our friends) What two things does it help us to do? (think about how our friends help us and how we can be a good friend) What do people give each other? (cards with messages or special gifts)*
- **Extension**  Place pupils in pairs. They discuss when or if they ever give their friends messages, cards or presents and why this is a good idea. They share their ideas with the class.



Diversity

Support

- Have pupils write down and illustrate the key words from the text to help them remember them.
-  In pairs, have pupils read alternate lines with their partner.

Challenge

- Pupils rewrite the poem. They change the pictures for other items (other foods/drinks, etc.).
-  Suggest pupils keep their work in their portfolios.

2 Read the sentences and say *True or False*. Then say why.

- Pupils work individually to complete the activity. Correct the answers as a class.
-  Using the Thought-provoking questions technique, ask *Do you understand what the text is about? Do you need to understand all the words? What new words are in the text? Can you guess what they mean?*
- **Extension**  Pupils work in pairs. They write three unfinished sentences on paper from the text. Then they swap with their partner who completes the sentences.

3 What do you do on World Friendship Day?

- Ask pupils to read the speech bubble aloud. Check comprehension. Ask *Do you celebrate World Friendship Day? Would you like to?* Tell pupils to think about their friends and what they want to do for World Friendship Day.
- Pupils think of who they would like to thank for being a good friend.
- **Extension**  Using the Think-pair-share technique, ask pupils to discuss what they want to do and present their ideas in groups.

Extra activity Critical Thinking

-  Pupils work in groups. Have them make a list of what being a good friend means. The groups share their ideas with the class. Write them on the board.

4 Make a card for your friend.

- Explain that pupils are going to make a friendship card for a friend.
-  Use the Traffic light cards technique to make sure they understand what they have to do.
- Give out the A4 card and coloured pencils. Pupils make their cards and write a message or a poem inside.
- Monitor and help where necessary.



Extra activity Collaborative work

- Make a Friendship post box out of a cardboard box. Cover it with colourful paper and make a slit to post the letters. When pupils have finished, they post their cards in the box. When everyone has finished, open the post box and hand out the cards.

Note: make one small card for each pupil, e.g. *Dear Sami, You're a good pupil. Thank you for working hard. Your English teacher.* It's important to do this because there may be children who don't get a card.

Activity Book

1 Complete the puzzle. Find the secret word.

- Point to the items in the pictures and elicit what they are.
- Pupils complete the sentences and write the words.

Answer key 1 gift, 2 bracelet, 3 poem, 4 card; friend

World Friendship Day



1 Listen and read.



Hi, I'm Ibrahim.
I make a card for my
best friend on World
Friendship Day.



People around the world celebrate World Friendship Day, usually in the summer. On World Friendship Day we say 'thank you' to our friends. We think about how they help us. We also think about how we can be a good friend. Children sometimes make **cards** for their friends. They write **messages** or **poems** inside the cards. Some children give a small **gift** to their friend, like a friendship **bracelet** or some chocolate. What do you do on World Friendship Day?

Dear Sami,
You're my best friend.
Thank you for everything you do for me.
Ibrahim

I like you more than a .
I like you more than a cup of .
I like you more than a box of .
Because you're my friend, you see!

2 Read the sentences and say True or False. Then say why.

- 1 World Friendship Day is usually in winter. **False. It is usually in the summer.**
- 2 We say 'thank you' to our pets on World Friendship Day. **False. We say 'thank you' to our friends.**
- 3 We sometimes make cards on World Friendship Day. **True**
- 4 We give gifts to our friends on World Friendship Day. **True**

3 What do you do on World Friendship Day?



I make a friendship bracelet for my friend on World Friendship Day.

4 Make a card for your friend.



- 1 Carefully fold a piece of paper in half.
- 2 Draw or stick pictures on it. Share.
- 3 Write a message in it.

fifty-three

53

2 Draw a picture. Write a poem for World Friendship Day.

- Explain to pupils that they will write a poem about World Friendship Day.
- Give pupils time to write their poem. Encourage them to look at the examples in the Pupil's Book.
- Write an alternative example on the board for pupils who may find writing a poem difficult.
*You make me happy when I'm sad.
You calm me down when I'm mad.
Having you as a friend
Makes me very, very glad!*
- Pupils complete the activity individually.

Extra activity TPR

- Give pupils a sheet of A4 paper each to write three words from the World Friendship Day lesson. They memorise the words and keep the sheet of paper in their pockets.
- Spell a word and if pupils have the word they stand up. When someone has all three words, they are the winner. Repeat with all the words until someone wins.

Finishing the lesson

- Use the Thought-provoking questions technique to discuss with pupils what they liked about today's lesson and what they didn't like. Ask *What new things did you learn in this lesson? Did you enjoy the World Friendship Day card/poem writing activity? Why/Why not?*

Flag Day

Objectives

- **Lesson aims:** to learn about Flag Day
- **Target language:** *anthem, parade, assembly*

Materials

- coloured pencils
- sheets of A4 paper, enough for each pupil

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 specific information in short texts on familiar topics (GSE 39).
- **Speaking:** Can briefly say what they like or dislike about a simple story (GSE 32). Can give simple reasons to explain preferences, given a model (GSE 35).

Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation; Key question technique
-  Monitoring pupils' learning: Lollipop stick technique
-  Peer learning: pairwork; groupwork; Two stars and a wish technique
-  Independent learning: Thought-provoking questions technique; Summative questions technique

Starting the lesson

-  Write *Flag Day* on the board. Ask pupils to look at the flags you hold up and raise their hands to name them. Use the Key questions technique to ask pupils the colours of some of the flags. Write these on the board for later in the lesson.

Presentation

-  Explain that in this lesson pupils will learn about a festival that celebrates the Jordanian flag.

Practice

Pupil's Book

1 F3.1 Listen and read.

- Refer pupils to page 54. Read Eman's speech bubble.
- Play the audio. Ask pupils to track the words with their fingers as they read along with the audio.
- Check comprehension with questions, e.g. *When is this festival? (in April), What flag is in the photograph? (Jordan), When all the pupils meet in the school hall to talk about something this is an ... (assembly). Can parents go to a school assembly? (yes, sometimes).*



Diversity

Challenge

-  Ask pupils thought-provoking questions, e.g. *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in?*

Support

- Tell pupils not to worry about understanding all the words in a text if they can understand the general idea, but remind them to learn key words. Ask pupils to write the words in bold in the text in their notebooks. Write definitions or translations on the board for pupils to copy.

2 Choose and write the correct words to complete the summary.

- Check pupils understand the words in the box.
-  Pupils work individually to complete the activity. Tell pupils to read the whole summary first. They then compare answers in pairs. Ask for feedback from pairs using the Lollipop stick technique.

3 What is your favourite celebration day? Why?

- Ask pupils for their ideas. Write pupils' ideas on the board. Have pupils raise their hands to offer ideas.
-  Pupils discuss in pairs.
- **Extension** Internet search key words: *Flag Day*

4 Plan a celebration for a special day. Draw and write.

-  Hand pupils a sheet of paper and coloured pencils. Have pupils discuss their ideas in pairs first. If pupils have the same celebration day in mind they can work together.
- Monitor and help.



Extra activity Critical thinking

-  Pupils work in groups of four. Hand a sheet of A4 paper to each group. They discuss and plan their own celebration day for the class/school. They should make a spider diagram of things to consider, what pupils can do to celebrate, how to decorate the school/classroom, what to include in their parade and assembly, and why it is important and fun.

Activity Book

1 Order the letters and write. Then match.

- Pupils complete the activity individually, then compare answers in pairs.
- Have pupils raise their hands to read out complete sentences.

Answer key 2 c flag, 3 a assembly

2 Remember Pupil's Book page 54. Write a sentence about the special celebration.

- Pupils complete the activity individually, then compare answers in pairs.
-  Ask for feedback using the Lollipop stick technique.

Answer key pupils' own answers

Flag Day



1 Listen and read.



My name's Eman!
Flag Day is my
favourite day at
school!



We celebrate Flag Day on 16th April every year in Jordan, and it's the best day of the school year! We all celebrate the Jordanian flag and sing the national anthem. We talk about loyalty and belonging, and how important our country is. There's a **parade** around the school. We walk around the school and then there's a special **assembly** in the school hall. Our parents watch the assembly. We all show our flags. It's an amazing day!

2 Choose and write the correct words to complete the summary.

assembly parade important anthem April

Flag Day in Jordan is in (1) April. Children take part in a (2) parade around the school. Parents come to watch a special (3) assembly in the school hall. They celebrate the Jordanian flag and sing the national (4) anthem. They talk about loyalty and belonging and how (5) important Jordan is to them.

3 What is your favourite celebration day? Why?

My favourite celebration day is Flag Day. I like it because I celebrate with my family and classmates.

4 Plan a celebration for a special day. Draw and write.



- What is your special day?
- When is the celebration?
- Why do you like this celebration?
- What can you wear to this celebration?

54 fifty-four

3 Draw your flag. What colour is it? Write.

- Hand out coloured pencils.
- Pupils work individually to complete the activity.
- Ask pupils to check each other's work using the Two stars and a wish technique.

4 Present your flag to the class.

- Give pupils time to rehearse with a partner, using their ideas from Activity 3.

- Have pupils present to the class or in groups.
- Ask feedback questions about the flags *Why are flags important?*

Finishing the lesson

- Using the Summative questions technique, ask *What new things did you learn in this lesson? Did you enjoy the flag drawing activity? Why/Why not?*

Grammar reference

Unit 1

I **have** Science **at 11 o'clock**.
 Amani **doesn't have** PE **on Wednesdays**.
When do we **have** Maths?
 We **have** Maths **on Tuesdays at 11 o'clock**.

I **do** my homework **every day**.
 Rory **plays** tennis **twice a week**.
 She **is always** busy.
 She **always eats** fish for lunch.

Unit 2

There are a lot of noodles, some olives and a few sandwiches.	There is a lot of salad, some coffee and a little lemonade.
There aren't any cupcakes.	There isn't any bread.

Are there any apples?	There are a lot of apples. / There's a bag of apples. Yes, there are . / No, there aren't .
Is there any coffee?	There's some coffee. / There are two cups of coffee. Yes, there is . / No, there isn't .

Unit 3

This mud is **deeper than** my shoes!
 This is **the deepest** lake in Jordan.
 A mountain is **higher than** a hill.
 Mount Everest is **the highest** mountain in the world.

Swimming is **more exciting than** walking.
 Amman is **the most exciting** city in the world!

Unit 4

I'm **watching** Hamed's house.
 They **aren't playing** a game.
Are you wearing a green jacket?
 Yes, I **am**. / No, I'm **not**.

You **must be** quiet in class.
 You **mustn't break** the rules at school.

LC1

What will you buy?
Where will you go?
Why will you buy cupcakes?
When will you go to the supermarket?
Who will you go with?

Jordan **TEAM** *Together* Grade 4 Semester 1

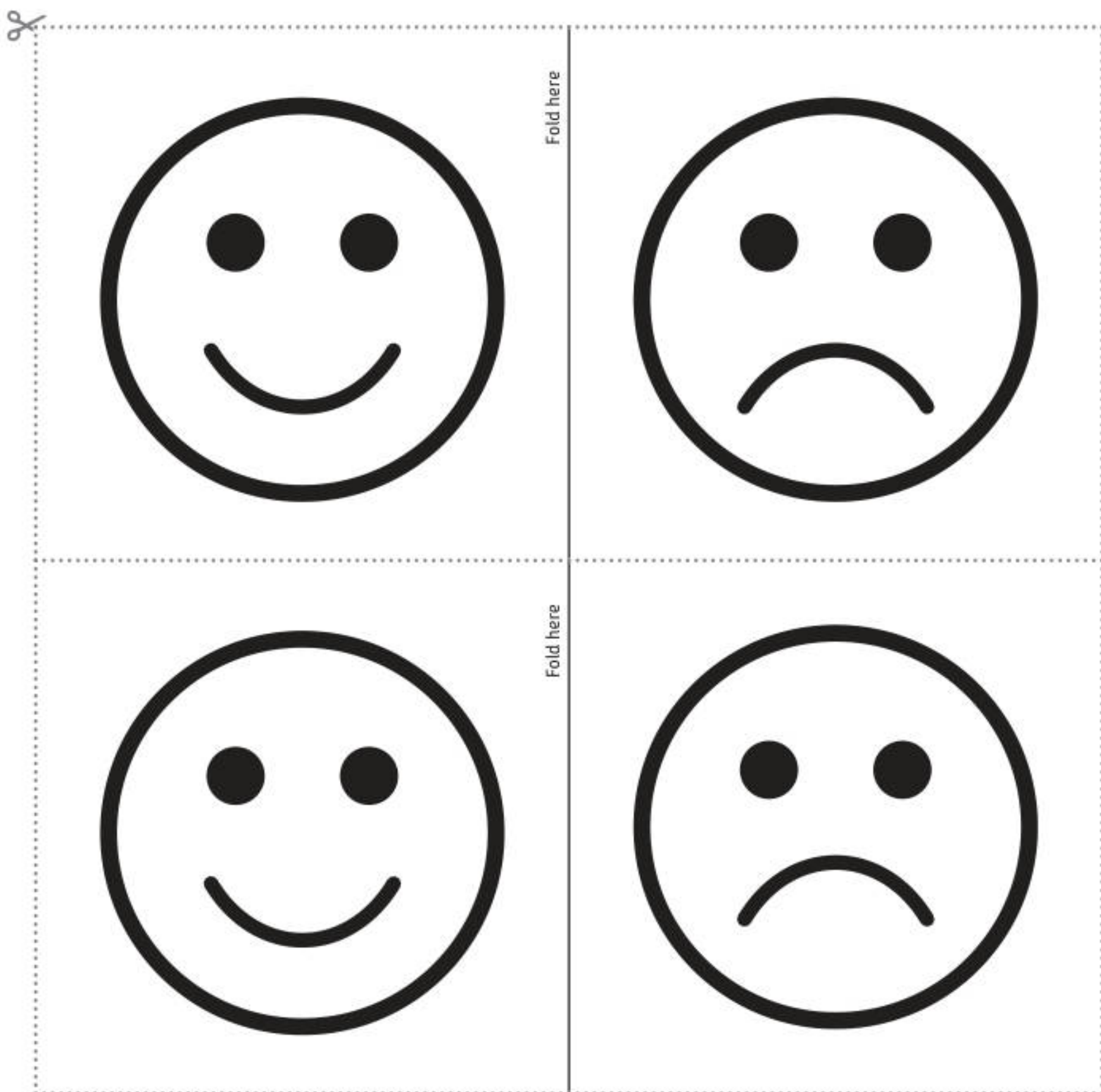
Extra resources

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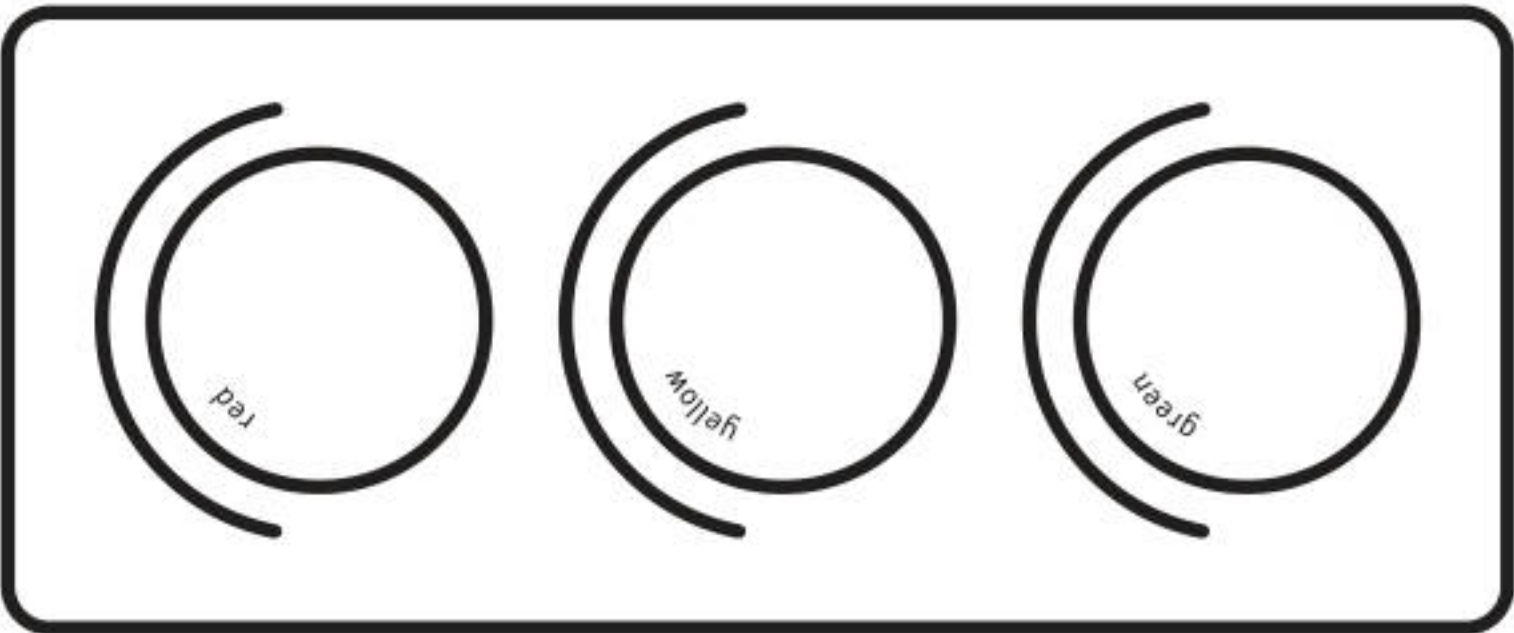
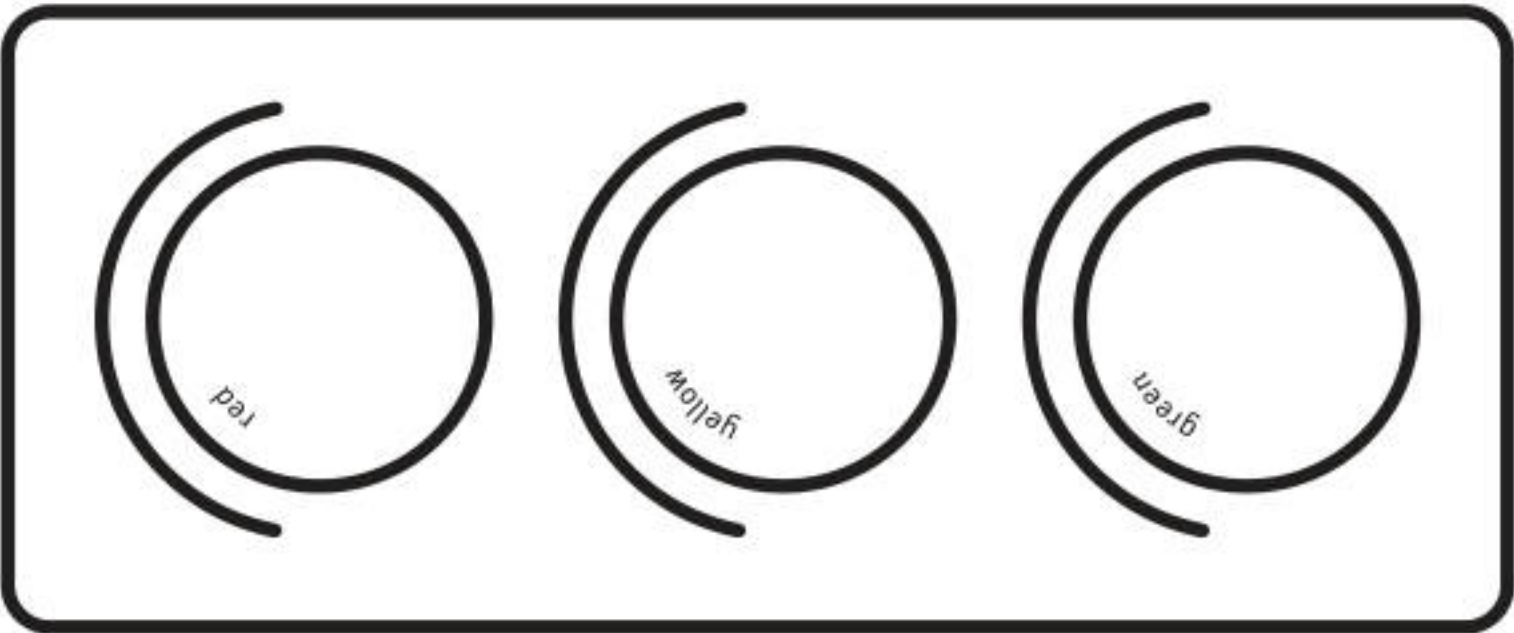
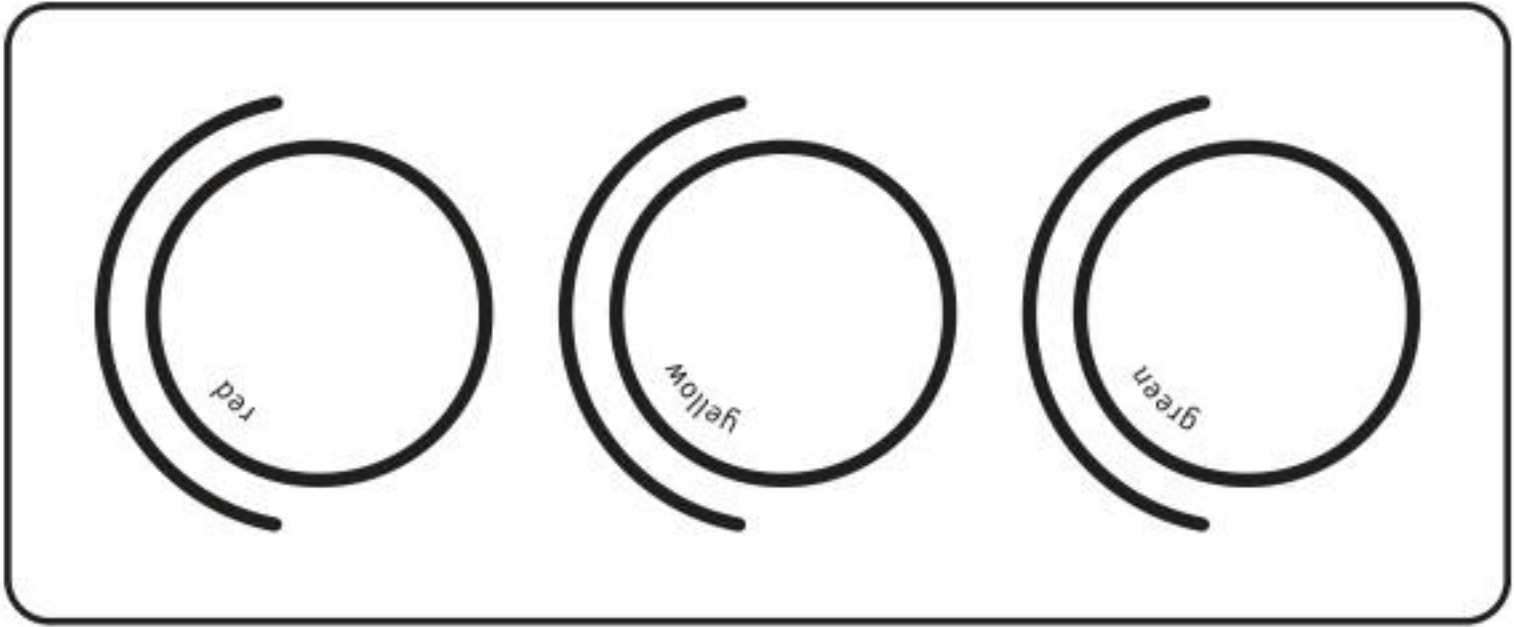
Happy/sad face cards

Cut out, fold and stick.



Traffic light cards

Cut out and colour.



Blank storyboard

Draw and write your story!

Story title:	
1	2
3	4
5	6

Notes

Notes

Notes

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