

Jordan TEAM Together Grade 5 Semester 1



Teacher's Book with Digital Resources

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Jordan TEAM Together Grade 5 Semester 1



Teacher's Book with Digital Resources

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Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening
W Welcome back Page 4	Describing free-time activities, talking about appearance	Free-time activities: play football, play basketball, go swimming, Science Club, visit Granny, tennis lesson Appearance: curly hair, long hair, straight hair, short hair, dark hair, a beard, fair hair, a moustache	Present simple with before/after/when When Jameela gets home, she plays with her cat.	Following the sequence of events in a simple story or narrative; identifying people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes
1 Talent show Page 8	Describing personality; talking about hobbies	Personality adjectives: shy, confident, lazy, hard-working, friendly, cheerful, kind, quiet, polite, rude, tidy, untidy Hobbies: count, spell, do experiments, bake a cake, throw a ball, fix toys, juggle, make a pizza Pronunciation: untidy, unfriendly, unhappy, unlucky, unwell, unsafe	Comparative and superlative adjectives My mum is shorter than me. She's the shortest person in our family! be good at I'm good at baking a cake.	Following the sequence of events in a simple story or narrative; recognising familiar key words and phrases in short, basic descriptions
2 Then and now Page 18	Talking about technology; using verbs	Technology: computer, email, smartwatch, keyboard, letter, carry, mouse, telephone, call, tablet, mobile phone, study Verbs: post a letter, hold a pen, send an email, win a race, make a face, make a sandwich, tell a story, tie a shoelace Pronunciation: inform, information, describe, description	Past simple Did you have a phone ten years ago? That computer was really big! could/couldn't When I was one, I could walk but I couldn't talk.	Following the sequence of events in a simple story or narrative; extracting factual information from short, simple dialogues or stories about past events; identifying the context of short, simple dialogues related to familiar everyday situations
Bo's Learning Club: Language booster 1				
3 Let's explore! Page 32	Talking about space; using big numbers	Space: Sun, star, rocket, Moon, solar system, space station, Earth, telescope, spacesuit, planet, comet, satellite Big numbers: a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million Pronunciation: planet, spacesuit, rocket, satellite, astronaut, telescope, scientist, explorer	will/won't I'll get him a present. I won't get him a book. How...? How deep is the Grand Canyon?	Following the sequence of events in a simple story or narrative; identifying specific information in short, simple dialogues in which speakers make arrangements to do something; identifying key information about future plans in short, simple dialogues
4 Off to the shops Page 42	Talking about shops, money and prices	Shops: butcher's, newsagent's, phone shop, greengrocer's, jeweller's, corner shop, fishmonger's, sports shop, shoe shop, pharmacy, gift shop, toy shop Money and prices: money, box, save, purse, spend, wallet, buy, birthday money, sell Pronunciation: pay, payment, encourage, encouragement	Relative clauses It's the man who we saw earlier. We're in the shop where my brother works. have to / don't have to I have to save some money.	Following the sequence of events in a simple story or narrative; identifying key information such as prices, times and dates in a short description

Bo's Learning Club: Language booster 2

Festivals: Harvest Festival, World Water Day

Solve it

Grammar reference

	Speaking	Reading	Writing	Pronunciation	Project	Viewing and presenting	Functions
	Describing daily routines in a simple way; describing someone's physical appearance in a basic way	Identifying specific information in a simple story; understanding the correct sequence of events; understanding basic sentences describing someone's physical appearance	Writing short, simple descriptions of people's physical appearance using basic connectors			Presenting a poem about family to the class	
	Describing someone's physical appearance in a basic way; making simple, direct comparisons between two people or things	Following the sequence of events in a simple story or narrative; identifying people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes; getting the gist of short, simple texts on familiar topics, if supported by pictures	Writing short, simple descriptions of people's physical appearance using basic connectors; making simple comparisons between people, places or things; writing a short description of a person they know well	The prefix un- for adjectives: <i>untidy, unfriendly, unhappy, unlucky, unwell, unsafe</i>	Making a good manners book	Sharing a house number design with the class; presenting a good manners book to the class	Describing people <i>She's very friendly.</i>
	Talking about past events or experiences, using simple language; expressing ability or lack of ability in relation to basic everyday actions; describing basic differences between two pictures	Identifying key information in short, simple factual texts from the headings and illustrations; getting the gist of short, simple texts on familiar topics; identifying the main idea of each paragraph in extended structured texts	Writing about past activities using simple language; getting the gist of short, simple texts on familiar topics; completing a table or form with specific information extracted from a short, simple written text on a familiar topic	Changing verbs to nouns using the suffix -tion: <i>inform, information, describe, description</i>	Writing a guide to a museum	Presenting a museum to the class	Asking for information <i>I'd like some information about the Science Museum, please.</i>

Social Studies: Are all the planets rocky?

	Talking about plans for the near future in a simple way; giving an opinion in a structured discussion; telling a simple story; describing common everyday objects using simple language	Getting the gist of short, simple texts on familiar topics; scanning a simple text to find specific information; extracting specific information from simple informational texts related to everyday life	Writing a short, simple guide to their town/city with appropriate sub-headings; given a model; writing short, simple personal emails/letters about familiar topics, given prompts	Syllable stress with two and three syllable words: <i>planet, spacesuit, rocket, satellite, astronaut, telescope, scientist, explorer</i>	Making a class book about ancient places	Showing an astronaut's bed design to the class; presenting an ancient place to the class	Giving personal information <i>I'm interested in joining the Space Explorers Club.</i>
	Describing everyday activities in town using simple language; describing common everyday objects using simple language; expressing their opinions on familiar topics, using simple language	Extracting specific information in short texts on familiar topics; identifying key information in short, simple factual texts from the headings and illustrations; scanning a simple text to find specific information; identifying the overall theme of a simple illustrated story	Writing simple sentences about familiar things; writing short, simple descriptive texts giving information about common shops and amenities in their town, using basic linking words/phrases and given a model	Changing verbs to nouns using the suffix -ment: <i>pay, payment, encourage, encouragement</i>	Making a TV advert for a corner shop	Showing a phone case design to a partner; presenting a TV advert for a corner shop to the class	Asking for a price <i>How much is it? It's fifteen dinars and fifty piastres.</i>

Science: How can plants keep us healthy?

Introduction

About Jordan Team Together

Learn Together! Succeed Together! Team Together!

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

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

For pupils

Throughout their Primary education pupils are in a transitional period between childhood and their teens and are still developing intellectually and emotionally.

Jordan Team Together follows children's developmental stages by offering content that is adapted to their cognitive needs in each level through a careful choice of the main characters, the topics, the language content and the way in which it is presented.

Jordan Team Together has been designed to create an enjoyable and engaging environment for effective learning. A full-colour Pupil's Book and an Activity Book are complemented with a wide range of multimedia and digital tools, 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 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 5 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 3 in each unit.

Skills

All four skills are practised throughout *Jordan Team Together*, with a dedicated Skills section in Lessons 11 and 12 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 8 contains an information gap activity which provides a fun and motivating way to get pupils to speak in a less controlled manner
- Lesson 10, *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 asking the way or calling the emergency services.

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

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

CLIL and STEAM provide a pathway to language, literacy and employability in later life, and prepare students for the world of work by enabling students 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 5 also includes a focus on STEAM subjects. While studying a variety of topics including Social Studies, Science and Nutrition and Art, 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 5 has been built around a key concept from common Social Studies or Science curricula. To explore this concept further, please see the teaching notes for Lesson 3 in each unit.

21st century skills

One of the features of *Jordan Team Together* is the focus on 21st century skills, which are a must for today's learners to allow them to thrive and succeed in the modern world. Pupils need to learn more than just vocabulary and grammar; they need to learn critical thinking and problem-solving, creativity, communication and collaboration. Many of the activities in *Jordan Team Together* serve both purposes – as pupils put new knowledge into practice, they also work on the development of 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 9 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.

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

Support for mixed-ability classes 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.

Pupil's Book

The Pupil's Book provides a variety of materials to present the target language effectively. It includes an introductory unit (*Welcome*), four main units and two additional units related to festivals: *Harvest Festival*, *World Water Day*.



Teacher's Book

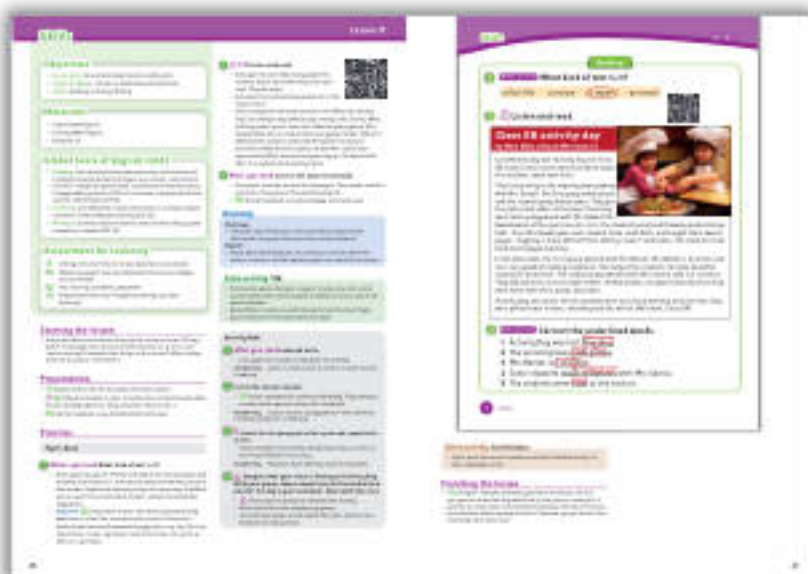
The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson plan is clearly structured into stages:

- 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.

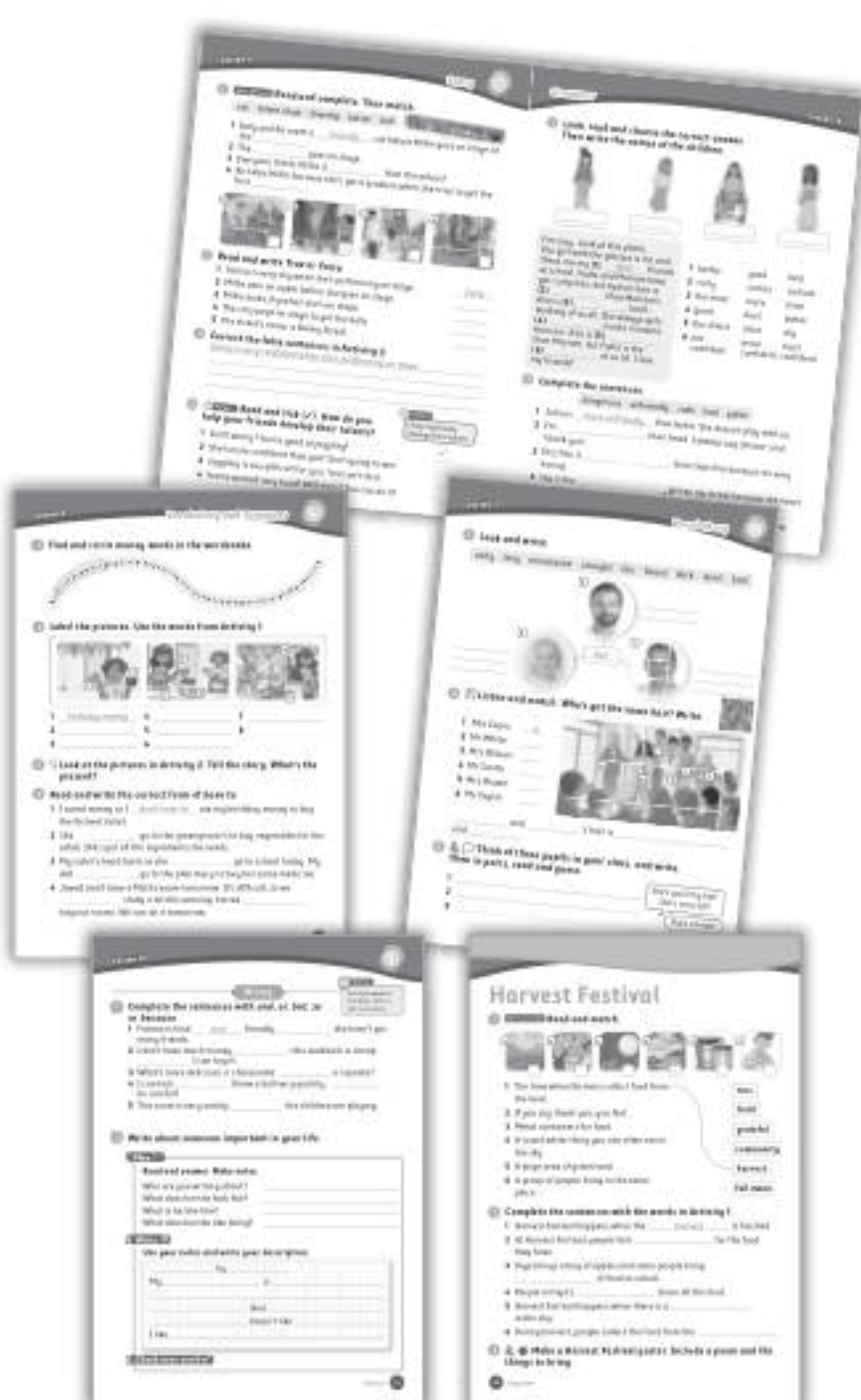
The Teacher's Book introduction includes recommended procedures for effective use of games, posters and stories and also contains tips on working with mixed-ability groups.

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



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.



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 traditional 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.

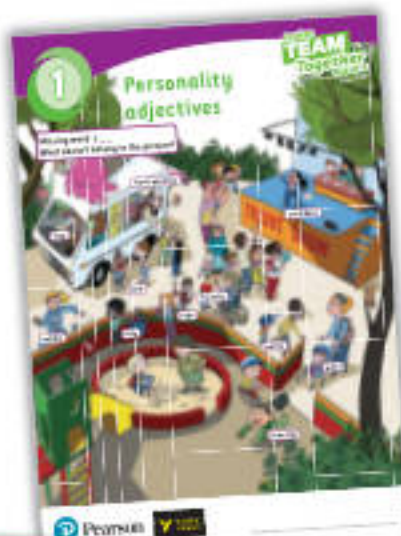
Posters

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 12 lessons in each main unit. The lesson division is as below:

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

Lesson 1

Think! activity to activate pupils' previous knowledge

Photographic vocabulary presentation

2 Then and now

Read the text and answer the questions. Write your answers in the spaces provided.

Then and now

10 years ago, when I was a child, my family used to have a black and white television. It was very big and heavy. Now we have a colour television. It is much smaller and lighter. We also have a computer. I use it every day. My friends and I play games on it. We also have a mobile phone. I use it to talk to my friends. We also have a car. We use it to go to school and to the shops.

Photographic vocabulary presentation

1 Listen, point and repeat.

2 Look for the words from Activity 2 in the picture on page 16. Write the missing word.

3 What is it? Listen and point to the picture in Activity 2.

4 Describe a word to your partner.

I've got this thing at home. I do homework on it. My mum works on it.

Yes! A computer!

Lesson 2 is the accompanying Activity Book lesson.

Stopwatch activity to revise vocabulary and language from previous units

Communicate activity for personalisation and speaking practice

Lesson 3

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

Story

1 How many different types of phone can you find in the story?

2 Listen and read.

The secret phone

10 years ago, when I was a child, my family used to have a black and white television. It was very big and heavy. Now we have a colour television. It is much smaller and lighter. We also have a computer. I use it every day. My friends and I play games on it. We also have a mobile phone. I use it to talk to my friends. We also have a car. We use it to go to school and to the shops.

Activities

1 Match the sentence halves.

2 What does Millie say? Go to page 58 to find out.

3 Act out the story.

4 Make sentences in Discovery Team code about what you did last weekend.

Stories available in audio format

Lesson 4 is the accompanying Activity Book lesson.

Solve activities encourage curiosity and stimulate critical thinking

21st century skills activities in every lesson

Social Studies or Science topics embedded in every story

Introduction

Lessons 5 and 7

Grammar box with recorded phrases

Photographic vocabulary presentation

Song to teach vocabulary and grammar in context

Grammar

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

1 Now everyone has mobile phones.

2 Mum and Dad didn't have a tablet, but they had a computer.

3 100 years ago, people in big houses used them like a phone.

4 Listen and repeat.

Was everything very different ten years ago?

That computer was really big!

Did you have a phone ten years ago?

Yes, we did. We had a phone in the house, but we didn't have a mobile phone.

5 Put the pictures in the correct order. Then listen and check.

6 Retell Ali's story. Write the past tense of the verbs in brackets.

Thirty years ago, when he (1) was (be) a child, Ali's dad (2) got (get) in holiday to Agiba with his family. He (3) got (get) to the beach. He (4) played (play) with his sister and they (5) swam (swim) in the sea. Then he (6) swam (swim) near the lifeguards. Suddenly he (7) started (start) moving out to sea. He (8) was (be) a long way out when the lifeguards (9) found (find) him. They (10) took (take) him to the hospital.

7 Tell your partner about a story from your childhood. Include one piece of crazy information.

• What happened? • Where were you? • Who was with you?

Vocabulary and Grammar

1 Listen, point and repeat.

1 post a letter 2 send an email 3 make a face 4 tell a story

5 hold a pen 6 win a race 7 make a decision 8 tie a shoelace

2 Listen and sing.

What could you do when you were two?

When I was two, I could hold a big pen, But I couldn't write the number ten.

What could you do when you were four?

When I was four, I could make a face, But I really couldn't tie a shoelace!

3 Listen and repeat.

When I was one, I could walk but I couldn't talk.

Could you talk when you were two? Yes, I could. / No, I couldn't.

4 In pairs, ask and answer. What could you do when you were five? What couldn't you do?

5 Pupil A: Activity Book, page 44. Pupil B: Activity Book, page 45.

Lessons 6 and 8 are the accompanying Activity Book lessons for Lessons 5 and 7.

Communicate activity for personalisation and speaking practice

Information gap activities for freer grammar practice in the Activity Book

Grammar box for extra support and scaffolding, with recorded phrases

Lessons 9–10

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

World museums

1 Read the text and answer the questions.

2 Listen and read.

3 Which museum do you want to visit? Why?

4 Write a guide to a museum.

5 Project: Write a guide to a museum.

6 Listen and read. What do you notice about the coloured words?

7 In pairs, ask for and give information about a different museum.

8 Model dialogue to help pupils learn new language in natural contexts.

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

Work on pronunciation through fun activities.

Useful phrases at a glance

Lessons 11–12

Skills section for integrated skills practice

Recorded text

Scaffolded step-by-step instructions for the writing task

The screenshot shows a digital textbook interface for Lessons 11 and 12. Lesson 11, titled 'Mustafa's science blog', focuses on 'How cardboard is like a bridge'. It includes a 'Before you read' section with a QR code and a 'Skills' section with a 'Read' task. Lesson 12, titled 'Listen and match', includes a 'Listen and match' task with a QR code and a 'Write a report' task. The interface is purple and white with various icons and text boxes. Arrows point from external labels to specific parts of the interface: 'Skills section for integrated skills practice' points to the 'Skills' section; 'Recorded text' points to a QR code; 'Scaffolded step-by-step instructions for the writing task' points to the 'Write a report' section; 'Before you read and After you read activities for clearly staged reading practice' points to the 'Before you read' section; 'Model text in the writing section' points to the 'Model text' section; and 'Writing tip to help pupils deal with linking words, punctuation, etc.' points to a writing tip box.

Accompanying activities for both lessons are in the Activity Book.

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 with *Jordan Team Together*

Jordan Team Together can be used for all general English courses. *Jordan Team Together* provides teachers and institutions with the GSE tools that enable them to demonstrate visibility of pupil progress step by step, and a way of identifying and addressing learner needs and supporting the achievement of goals.

Jordan Team Together is additionally aligned to English Benchmark which can provide an independent measure of learner proficiency and formative information to support planning and next steps.

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

	GSE	CEFR	PTE YL	English Benchmark	Cambridge English Qualifications
Starter	10–22	Pre A1			
Level 1	17–29	Pre A1/A1	Firstwords	Level 1	Pre A1 Starters
Level 2	20–32	A1	Springboard	Level 2	
Level 3	24–34	A1/A2	Quickmarch	Level 3	A1 Movers
Level 4	30–43	A2/A2+	Quickmarch/ Breakthrough	Level 3/4	
Level 5	33–46	A2/B1	Breakthrough	Level 5	A2 Flyers and A2 Key for Schools
Level 6	36–50	A2+/B1			A2 Key for Schools and B1 Preliminary for Schools

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 pupils' 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 134.
- **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 135.
- **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 pupils' 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 pupils' 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.

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 think 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 136.

How is the video material presented?

In *Jordan Team Together* Grade 5, there are videos which show pupils how to do the unit projects. They contain the target vocabulary and grammar of the unit. Videos are a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language fulfils its educational functions at all levels of understanding. Pupils may watch the same videos many times and each time their perception of the material they watch is enhanced.

When can the videos be used in class?

- The Project videos can be used as part of the presentation stage for the activity in Lesson 9.
- You can also use the Project videos to revise the material. Children have got good short-term memory, but watching the same episodes again two months after new material was introduced will considerably stimulate their memorising ability.

How should the videos be used?

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

How to work with posters

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

In *Jordan Team Together* Grade 5, there are five 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. Be careful.
Write the answer on the board/ in your book.	Sorry, guess/try again.
Let's sing.	Next, please.
All together now.	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 students

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. A set of ready-made picture charades cards can be found on page 137.

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 on the board pictures presenting the word. The team which is the first to guess the meaning of the picture and provides the correct word scores one point. A set of ready-made picture charades cards can be found on page 137. (Teacher note: the words on these cards cover all of Semester 1, so you should play this game at the end of the book as a review activity.)

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. The ready-made picture and word charades cards on pages 137 and 138 can be used for this game. For a more challenging game, use the *Don't say it!* cards on page 139, which also include words pupils have to avoid when describing the answer. (Teacher note: the words on these cards cover all of Semester 1, so you should play this game at the end of the book as a review activity.)

Charades

Pupils work in groups or as a whole class to mime out target vocabulary words or expressions for their team to identify. A set of ready-made charades cards can be found on page 138. (Teacher note: the words on these cards cover all of Semester 1, so you should play this game at the end of the book as a review activity.)

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

Welcome back

Free-time activities: play football, play basketball, go swimming, Science Club, visit Granny, tennis lesson

Appearance: curly hair, long hair, straight hair, short hair, dark hair, a beard, fair hair, a moustache

1 Listen and read.



Back in the shed

1 It was great to be back at school and see all our friends again!

Yes, and there's a new boy in our school! He's called Charlie. He's American and he's got short, curly, fair hair!

Anyway, when can we go to the Discovery Team shed again? After we have dinner tonight?

I know him! We played football together at break time. Hey, let's play in the playground.

2 No, after we have dinner, I've got a tennis lesson.

3 What about Tuesday?

No, I go to Science Club on Tuesdays.

And Millie, when we get back from school on Wednesdays, Granny comes to visit, remember?

4 What are you doing, Bo?

I'm helping Millie! Here you are!

5 You are all very busy! What about NOW? What are you doing NOW?

Welcome back, Discovery Team!

I'm sitting here and talking to you, of course! But you're right, Bo! We've all got time now! Let's go!

**Who is wearing sunglasses?
How many foods can you find?**

4

four



Who is wearing sunglasses? **Hamed**

How many foods can you find? **three – an apple, a banana and a packet of crisps**

Unit objectives

to describe free-time activities and talk about appearance

Language

Vocabulary	Free-time activities <i>play football, play basketball, go swimming, Science Club, visit Granny, tennis lesson</i> Appearance <i>curly hair, long hair, straight hair, short hair, dark hair, a beard, fair hair, a moustache</i>
Grammar	Present simple with <i>when/before/after</i>

Key competences

Linguistic competence: use language as an instrument for communication (L. 1 and 2)

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

Cultural awareness and expression: raise awareness of cultural similarities and differences in appearance (L. 1 and 2)

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. 3); personalisation of language learnt (L. 2 and 3)

21st Century Skills for Learning and Innovation

Critical thinking	Remembering information (L. 1 and 2); Reflecting on learning (L. 1 and 2)
Creativity	Writing a poem (L. 3)
Communication	Describing weekly planners (L. 1 and 2); Talking about yourself (L. 2)
Collaboration	Acting out (L. 1)

Evaluation

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

Mapping

Topics	Theme 1: Society Theme 6: Recreation
Scope and Sequence Matrix	Listening: understanding the main idea and specific details in oral texts describing people, places, and events; taking simple notes while listening; identifying one or more key ideas in an oral presentation or conversation; identifying the topic and setting of oral texts as well as participants and their roles; asking and answering questions to seek help, get information, or clarify something Speaking: taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion) Reading: reading and understanding short, simple stories and comic strips involving familiar, concrete situations written in a high-frequency everyday language Viewing and presenting: viewing visual information and showing understanding by asking relevant questions
Learning Outcomes and Performance Indicators	Listening: identify the main ideas and specific details in oral descriptions of people, places, and events; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations through questions or statements; extract information from an oral text to do a task; identify the topic of oral texts; identify the setting, participants and plot of a short oral story; use clues to understand new or unfamiliar words when listening (context, illustrations, visual elements) Speaking: speak intelligibly while making statements, asking questions, giving instructions and reporting events Reading: use various text features (captions, subheadings) to locate key facts or information in a text; skim and scan a text for main ideas and key details; identify the topic, main ideas(s), and key facts in a reading text Writing: use correct sentence grammar, punctuation, and capitalisation Viewing and presenting: start to demonstrate understanding of visual information by asking relevant questions

Objectives

- **Lesson aims:** to revise free-time activities vocabulary, to reintroduce the characters with the story
- **Target language:** *play football, play basketball, go swimming, Science Club, visit Granny, tennis lesson*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Pages 4–5
- Activity Book Pages 2–3
- a stopwatch
- a ball
- Yes/No response cards

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 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 act out parts of a picture story using simple actions and words (GSE 30). Can answer simple questions about their daily activities or routines, given a model (GSE 29). Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Yes/No response cards technique; Lollipop stick technique; Basketball technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique
- Independent learning: Summative questions technique

Starting the lesson

- Write *Discovery Team* on the board. Ask pupils to tell you the names of the team and say what they know about them.
- Ask *What are your favourite free-time activities?*
- Call out these activities one at a time. Ask pupils to respond to which ones they do using their Yes/No response cards: *play football, play basketball, go swimming, Science Club, visit Granny, tennis lesson.*

Presentation

- Explain that in this lesson pupils will meet the Discovery Team again and revise free-time activities.

Practice

Pupil's Book

1 W1 Listen and read.

- Refer pupils to page 4. Ask pupils to look at the pictures on page 4 and to raise their hands to say who and what they can see.
- Play the audio.
- Ask *What free-time activities did you hear? (football, tennis lesson, Science Club) Why do you think the story is called 'Back in the shed'? (Because the pupils return to the shed where their club meets now that they are back at school – 'go back' has the same meaning as 'return'.)*



- Check comprehension. Ask *What's the new boy's name? (Charlie) Who wants to play in the playground? (Hamed) When is Science Club? (on Tuesdays)*
- Pick up the stopwatch and explain that pupils have fifteen seconds to answer the question and find the foods.
- Check answers using the Lollipop stick technique.

2 Read the sentences and write the missing words.

- Pupils work individually and compare ideas in pairs.
- Ask pupils to read out their answers using the Lollipop stick technique.

3 Act out the story.

- Divide pupils into groups of four and allocate a role to each pupil (Katy, Millie, Hamed and Bo).
- Play the audio again for practice.
- Pupils act out the story in groups. Have a class vote for the best performance.

Diversity

Challenge

- Pupils act out the story to the class without the books.

Support

- Struggling pupils prompt from the book.

4 Look at the weekly planner. Ask and answer.

- Place pupils in pairs. Ask different pupils to read out a day from the planner.
- Ask two pupils to read out the example question and answer. Ask *What word do we need in the question? What letter do we add to the verb in the answer? (does, s).*
- Pairs ask and answer the questions about the planner. Monitor and help when necessary.

5 Who is it? Describe a person to your partner.

- Pupils work in the same pairs.

Extra activity Critical thinking

- Ask pupils what they see using the Basketball technique.

Activity Book

1 Look, read and match.

- Pupils work individually and check in pairs.

Answer key 2 a, 3 d, 4 b

2 W2 Listen and complete.

- Play the audio. Pupils write their answers. Then play the audio again for pupils to check.

Girl: Hello. I'm Zeinab. I'm always very busy! Look at my weekly planner. On Sundays, I have an Art lesson. On Mondays, I don't have Art, but I have my Science Club. What about Tuesdays? Well ... on Tuesdays, I have my tennis lesson. I'm very good at tennis! Then it's Wednesday ... I always go to the library on Wednesdays. I love it! And Thursdays! I love Thursdays because I don't have any clubs and I can visit Granny! Are you very busy, too?

Answer key Monday: Science Club; Tuesday: tennis lesson; Wednesday: library; Thursday: visit Granny



2 Read the sentences and write the missing words.

- 1 Katy is happy after her first day back at **school**.
- 2 There's a new boy in **Millie**'s school.
- 3 He's from **the USA/America**.
- 4 On Tuesdays, Hamed goes to **Science Club**.
- 5 On Wednesdays, Millie and Katy's granny **visits/comes to visit**.
- 6 Bo says they are all very **busy**.

3 Act out the story.

4 Look at the weekly planner. Ask and answer.

Weekly planner				
Sunday	Monday	Tuesday	Wednesday	Thursday
Katy: play football	Katy: go to Art Club Millie: play basketball	Millie and Katy: have swimming lesson	Millie: go to Science Club	Millie and Katy: visit Granny

What does Katy do on Sundays?

On Sundays Katy plays football.

5 Who is it? Describe a person to your partner.



He has brown hair, and he's having a tennis lesson.

That boy!

Yes!

five 5

3 Choose three days of the week. Write what you do.

- Pupils work individually.
-  Using the Two stars and a wish technique, have pupils read each other's work.

4 What are they doing? Write and match.

- Pupils work individually. Ask different pupils to read out their answers.

Answer key 2 Rana and Dalia are playing basketball. (d); 3 I'm drinking a glass of water. (b); 4 Aisha and Salwa are going swimming. (a)

Extra activity Fast finishers

- Pupils draw a planner for the weekend and write two questions and answers for it.

Finishing the lesson

-  Using the Summative questions technique, ask *Who is your favourite member of the Discovery Team? Why?*

Objectives

- **Lesson aims:** to use the Present simple with *when/before/after*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 6
- Activity Book Page 4
- a ball
- sheets of A4 paper, enough for each pupil (fast finishers)

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can understand the correct sequence of events in a simple story or dialogue (GSE 35).
- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).
- **Speaking:** Can describe their daily routines in a simple way (GSE 30). Can answer simple questions about their daily activities or routines, given a model (GSE 29). Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).

Assessment for Learning

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

Starting the lesson

- Write *Monday, Tuesday and Wednesday* on the board. Tell pupils to think of one activity they do each day. They can make notes.
- Tell pupils to listen carefully to their friends' answers.
- Using the Basketball technique, ask *What do you do on Mondays/Tuesdays/Wednesdays?* Elicit answers.
- Ask pupils if they were listening carefully to their friends. Using the Basketball technique again, ask *What does (name) do on Mondays/Tuesdays/Wednesdays?* Elicit answers. Ask *(name), is that correct?*

Presentation

- Explain that in this lesson pupils will use the Present simple with *when, before and after*.

Practice

Pupil's Book

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

- Refer pupils to page 6. Ask different pupils to read out the sentences.
- Pupils refer back to page 4 to check their answer.

Extra activity Critical thinking

- Ask pupils to remember who said the other sentences in Activity 1 (*Hamed, Katy*).

2 W3 Listen and repeat.

- Present *before, when and after*.

Draw a line on the board and label it like this:

get up	have breakfast	go to school
	watch TV	
before	when	after

- Tell pupils to listen carefully. Say *I get up before I have breakfast. When I have breakfast, I watch TV. After I have breakfast, I go to school.* Ask *What do I do first? (get up) What two things do I do at the same time? (have breakfast and watch TV) and What do I do last? (go to school)* Elicit answers using the Lollipop stick technique.
- Play the audio.

3 W4 Look and circle the correct word. Listen and check.

- Pupils circle individually.
- Play the audio.
- Check pupils know what to do by using the Traffic light cards technique. Play the audio again if necessary.

Extra activity TPR

- Give four pupils a phrase each (e.g. *do homework, read a book, watch TV, have a snack*). Assign *before, when and after* to three different corners of the classroom. Tell pupils they must move to the correct corner for their phrase when you say some sentences, e.g. *I watch TV when I study but I have a snack before I start my homework. After I do my homework, I read a book.*
- Repeat with other pupils.

4 In pairs, read, ask and answer.

- Read the questions and check comprehension.
- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask pairs to demonstrate one question and answer each.
- **Extension** Pupils think of one extra question to add to the activity. They then ask and answer their questions in pairs. Monitor pairwork and help where necessary.

Activity Book

1 W5 Listen, look and write 1 or 2.

- Give pupils a moment to look at the pictures. Ask *What can you see?* and elicit answers.
- Play the audio. Ask for answers using the Lollipop stick technique.

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

- 1 **Boy:** On Saturdays, I have a tennis lesson after I visit my granny.
 2 **Girl:** When I get home, I always do my homework.
 3 **Girl:** On Thursdays, after I have Science, I play football with my friends.
 4 **Boy:** Before I play basketball, I usually watch TV.

2 Look at Activity 1 and write *after, before or when*.

- Pupils complete the activity and then raise their hands to offer answers.

Answer key 2 When/After, 3 after, 4 Before

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

- 1 I go to Science Club on Tuesdays.
- 2 No, after we have dinner, I've got a tennis lesson.
- 3 What are you doing, Bo?

☐
☒
☐


2 Listen and repeat.

I have a shower **before** I go to school.

When Jameela gets home, she plays with her cat.

After Raed and his family have dinner, they watch TV.



3 Look and circle the correct word. Listen and check.



- 1 Before / **After** / When I go swimming, I have a shower.



- 2 **Before** / After / When I do my homework, I watch TV.



- 3 Before / **After** / When we get home from school, we have a sandwich.



- 4 Dad always makes dinner **before** / after / when Granny arrives.

4 In pairs, read, ask and answer.

- 1 What do you do before you go to school?
- 2 What do you do when you get home?
- 3 What do you do after you have dinner?
- 4 What do you do when your parents get home from work?

Before I go to school,
I brush my hair.

6 six

Diversity

Challenge

- Pupils do Activities 2 and 3 individually. Ask different pupils to write the answers on the board.

Support

- Pupils do Activities 2 and 3 in pairs.

3 Rewrite the sentences.

- Give pupils a few minutes to complete the activity.
- Ask for answers using the Lollipop stick technique.

Answer key 2 goes to the library, reads a book there; 3 watches TV, does her homework; 4 have lunch, go to the park; 5 visit their granny, play games with her

Extra activity Fast finishers

- Have pupils draw two pictures and write a sentence about them like in Activity Book Activities 1 and 2. They can swap with other fast finishers and check each other's work using the Two stars and a wish technique.

Finishing the lesson

- Pupils close their books. Tell them to look at the line on the board from Pupil's Book Activity 2. Ask different pupils to say sentences using the actions above the line.
- Then ask pupils to say their own sentences with their own ideas. Encourage them to use their imagination.
- Using the Summative questions technique, ask *Do you understand before, when and after? Can you use them in a sentence?*

Objectives

- **Lesson aims:** to revise adjectives for appearance
- **Target language:** curly hair, long hair, straight hair, short hair, dark hair, a beard, fair hair, a moustache
- **Skills:** Reading, Listening, Speaking, Writing

Materials

- Pupil's Book Page 7
- Activity Book Page 5
- a ball
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences describing someone's physical appearance (e.g. eye/hair colour, height), if supported by pictures (GSE 26).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 27). Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).
- **Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29).
- **Writing:** Can write short, simple descriptions of people's physical appearance using basic connectors, when given prompts or a model (GSE 37).

Assessment for Learning

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

Starting the lesson

- Write *Appearance* on the board.
- Place pupils in pairs. Hand a sheet of A4 paper to each pupil and ask them to write down adjectives that describe their partner's appearance.
- Collect the sheets of paper. Read out the adjectives and ask pupils to raise their hands to say the name of the pupil they think it describes.
- Ask pupils to confirm the correct person, or correct the answer.

Presentation

- Explain that in this lesson pupils will revise and use adjectives to describe the appearance of people.

Practice

Pupil's Book

1 W6 Listen, point and repeat.

- Before pupils open their books, write *hair* on the board. Ask pupils to think of words they know to describe hair.
- Draw a face with a beard and moustache on the board. Ask *Do you know what these are?* and elicit answers.
- Pupils refer to page 7 and look at the children.
- Play the audio.



Diversity

Challenge

- Pupils speak individually. Call out a number and have pupils say the type of hair on their own.

Support

- Divide pupils into groups. Call out a number and have pupils say the type of hair in groups. Then ask each member of the group to repeat the type of hair on their own.

2 How many other adjectives to describe people do you know?

- Place pupils in groups of three or four. Give them two minutes to write a list of adjectives.
- Ask pupils for feedback using the Basketball technique.
- Ask different pupils to write the words on the board.

3 W7 Listen and read the poem.

- Play the audio.
- Check pupils' comprehension with these questions. Ask *Why is the family unusual?* (*They don't look the same./They are different.*) *What's Manal's brother's name?* (*Jaber*) *Is her dad tall or short?* (*tall*) *How do we know Manal likes her family being unusual?* (*She says it's great.*)



4 Describe a person from the poem. Your partner guesses.

- Read the tip to pupils.
- Place pupils in pairs to do this activity.

Extra activity TPR

- Describe some appearance characteristics for hair, e.g. *short, black hair*. When pupils hear a characteristic that matches their appearance, they stand up.
short, fair hair
curly, fair hair
short, straight hair
long, fair hair
long, dark hair

5 Write a poem about your family.

- Pupils work individually and write in their notebooks.
- They read each other's poems and check them using the Two stars and a wish technique.

Extra activity Creativity

- Pupils copy their poems onto a blank sheet of A4 paper and draw pictures of their family members.

Activity Book

1 Look and write.

- Pupils work individually and check in pairs.
- Ask for answers using the Lollipop stick technique.

Answer key a dark, beard; b curly, long, fair; c short, straight, moustache

2 W8 Listen and match. Who's got the same hair? Write.

- Before pupils listen, describe the hair of two teachers and ask pupils to point to the correct person.
- Play the audio.
- Pupils compare answers.
- Play the audio again for pupils to confirm answers.
- Ask for feedback using the Lollipop stick technique.





1 Listen, point and repeat.



curly hair



straight hair



dark hair



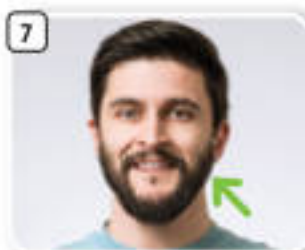
fair hair



long hair



short hair



a beard



a moustache

2 How many other adjectives to describe people do you know?

3 Listen and read the poem.



My family's unusual.
We don't look the same!
We all look very different
And I think it's great!

I'm Manal, I'm very tall!
I've got long, dark, curly hair.
This is my brother, his name is Jaber.
He's got a moustache and his hair is fair.

This is my dad, he's very tall!
He's got a beard, his hair is straight.
This is my mum, she's rather short!
She's only one metre fifty-eight.

My family's unusual.
We don't look the same!
We all look very different
And I think it's great!

4 Describe a person from the poem. Your partner guesses.

She's got long,
dark, curly hair.

Manal!



When you talk about hair,
always say *long/short* first.

5 Write a poem about your family.

seven 7

Girl: These are my teachers at Grade 5 this year. Mrs Evans has got short, dark, curly hair. She's my PE teacher. Mr White has got short, dark, straight hair. He's got a moustache. He's my Art teacher. This is my headteacher. She's got long, blond, straight hair. Her name is Mrs Wilson. The man with short, blond, curly hair is my English teacher. He's Mr Smith. The woman with long, dark, curly hair is my Science teacher. She's Mrs Brown. Mr Taylor has got short, dark, curly hair. He's got a beard, too. He's my ICT teacher.

Answer key 2 c, 3 a, 4 f, 5 b, 6 e
Mrs Evans and Mr Taylor have got the same hair (short, dark and curly).

3 Think of three pupils in your class and write. Then in pairs, read and guess.

- Walk around the class monitoring pairs.

Extra activity Fast finishers

- Have pupils write three sentences about the appearance of a friend or family member that is not in the poem.

Finishing the lesson

- Using the Summative questions technique, ask *Can you describe people's hair and appearance? Was it easy/hard/fun to write a poem?*

Mapping

Topics

Theme 1: Society **Theme 2:** Culture
Theme 6: Recreation

Scope and Sequence Matrix

Listening: understanding the main idea and specific details in oral texts describing people, places, and events; taking simple notes while listening; identifying one or more key ideas in an oral presentation or conversation; identifying the topic and setting of oral texts as well as participants and their roles; asking and answering questions to seek help, get information, or clarify something; using non-language-based clues to guess meaning (e.g. gestures, situation, relationships, etc.)

Speaking: taking turns in pair or group discussions; connecting sentences using *or*, *so*, *because* and *when*; following rules for discussions (e.g. speaking one at a time about the topics under discussion)

Reading: reading and understanding short, simple stories and comic strips involving familiar, concrete situations written in a high-frequency everyday language; expressing, and justifying, opinions on characters and events

Writing: independently writing short texts (letters, memos, reminders, stories) using adequate spelling, punctuation, grammar, and organisation

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions



Talent show

Personality adjectives: shy, confident, lazy, hard-working, friendly, cheerful, kind, quiet, polite, rude, tidy, untidy
Hobbies: count, spell, do experiments, bake a cake, throw a ball, fix toys, juggle, make a pizza
Pronunciation: untidy, unfriendly, unhappy, unlucky, unwell, unsafe

1 What words can describe people you know?

This clock doesn't belong in the picture.

She is dropping litter.

Here is the sandcastle.

What doesn't belong in the picture?
Who is dropping litter? Where is the sandcastle?
Find someone with a moustache and someone with a beard.

What doesn't belong in the picture? **The clock on the ice cream van.**
Who is dropping litter? Where is the sandcastle? **The woman in a blue tracksuit. On the left of the picture. It's in the sand pit, between the blond boy and the boy in green.**
Find someone with a moustache (1) and someone with a beard (2).

Learning Outcomes and Performance Indicators

Listening: identify the main ideas and specific details in oral descriptions of people, places, and events; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations through questions or statements; extract information from an oral text to do a task; identify the topic of oral texts; identify the setting, participants and plot of a short oral story; use clues to understand new or unfamiliar words when listening (context, illustrations, visual elements); ask and answer questions to seek help, get information, or clarify something

Speaking: speak intelligibly while making statements, asking questions, giving instructions and reporting events; identify and use prefixes and suffixes (*un-*, *dis-*, *ir-*, *-ful*, *-ment*, *-tion*) and visual clues to infer the meaning of new vocabulary items

Reading: use various text features (captions, subheadings) to locate key facts or information in a text; skim and scan a text for main ideas and key details; identify the topic, main ideas(s), and key facts in a reading text; explain how specific images or illustrations clarify and contribute to a text

Writing: use correct sentence grammar, punctuation, and capitalisation; write a short, simple descriptive text of a person or place in Jordan

Viewing and presenting: start to demonstrate understanding of visual information by asking relevant questions; interpret visual cues in order to analyse and make inferences about the intention of the message

Unit objectives

to describe personality and talk about hobbies

Language

Vocabulary	Personality adjectives <i>shy, confident, lazy, hard-working, friendly, cheerful, kind, quiet, polite, rude, tidy, untidy</i> Hobbies <i>count, spell, do, experiments, bake a cake, throw a ball, fix toys, juggle, make a pizza</i>
Grammar	Comparative and superlative adjectives <i>be good at</i>
Functions	Describing people <i>She's very (friendly).</i>
Pronunciation	The prefix <i>un-</i> for adjectives: <i>untidy, unfriendly, unhappy, unlucky, unwell, unsafe</i>

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–12)

Mathematical, science and technological competences: order to complete a task (L. 3)

Digital competence: use Pupil's Book eBook (L. 1–12)

Social and civic competences: learn to be creative (L. 3); learn to talk about someone in your family (L. 12)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 9)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1); follow instructions (L. 1–12); personalisation of language learnt (L. 5 and 9)

Initiative and entrepreneurship: choose a topic for the project (L. 9)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 11); Problem solving (L. 3); Logical thinking (L. 1, 3 and 9); Planning (L. 12); Reflecting on learning (L. 1–12)
Creativity	Design a house number (L. 3)
Communication	Describing personalities (L. 1, 5, 7 and 12); Writing and answering questions (L. 5); Comparing (L. 9); Functional dialogue (L. 12)
Collaboration	Project groupwork (L. 9); Acting out (L. 3)

Evaluation

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

Objectives

- **Lesson aims:** to learn and use personality adjectives
- **Target language:** *shy, confident, lazy, hard-working, friendly, cheerful, kind, quiet, polite, rude, tidy, untidy*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Pages 8–9
- stopwatch
- an empty plastic bottle, a bin
- Resource 1 A

Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of objects, people and animals, if supported by pictures (GSE 27).
- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).
- **Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29). Can repeat single words, if spoken slowly and clearly (GSE 18).

Assessment for Learning

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

Starting the lesson

- Draw a face on the board. Ask a pupil to draw a beard on the face. Ask another pupil to draw a moustache.
- Ask each pupil in turn to say a word that describes people. They cannot repeat an already mentioned word.

Presentation

- Explain that in this lesson pupils will learn to describe people's personalities.

Practice

Pupil's Book

1 What words can describe people you know?

- Refer pupils to page 8. Read the rubric and tell pupils to look at the picture before they speak. Give pupils an example: *I can see a girl with long, black hair.* Ask pupils to find her.
- Using the Lollipop stick technique, ask pupils to describe one person they can see. The other pupils point to the person.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class.

2 1.1 Listen, point and repeat.

- Write *tidy* and *untidy* on the board. Drop a bottle on the floor and say *Look. I'm untidy.* Then pick up the bottle and drop it in the bin. Say *Now, I'm tidy.*
- Refer pupils to page 9. Tell pupils to find *tidy* and *untidy*. Tell pupils to look at the photos 1–12 and teach the new vocabulary. Prompt with questions, e.g. *What's he/she doing? Is he/she smiling?*



- Play the audio.
- Have pupils say a word to their partners for their partner to point to the correct picture. Then they swap.

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

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

Extra activity Critical thinking

- Draw two columns on the board and label them + and –. Ask a pupil to write one + personality adjective in the + column. Ask another pupil to write the opposite adjective in the – column. Repeat with other pupils.

Extra activity TPR

- Using the Happy/Sad face technique, consolidate the + (up) and – (down) adjectives. Call out the adjectives in random order and wait for pupils to react correctly.

4 Finish the sentences.

- Pupils write their ideas in the notebooks. Monitor and check their work.
- Ask different pupils to read out their ideas.

5 Read your descriptions from Activity 4 to a partner. Can they guess the job?

- Place pupils in different pairs for this activity.

Diversity

Challenge

- Pupils complete Activity 5 without referring to their ideas from Activity 4.

Support

- Pupils refer to their ideas from Activity 4.

Finishing the lesson

- Put pupils in groups of four and ask them to describe their classmates.

Lesson 2 Activity Book

Objectives

- **Lesson aims:** to learn and use personality adjectives
- **Target language:** *shy, confident, lazy, hard-working, friendly, cheerful, kind, quiet, polite, rude, tidy, untidy*
- **Skills:** Reading, Writing, Speaking

Materials

- sheets of A4 paper, enough for each group

Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of objects, people and animals, if supported by pictures (GSE 27).
- **Writing:** Can write short, simple descriptions of people's physical appearance using basic connectors, when given prompts or a model (GSE 37).
- **Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29). Can repeat single words, if spoken slowly and clearly (GSE 18).



2 Listen, point and repeat.



shy



confident



lazy



hard-working



friendly



cheerful



kind



quiet



polite



rude



tidy



untidy

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

4 Finish the sentences.

I'm a waiter.
In my job,
I need to be...

I'm a doctor.
In my job,
I need to be...

I'm an actor.
In my job,
I need to be...

I'm a school
pupil. At
school, I need
to be...

5 Read your descriptions from Activity 4 to a partner. Can they guess the job?

I need to be kind and hard-working.

A doctor?

Yes!

nine 9

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Write some job titles on the board.
- Give a description of what qualities one particular job would need, using personality adjectives from the previous lesson.
- Pupils guess the right job from the description.
- If you have time, pupils can then continue with descriptions and their classmates guess.

Practice

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

- Give pupils one minute to complete the activity. Have pupils check their answers with their partners.

Answer key 1 sandcastle, 2 fair

2 Look at the four girls and write the adjectives. Then write their opposites to make pairs.

- Pupils complete the activity individually.

Answer key 2 polite – rude, 3 hard-working – lazy, 4 tidy – untidy



1 Before you read Which fruit can you see in the story? **an apple, a banana and grapes**

2 Listen and read.



The talent show

1 That's Samia. She's great at performing poems! She's very confident. She's more confident than I am!

2 I'm feeling worse and worse. When did you last eat something? At lunchtime. That was hours ago! Here, have this banana.

3 You need to eat something every three hours! You need more energy! OK, Katy, OK! It's my turn soon, I need to go.

4 Ten minutes later ... Hello! You're the cutest cat ever! You're very friendly, aren't you? Who did you come here with? Eek! Look, here's Millie!

5 She looks so confident! She doesn't seem shy at all! Go, Millie!

6 I can't get them out! I'm coming, Millie! I can help!

10 ten

3 Look at Activity 2 and number. Then make sentences for the other words in Activity 2. Play a guessing game with your partner.

- Place pupils in pairs to read and say the number.
- Pupils work individually to write sentences in their notebooks for the opposite words. Monitor pupils' work.
- Pupils play a guessing game in pairs. They use the sentences in the Pupil's Book and in their notebooks to guess the personality.

Answer key a 3, b 2, c 4, d 1

Extra activity Fast finishers

- Have pupils make a list of adjectives and their opposites for people's appearance.

Finishing the lesson

- Pupils close their books and work in groups of three. Give each group a sheet of A4 paper. Tell pupils to draw twelve boxes on the sheet of paper.
- Groups try to remember the twelve new words and write them in the boxes.
- Using the Summative questions technique, ask *How many words did you remember? Which words are harder to remember? Why? Can you spell them correctly? What can you do to remember them?*



3 Where does Bailey live? Go to page 58 to find out. **at 17 Istiklal Street**



4 **After you read** What happens first? Read and tick (✓).

1 a Millie eats a banana. ☐

2 a The cat runs onto the stage. ☐

b The children start watching the talent show. ☒

b Bo comes to help Millie. ☒



I help my friends develop their talents.

5 Act out the story.

6 Design your own house number and share.

Objectives

- **Lesson aims:** to listen to a story
- **Target language:** revision of personality adjectives: *juggling*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Pages 10–11
- sheets of A4 paper, enough for each pupil
- three scrunched up balls of paper
- Resource 5

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 order in which events happen, e.g. in diary entries or a story (GSE 41).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19). Can act out parts of a picture story using simple actions and words (GSE 30). Can describe common everyday objects using simple language (GSE 31).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Happy/Sad face technique
- Peer learning: pairwork; groupwork; acting out
- Independent learning: portfolio

Starting the lesson

- Write *confident, hard-working, kind, polite* and *tidy* on the board with the first and last letter missing. Ask different pupils to complete the words and say the opposites.

Presentation

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

Practice

Pupil's Book

1 Before you read Which fruit can you see in the story?

- Refer pupils to pages 10 and 11.

Extra activity Critical thinking

- Ask *What do people do in a talent show?* Accept all reasonable answers.

2 1.2 Listen and read.

- Teach *juggling* with the three scrunched up balls of paper. Say *This is juggling*. Ask *Am I good at juggling?*
- Play the audio.
- Check comprehension. Ask *Is Samia good at performing poems?* (Yes) *Is the cat small?* (No, she's big.) *What's the cat's name?* (Bailey).



Extra activity TPR

- Pupils mime the actions. Say *You're having a banana/running/good at juggling/great at performing poems*.

3 Where does Bailey live? Go to page 58 to find out.

- Pupils discuss in pairs.
- Using the Happy/Sad face technique, ask *Did you find out where Bailey lives?*

4 After you read What happens first? Read and tick (✓).

- Ask different pupils to read out the sentences in the correct order.

Diversity

Challenge

- Have pupils complete Activity 4 individually.

Support

- Tell pupils to collaborate in pairs to complete Activity 4.

5 Act out the story.

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

6 Design your own house number and share.

- Give pupils a sheet of A4 paper for their designs.
- Pupils present their work to the class. They keep their work in their portfolios.
- **Extension** Internet search key words: *images for house numbers, house numbers plaques*

Finishing the lesson

- Ask pupils what their favourite part of the story was.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to review a story
- **Target language:** revision of personality adjectives
- **Skills:** Reading, Writing

Materials

- Activity Book Page 7

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 order in which events happen, e.g. in diary entries or a story (GSE 41).
- **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: Traffic light cards technique
- Peer learning: pairwork
- Independent learning: Summative questions technique

How to work with stories

Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). 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.

Starting the lesson

- Ask pupils to tell you what happens in the story from the previous lesson. Replay the audio if you have time.

Practice

1 After you read Read and complete. Then match.

-  Give pupils one minute to complete the activity. Pupils check their answers with their partners.

Answer key 1 talent show, 2 cat, 3 better, 4 ball;
a 2, c 4, d 3

2 Read and write True or False.

- Pupils complete the activity individually.

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

3 Correct the false sentences in Activity 2.

-  Pupils write and then compare answers with a partner.

Answer key
2 Millie eats a banana before she goes on stage.;
3 Millie looks very confident on stage.; 5 The cat's name is Bailey.

4 Values Read and tick (✓). How do you help your friends develop their talents?

-  Check pupils know what to do using the Traffic light cards technique.

Answer key 4 ✓

Extra activity Fast finishers

- Pupils write extra sentences for the Values activity.

Finishing the lesson

-  Using the Summative questions technique, ask pupils what they learnt about food and diet from the story.

CLIL Link

In Unit 1, the story is based around the concept of food and diet from the Science curriculum.

Millie feels dizzy before going on stage for the talent show, and Katy and Hamed tell her that she should eat more often to have enough energy. When Millie goes on stage, a big cat interrupts her show, but this makes her show very funny and everybody thinks she's the best contestant.

To explore the concept of food and diet further, you can use Resource 5.

Objectives

- **Lesson aims:** to learn and use comparative and superlative adjectives
- **Target language:** *(My mum) is (short)er than (me). (She's) the (short)est (person in our family!);* revision of personality adjectives
- **Skills:** Reading, Speaking, Writing, Listening

Materials

- Pupil's Book Page 12
- sheets of A4 paper, enough for each pair of pupils
- Resource 10 A

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can make simple, direct comparisons between two people or things using common adjectives, given a model (GSE 38).
- **Writing:** Can make simple comparisons between people, places or things (GSE 40).
- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).

Assessment for Learning

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

Starting the lesson

- Write *Bailey* on the board. Ask *What animal is Bailey? Is she big or small? Is she very big?* and elicit answers.
- Ask pupils what they remember from the story from Lesson 3. Prompt with questions. Ask *Who is good at performing poems? Is Bailey friendly? Does Millie feel OK? What does she eat? What happens to Millie's trick?*

Presentation

- Explain that in this lesson pupils will learn to compare.
- Draw a mouse on the board. Then draw a bigger cat next to it. Finally draw a big wolf (the biggest of the three animals). Ask *Is the mouse small? Is the wolf small?* and elicit answers.
- Write *small – smaller – the smallest* on the board. Say these sentences and have pupils repeat as a class: *The wolf isn't small. The cat is smaller than the wolf. The mouse is the smallest animal.*

Practice

Pupil's Book

- 1 **Look back!** Tick (✓) the sentence in this picture.
 - Refer pupils to pages 10–12.
 - **Extension** Ask pupils to look at pages 10 and 11. Read out sentences with comparatives and superlatives in them in random order and ask pupils to find them in the story.

2 1.3 Listen and repeat.

- Play the audio.
- Write *short – shorter – the shortest* on the board. Then write *kind* on the board and ask pupils to think about how to change this adjective. Have two different pupils write *kinder* and *the kindest* on the board.
- Tell pupils that long adjectives don't change, but we add words. Ask them to find the extra words we add in the grammar box and elicit *more* and *the most*.
- Write *hard-working – more hard-working – the most hard-working* on the board. Ask pupils to do the same for *confident*.
- Draw pupils' attention to the irregular adjectives. Ask *How do we change 'good' and 'bad'? What letter changes in 'tidy'? What letter do we add in 'big'?* and elicit answers.
- **Extension** Pupils find the comparative and superlative adjectives in the story on pages 10 and 11. They write the words in their notebook under two separate headings.



Diversity

Challenge

- Do not underline the letters and words in the examples. Pupils look and work out the rules.

Support

- Write the irregular adjectives on the board while you explain, in order to check that all pupils understand.

3 Read and write the adjectives.

- Give pupils a minute to read the descriptions quietly and think about the answers before writing their answers. Tell them to be careful with 5 because it is a long adjective.
- Ask for feedback using the Lollipop stick technique.

Extra activity Critical thinking

- Pupils work in pairs. Hand each pair a sheet of A4 paper. Pupils look again at Activity 3 and write five questions about it. Walk around the class monitoring pairs.
- Ask pairs to ask other pairs their questions.

Extra activity TPR

- Demonstrate stretching your arms wide for *long* adjectives and closing your palms together for *short* adjectives. Call out these long and short adjectives in random order. Pupils do the correct movements.
short, curly, fair, straight, dark, long, shy, lazy, big, kind, quiet, rude, tidy, confident, hard-working, cheerful, untidy
- Repeat the activity with sentences containing long or short adjectives in the comparative and superlative forms.

Finishing the lesson

- Describe one or two pupils in the class in a positive way. Other pupils guess who you are talking about.
- Repeat with other pupils making descriptions for their classmates to guess.

Lesson 6 Activity Book

Objectives

- **Lesson aims:** to learn and use comparative and superlative adjectives
- **Target language:** *(My mum) is (short)er than (me). (She's) the (short)est (person in our family!);* revision of personality adjectives
- **Skills:** Reading, Writing

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

- 1 You need to eat something every three hours! ☐
- 2 You're the cutest cat ever! ☒
- 3 Watch out for the cat! ☐



2 Listen and repeat.

My mum is **shorter** than me.

She's **the shortest** person in our family!

I'm **more hard-working** than my best friend.

I'm **the most hard-working** person in my swimming class.



Irregular adjectives

good	→	better	→	the best
bad	→	worse	→	the worst
tidy	→	tidier	→	the tidiest
big	→	bigger	→	the biggest

3 Read and write the adjectives.

a



Laila

Laila is (1) **more hard-working** (hard-working) than anyone else I know! She is (2) **better** (good) than me at schoolwork. She's the (3) **best** (good) student in our class and she's the (4) **most hard-working** (hard-working) person in the school!

b



Farid

Omar

Omar and his friend Farid live on the street too. I like Farid. He's the (5) **most cheerful** (cheerful) boy in the street. His friend Omar is very different. He's (6) **quieter** (quiet) than Farid. Both of them are my friends.

c



Amer

Asma

Asma and Amer live on the street, too. Asma is (7) **more untidy** (untidy) than Amer. Amer's room is the (8) **tidiest** (tidy) room on the street!

12 twelve

Materials

- Activity Book Page 8
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of objects, people and animals, if supported by pictures (GSE 27). Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30).
- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork; groupwork; Three facts and a fib technique

Starting the lesson

- Write the four irregular adjectives on the board (*good, bad, tidy, big*) and ask pupils to give you the comparative and superlative forms.
- Ask pupils then to give you sentences using each word and to write a sentence on the board.

Practice

1 Look, read and choose the correct answer. Then write the names of the children.

- Give pupils one minute to complete the activity.

Answer key 2 curlier, 3 the most, 4 better, 5 shier, 6 most confident

Alia, Mariam, Lucy, Fadia

2 Complete the sentences.

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

Answer key 2 more polite, 3 worse, 4 rudest, 5 most dangerous

Extra activity Fast finishers

- Have pupils study the adjectives in red in the grammar table in the Pupil's Book, then have them cover each adjective one at a time and try to remember it by heart. They can write the adjectives in their notebooks.

Finishing the lesson

- Place pupils in groups of four. Hand each pupil a sheet of A4 paper. Pupils practise comparative and superlative adjectives using the Three facts and a fib technique.
- Walk around the class monitoring groups.

Objectives

- **Lesson aims:** to learn and use vocabulary for hobbies; to learn and use *be good at*; to learn and sing a song
- **Target language:** *count, spell, do experiments, bake a cake, throw a ball, fix toys, juggle, make a pizza; I'm good at (baking cakes).*
- **Skills:** Listening, Speaking

Materials

- Pupil's Book Page 13
- 16 word cards with one of the following written on each one: *count, fingers, spell, a word, do, experiments, bake, a cake, throw, a ball, fix, toys, juggle, hats, make, a pizza*
- three crumpled up balls of paper
- Resources 1 B, 10 B, 14, 18

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can sing a basic song from memory (GSE 22). Can express ability or lack of ability in relation to basic everyday actions (GSE 31).

Assessment for Learning

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

Starting the lesson

- Ask *What are your hobbies? What are you good at doing?*

Presentation

- Explain that in this lesson pupils will talk about hobbies and what they are good at doing. They will also sing a song.
- Present *juggle, count* and *spell*. Juggle two crumpled up balls of paper and ask *What's this? Do you remember? Elicit juggling. Ask Am I good at juggling? Can I juggle balls?*
- Say *I can count my fingers.* and count them. Ask *How many people are in class?* Allow pupils time to count. Ask *Are you good at counting numbers?*
- Say *I can spell cat. C-A-T.* Ask *Can you spell bird? Can you spell shy? Can you spell confident?* Have pupils raise their hands to offer the spelling. Ask *Are we good at spelling words?*

Practice

Pupil's Book

1 Listen, point and repeat.

- Refer pupils to page 13. Tell them to look at the pictures. Ask *Which words did we just talk about?* and elicit *count, spell* and *juggle*.
- Teach the other words. Tell pupils to look at the pictures, listen and answer. *We do experiments in Science class lessons. What number is it? (3) Look at number 4. What are they baking? (a cake) Is the boy in number 5 throwing a hat? (no, a ball) What about number 6? What is he fixing? (a toy) And can you see the pizza? What number is it? (8)*
- Play the audio.



Extra activity Collaborative work

- Hand out one word card each to sixteen different pupils. Pupils have to find the pupil with the word card that makes a phrase. Repeat with different pupils.



2 Listen and sing.

- Play the song and tell pupils to listen only this time.
- Read out the song one line at a time for pupils to repeat.
- 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

- Pupils listen to the song and mime what they hear.

3 Listen and repeat.

- Play the audio.
- Ask *What word do we add after 'good', and 'great'?* and elicit *at*.
- Ask *What three letters do we add to the word after 'good at'?* and elicit *-ing*.



Diversity

Challenge

- To monitor pronunciation, ask pupils to repeat individually.

Support

- To build confidence, ask pupils to repeat in groups.

4 In pairs, ask and answer. What are you great at? What aren't you good at?

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask pairs to demonstrate one example.

5 Pupil A: Activity Book, page 44.

Pupil B: Activity Book, page 46.

- Place pupils in pairs for this activity and monitor.

Finishing the lesson

- Ask pupils to give a short presentation to the class about what they are good at. Encourage the class to be supportive and to clap.

Lesson 8 Activity Book

Objectives

- **Lesson aims:** to learn and use vocabulary for hobbies; to learn and use *be good at*
- **Target language:** *count, spell, do experiments, bake a cake, throw a ball, fix toys, juggle, make a pizza; I'm good at (baking cakes); I'm not very good at (juggling).*
- **Skills:** Listening, Speaking, Writing

Materials

- Activity Book Page 9
- notebooks

Global Scale of English (GSE)

- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).
- **Speaking:** Can express ability or lack of ability in relation to basic everyday actions (GSE 31).
- **Writing:** Can write some familiar words (GSE 20).

1 Listen, point and repeat.



count



spell



do experiments



bake a cake



throw a ball



fix toys



juggle



make a pizza

2 Listen and sing.

Everyone's good at something! We all know this is true.
Everyone's good at something! So what about you?

Are you great at spelling words?
Are you good at solving
crosswords?
Are you great at fixing toys?
Are you good at making lots
of noise?

Are you good at baking cakes?
Are you good at throwing balls in
a lake?
Are you good at counting cats?
Are you great at juggling
hats?

3 Listen and repeat.

I'm **good at** baking cakes.
I'm **not very good at** making a pizza.
Katy is **great at** acting.

4 In pairs, ask and answer. What are you great at? What aren't you good at?

I'm great at spelling but
I'm not good at baking!

I'm great at Maths but
I'm not very good at PE!

5 Pupil A: Activity Book, page 44. Pupil B: Activity Book, page 46.

thirteen 13

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

- Put pupils into groups. Ask them to find out what group members are good at.
- Ask pupils to tell the class about their groups.

Practice

1 Look and match. Then number.

- Give pupils one minute to complete the activity.
- Check answers using the Lollipop stick technique.

Answer key 2 spell a word (g); 3 do experiments (b);
4 bake a cake (e); 5 throw a ball (f); 6 fix toys (h); 7 juggle hats (a);
8 make a pizza (d)

2 1.8 Listen and tick (✓).

- Play the audio.



Girl: Hi! I'm Reem, and I love doing a lot of things in my free time. But I'm not good at everything! I love cooking. I think I'm great at making a pizza and, of course, at baking a cake! I love playing with my toys, but I'm not very good at fixing them when they break. I love ball games, but I'm not very good at juggling more than two balls at a time. I think it's very difficult! But I'm good at spelling new words! I think it's fun.

Answer key great at: bake a cake; good at: spell new words;
not very good at: fix toys; juggle more than two balls

3 Look at the table in Activity 2. Complete the sentences.

- Pupils complete the activity individually.

Answer key 1 baking, 2 not very good at fixing,
3 good at spelling, 4 not very good at juggling

4 Look at Activity 2 and tick (✓) for you. Use a different colour. Then compare with your partner.

- Place pupils in pairs for this activity.

Extra activity Fast finishers

- Pupils write the collocations in their notebooks.

Finishing the lesson

- Using the Summative questions technique, write *What have you learnt today?* on the board and have pupils answer the question in their notebooks.

Objectives

- **Lesson aims:** to learn about good manners.
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Listening, Speaking, Writing

Materials

- Pupil's Book Page 14
- Activity Book Page 10
- True/False response cards
- notebooks
- sheets of A4 paper, enough for two for each group of pupils
- coloured pencils, staples or string

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can describe the differences between the customs of two cultures, using simple language (GSE 50).
- **Writing:** Can write short, simple texts about topics of personal relevance, given prompts or a model (GSE 38).

Assessment for Learning

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

Starting the lesson

- Write *polite* and *rude* on the board. Ask pupils to offer ideas of what is polite and what is rude in their country.

Presentation

- Explain that in this lesson pupils will talk about good manners around the world.
- Write *special word*, *handshake* and *food* on the board. Explain meanings and ask pupils to predict why these words are in a text about good manners.

Culture notes

- In the UK people also say *Yes, please* and *No, thank you* to offers.
- In Japan it is polite to bow when you meet someone.

Practice

Pupil's Book

1 Before you read Why is it important to show good manners?

- Pupils discuss in pairs, then ask for feedback. Pupils raise their hands to offer ideas. Encourage class discussion. Ask *Who agrees? What do you think (name)? Do you have another idea?*
- Refer pupils to page 14. Tell them to look at the pictures. Ask *What can you see? What are the people doing?*

2 1.9 Listen and read.

- Play the audio all the way through.
- Check comprehension with questions. Ask *What's 'please' in the UK? (the special word)* *Where is a strong/gentle handshake polite? (Jordan; Asia)* *What do you take off in Asia and South America in someone's home? (your shoes)* *Where do you finish/not finish all your food on your plate? (India, the UK; China)*



Extra activity Critical thinking

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

3 After you read Activity Book, page 10.

- Write these words on the board and ask pupils to find them in the text: *handshake*, *get off the bus*, *mouth wide open*, *take off your shoes*, *good manners*, *put your feet up*.
- Pupils turn to page 10 in their Activity Books and complete the activities.

Extra activity TPR

- Pupils react to these sentences using their True/False response cards.
It's rude/polite to take off your shoes in someone's home in Asia.
It's rude/polite to say thank you to the bus driver in the UK.
It's rude/polite to eat noisily in the USA/China.
It's rude/polite to laugh with your mouth wide open in Japan.

4 What's different from your country? What's the same?

- Pupils discuss in pairs then have class feedback.
- **Extension** Internet search key words: *good manners*, *how to be polite*

Diversity

Challenge

- Do Activity 4 using the Lollipop stick technique.

Support

- Prompt discussion with questions that need short answers e.g. *Is it important to say thank you?*

Project

Make a book about good manners.

- Divide pupils into groups of three. Give each group a sheet of A4 paper and coloured pencils.
- Give groups two minutes to brainstorm ideas.
- Demonstrate how to fold the A4 paper in half to make a book with four pages and fasten it with staples or string. Explain that pupils must design a cover page and then write about three different manners on the three pages in the book.
- Each group presents their book, reading a page each.



Activity Book

1 Read, look and number.

- Pupils work individually to complete this activity.
- Answer key** 2 c, 3 f, 4 d, 5 b, 6 e

2 After you read Read and answer the questions.

- Answer key** 2 Thank you.; 3 in the US; 4 in Asia and South America; 5 in Asia and South America

Lesson 9

CULTURE

Good manners around the world

There are many different ways to be polite or rude around the world! Let's look at what good manners are in different countries.



Saying 'please' and 'thank you'

All around the world, it's important to say 'please' and 'thank you'. In the UK, if a child asks 'Can I have some water?', a British parent often asks 'What's the special word?'. The child then remembers to say 'please'!

And do you know that in the UK most people say 'thank you' to the bus driver when they get off the bus?

Meeting new people

In Jordan, it's polite for adults to give a strong handshake when they meet someone. In Asia, the opposite is true: it's better to give a gentle handshake!



handshake

In Asia and South America, it's polite to take off your shoes when you go into a home. But be careful when you sit down. It's very rude to put your feet up and show the bottom of your feet!



Good manners with food

In India and the UK, it's polite to finish everything on your plate. In China, it's very rude to do that! If you finish everything, it means you didn't get enough food.

In Jordan and the UK, it's polite to eat quietly. In China, it's better to eat noisily. This shows that you are enjoying your food.



Did you know that in Japan it's rude to laugh with your mouth wide open?

- 1 **Before you read** Why is it important to show good manners?

- 2 **Listen and read.**

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

- 4 **What's different from your country? What's the same?**

In Argentina, it's polite to eat quietly, too.

14 fourteen

Project

Make a book about good manners.

- 1 In groups, brainstorm good and bad manners in your country.
- 2 Choose three things to write about.
- 3 Now make your book.
- 4 Show your book to the class.



In my country, you must ...
You should ...
It's polite to ...

- 3 **Write one bad manner for each place.**

Possible answers 1 eat noisily / don't say 'thank you' to the bus driver; 2 give a gentle handshake when meeting somebody / eat noisily; 3 finish everything on your plate / eat quietly; 4 don't take off your shoes when you go into a home / sit with the bottom of your feet showing

- 4 **Make a poster about good and bad manners at school. Then make a class display.**

- Place pupils in small groups to help each other with their posters.
- Walk around the class monitoring groups.
- Display the posters on the wall.

Extra activity Fast finishers

- Pupils write ten important words from the text in their notebooks.

Finishing the lesson

- Using the Summative questions technique, write *What was the most interesting thing in the lesson for you? Why?* on the board and have pupils answer the questions in their notebooks.

Objectives

- **Lesson aims:** to learn to describe people; to learn and practise the prefix *un-* for adjectives
- **Target language:** *What's she like? She's really friendly.*
- **Skills:** Reading, Writing, Listening, Speaking

Materials

- Pupil's Book Page 15
- Activity Book Page 11
- Yes/No response cards
- a ball
- Resource 22

Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of objects, people and animals, if supported by pictures (GSE 27).
- **Writing:** Can write some familiar words (GSE 20).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 27). Can identify specific information about people's personalities in short, simple dialogues, if spoken slowly and clearly (GSE 36).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30). Can describe someone's personality in a basic way, if guided by prompts (GSE 39). 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: pairwork
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Ask pupils questions for them to respond with their Yes/No response cards. Ask *Have you got long/straight/short/fair/dark hair? Are you tall/short? Are you friendly/shy/confident/rude/polite?*

Presentation

- Explain that in this lesson pupils will learn to describe people.
- Ask two pupils to come to the front. Tell the class to listen carefully. Ask *Are you good at a sport or a hobby? What are you good at? Are you noisy/quiet/shy/confident?*
- Using the Basketball technique, ask the class questions about the two pupils who stood up: *What's (name) good at? What's he/she like, noisy or quiet? etc.*

Diversity

Challenge

- Use confident pupils for the presentation.

Support

- Write the answers on the board under the pupils' names so pupils can answer more easily with the Basketball technique.

Practice

Pupil's Book

- 1 **Look at the picture. What game are they playing?**
 - Refer pupils to page 15. Pupils discuss in pairs and then raise their hands to offer answers.
 - **Extension** Internet search key words: *football*
- 2 **1.10 Listen. Can you find Jameela in the picture?**
 - Play the audio. Pupils raise their hands to offer answers. Do not confirm answers yet.
- 3 **1.11 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.



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, describe someone in the picture or someone in your school.**

- Place pupils in pairs and assign Pupil A and Pupil B. Pupil A describes and Pupil B guesses. Then pupils swap roles.
- **Extension** Divide pupils into two teams. Repeat the activity with two pupils from each team. Pupils score a point for guessing correctly. Repeat until all pupils have had a turn.

Extra activity Creativity

- Pupils remain in the same pairs as in Activity 4. Pupil A describes someone's hair, face and height. Pupil B tries to draw the person. They then swap roles: Pupil B describes someone and Pupil A draws.

Pronunciation

- 5 **1.12 Listen and say the tongue twister.**
 - Write the following sentences on the board:
He/She is happy. He/She is unhappy.
 - Underline the /ʌn/ in the word. Explain that this is a prefix that we use to make the word negative.
 - 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.
 - Invite a few pupils to the front to say the tongue twister.



Activity Book

- 1 **Look at the pictures and complete the table.**

Answer key

Muna: (look like) short hair, curly hair; (like) confident; (good at) juggling

Zeina: (look like) long hair, dark hair, straight hair; (like) untidy; (good at) fixing toys

- 1 Look at the picture. What game are they playing?

football

- 2 Listen. Can you find Jameela in the picture?

This is Jameela.

- 3 Listen, read and check.



Who's that girl over there?

Which one?

The one with straight, brown hair.

Oh, that's Jameela. She's in my class. She's new.

What's she like?

She's very friendly. She seems very confident. She's really good at football. She's on the school team already! Come and meet her!

Say it!

Who's that girl over there?
What's she like?
She's very ...
She's really ...
She seems very ...

- 4 In pairs, describe someone in the picture or someone in your school.

Pronunciation

- 5 Listen and say the tongue twister.

My sister is untidy.
Her bedroom is a mess!
She says that I'm unfriendly
When I don't help her find her dress.



fifteen 15

- 2 1.13 Order the sentences to make a dialogue. Listen and check.

- Pupils complete the activity, then they listen and check.

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



- 3 Now practise the dialogue in Activity 2 in pairs. Use your own ideas for the underlined words.

- Walk around the room monitoring pairs.

- 4 1.14 Change these words to make them negative. Listen and check. Then say a sentence for each form of the word.

Answer key

1 unhappy, 2 untidy, 3 unfriendly, 4 unlucky, 5 unwell, 6 unsafe



Extra activity Fast finishers

- Pupils write a description of a friend in their notebooks.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *How successful is your learning? What are you doing to learn? How do you think you can improve?* and encourage class discussion.

Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Listening, Writing

Materials

- Pupil's Book Page 16
- Activity Book Page 12
- Resource 26

Global Scale of English (GSE)

- **Reading:** Can identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions) (GSE 47). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). 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).
- **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: Basketball technique; Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Ask pupils what crime stories they read or crime series on TV they watch. Encourage class discussion with questions, e.g. *Are crime stories exciting? Do people take things in the stories? What do they take? Do the police catch them?*

Presentation

- Explain that in this lesson pupils will read a report.
- Tell pupils to work in pairs. Give them one minute to write down the personality adjectives they remember from Lesson 1.
- Ask for feedback using the Basketball technique.

Practice

Pupil's Book

1 Before you read What kind of text is it?

- Refer pupils to page 16. Tell them to look at the text quickly to find out what kind of text it is. Ask them to point out how they came to that answer. Explain the meaning of *report* if necessary. Ask *What does a report tell us?* and elicit answers. Accept all reasonable suggestions.
- **Extension** Pupils work in pairs and think about what they would see in a fact file, a recipe and an email. Ask for class feedback and accept all reasonable suggestions, e.g. *fact file: true information; recipe: ingredients and instructions; an email: an address, a greeting.*

2 1.15 Listen and read.

- Ask pupils to count how many people the students learnt from while they listen and read. Play the audio.
- Ask pupils to say how many people are in the report. (four)
- Check comprehension with questions. Ask *When was Activity Day? (last Wednesday) Who taught cooking? (Mrs Zeinab) What did they make? (pizzas and cakes) What taught juggling? (Mrs Nawal) What did one student think of juggling? (It was difficult.) What did the students make with Mrs Randa? (sculptures of animals) What did the students do with Mrs Samia? (fun experiments) What time did everyone tidy up? (at two o'clock) Were the students hard-working? (yes)*



3 After you read Correct the underlined words.

- Give pupils a minute to read the text again. Then pupils read the sentences. They correct the underlined words.
- Ask for feedback using the Lollipop stick technique.

Diversity

Challenge

- Tell pupils to find the parts of the text where they find the information they need to correct the underlined words.

Support

- Pupils work individually on one sentence at a time. Write the correct sentences on the board so pupils can check their answers.

Extra activity TPR

- Practise the words *diamond, magnet, ill, glass box, circus* and *trapeze*. Write them on the board in different corners and at the top and bottom.
- Read different sentences with the words from the text. Pupils point to the part of the board with the word.

Activity Book

1 After you read Look and write.

- Give pupils one minute to complete the activity.

Answer key 2 oven, 3 catch a ball, 4 visitors, 5 sports centre, 6 cooking

2 Circle the correct answer.

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

Answer key 2 sports centre, 3 playground, 4 more difficult, 5 making sculptures, 6 tidied up

3 Look at the last paragraph of the report and complete the answer.

- Pupils complete the activity individually. They can refer to their Pupil's Books if necessary.

Answer key They were hard-working, cheerful and polite.

4 Imagine that your class is having an Activity Day. With your group, choose some fun activities and write a plan for the day in your notebook. Share with the class.

- Place pupils in groups to complete the activity.
- Walk around the class monitoring groups.
- Ask different groups to talk about their plan. Ask for class feedback for comparisons.

Reading

1 Before you read What kind of text is it?

a fact file a recipe a report an email



2 Listen and read.

Class 5B activity day

by Mrs Hala (Class 5B teacher)

Last Wednesday was Activity Day for Class 5B. Some visitors came to the school to teach the students some new skills.

The first activity in the morning was cooking with Mrs Zeinab. The first group made pizzas and the second group baked cakes. They put the pizzas and cakes in the oven, then they went to the playground with Mrs Nawal. Mrs

Nawal works at the sports centre. First, the students practised throwing and catching balls. Then Mrs Nawal gave each student three small balls, and taught them how to juggle. 'Juggling is more difficult than baking a cake!' said Lubna. The students tried hard and enjoyed learning.

In the afternoon, the first group worked with Mrs Randa. Mrs Randa is an artist, and she's very good at making sculptures. She helped the students to make beautiful sculptures of animals. The second group worked with Mrs Samia, who is a scientist. They did some fun science experiments. At two o'clock, everyone tidied up, then they went home with their pizzas and cakes.

Activity Day was great. All the students were very hard-working and cheerful, they were polite to our visitors, and they had lots of fun. Well done, Class 5B!



3 After you read Correct the underlined words.

- 1 Activity Day was last Thursday. ^{Wednesday}
- 2 The second group made pizzas. ^{made cakes}
- 3 Mrs Randa is a scientist. ^{an artist}
- 4 Some students made sculptures with Mrs Samia. ^{fun experiments}
- 5 The students were rude to the visitors. ^{polite}

16 sixteen

Extra activity Fast finishers

- Pupils write the correct sentences for Pupil's Book Activity 3 in their notebooks in full.

Finishing the lesson

- Using the Thought-provoking questions technique, ask Are you good at understanding what kind of text you are reading? Is it possible to understand a text without knowing all the words? Do you feel confident about reading activities? How can you get better? and encourage class discussion.

Objectives

- **Lesson aims:** to understand a listening task; to describe someone; to write a description of someone
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Listening, Speaking, Writing

Materials

- Pupil's Book Page 17
- Activity Book Page 13
- a ball
- sheets of A4 paper, enough for each pupil
- Resource 30

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 41).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can describe someone's personality in a basic way, if guided by prompts (GSE 39).
- **Writing:** Can write a short description of a person they know well (GSE 40).

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: portfolio; Learning diary

Starting the lesson

- **1.5** Play the song from Lesson 7 and encourage pupils to join in.



Presentation

- Explain that in this lesson pupils will listen to a description of people, describe someone and then write a description of someone they know.
- Write *I'm great/good at -ing* on the board. Using the Basketball technique, ask pupils to say one thing they are good at doing. Tell pupils to listen carefully to each other.
- Erase *I'm* and write *He's/She's* in its place. Ask pupils to say what their partner is good at doing.

Practice

Pupil's Book

Listening

- **1.16** Listen. Which people do Omar and his mum talk about

- Refer pupils to page 17 and look at the people in Activity 1. Ask *Which person has a beard/moustache/fair hair/dark hair/straight hair/curly hair/glasses?* for pupils to call out the number.
- Play the audio.
- Pupils compare answers with a partner.



- Woman:** Hello, Omar. Did you have a good day at school?
Boy: Yes thanks, Mum. The Activity Day was great!
Woman: What activities did you do?
Boy: Well, first we had an art lesson.
Woman: Did you paint a picture?
Boy: No I didn't. The other group painted pictures, but I made a sculpture of a tree with Jamal. Do you remember him?
Woman: I don't know. Does he wear glasses?
Boy: Yes, he does. And he's got straight dark hair.
Woman: Yes, I remember him! He often plays football in the park.
Boy: That's right. He's good at football.
Woman: What's he like?
Boy: He's quiet, but he's friendly. I like him.
Woman: That's good! What did you do after the art lesson?
Boy: We played basketball with Mr Kareem. I really enjoyed that.
Woman: I don't know Mr Kareem. What does he look like?
Boy: He's tall and he's got dark curly hair.
Woman: Has he got a beard?
Boy: No, he hasn't. But he's got a moustache.
Woman: Oh yes, I know him. Is he a sports teacher?
Boy: No, he isn't. But he likes sport, and he's good at it.
Woman: What's he like?
Boy: He's very kind and cheerful. We had a lot of fun!

Diversity

Challenge

- Ask pupils to say why the other people are not Jamal or Mr Kareem.

Support

- Before listening, write the number of each person on the board and the adjectives that describe that person underneath.

Speaking

- **2** Talk about someone in your family.

- Pupils work in pairs.
- When they have described someone in their family, ask one pupil in each pair to stand up and talk to another pupil from another pair. Pupils then repeat the activity.

Writing

- **3** Read. What doesn't Laith's granny like?

- Give pupils a minute to read the text and find the answers.
- Check comprehension with questions. Ask *How old is Granny?* (72) *Can you describe her appearance?* (She's got short, grey hair and brown eyes.) *What's she like?* (She's kind and hard-working.)

Extra activity TPR

- Pupils mime the activities you read out if you say you like them. If you say you don't like them, they stay still, e.g. *I like/don't like ... (reading/watching TV/cooking).*

- **4** Write about someone important in your life.

- Read the Writing tip to pupils. Tell pupils to find the linking words in Laith's description in Activity 3.
- Read the plan to the pupils. Pupils turn to their Activity Books.

Extra activity Creativity

- After checking their written work, pupils copy it onto a sheet of A4 paper and draw a picture of the person. They display their work on the classroom wall and later add it to their portfolios.



Listening

- 1 Listen. Which two people do Omar and his mum talk about?



Speaking

- 2 Talk about someone in your family.

Uncle Rakan is my favourite uncle. He's very kind ...



Writing

- 3 Read. What doesn't Laith's granny like? *She doesn't like watching cooking shows on TV.*

My Granny

by Laith from Jordan

My granny is my favourite relative. Her name is Nawal. She's 72 years old. She's got short, grey hair and brown eyes. My granny is very kind and hard-working. She likes reading and she loves watching TV. She likes cooking, too, but she doesn't like watching cooking shows on TV! She always makes me delicious Mansaf because she's great at making Mansaf. She loves Jordanian history films. I like talking about Jordanian films with my granny.

- 4 Write about someone important in your life.

1 Plan

- Who are you writing about?
- What does he/she look like?
- What is he/she like?
- What does he/she like doing?

2 Write

- Write your description.

3 Check your work

- Linking words?

tip Writing

Use these words to link ideas: *and, or, but, so, because*. Look back at Activity 3. Which linking words can you find?

Activity Book, page 13.

seventeen 17

Activity Book

- 1 Complete the sentences with *and, or, but, so* or *because*.

Answer key 1 but; 2 but, so; 3 or; 4 and, so; 5 because

- 2 Write about someone important in your life.

- Plan: Give pupils one minute to complete their notes.
- Write: Pupils work individually to write their descriptions.
- Check your work: Write the following questions on the board: *Did you use linking words? Did you use a capital letter at the start of each sentence? Did you use a full stop at the end of each sentence? Did you use the correct spellings? Was your writing clear?* Pupils evaluate their own work by answering the questions.
- Using the Two stars and a wish technique, pupils read and check each other's work.

Extra activity Fast finishers

- Pupils find the adjectives and the hobbies in Laith's description. They write the words in their notebooks under two separate headings.

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 **Theme 2:** Culture
Theme 3: Science and technology
Theme 6: Recreation

Scope and Sequence Matrix

Listening: understanding the main idea and specific details in oral texts describing people, places, and events; taking simple notes while listening; identifying one or more key ideas in an oral presentation or conversation; identifying the topic and setting of oral texts as well as participants and their roles; asking and answering questions to seek help, get information, or clarify something

Speaking: following rules for discussions (e.g. speaking one at a time about the topics under discussion)

Reading: skimming and scanning a text for main ideas and key details, graphing them; distinguishing facts from opinions; reading and understanding short, simple stories and comic strips involving familiar, concrete situations written in a high-frequency everyday language

Writing: independently writing short texts (letters, memos, reminders, stories); using adequate spelling, punctuation, grammar, and organisation; using simple and compound sentences in journaling writing

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions; responding to a variety of oral presentations; interpreting visual cues to analyse and make inferences about the intended message

2

Then and now

Technology: computer, email, smartwatch, keyboard, letter, carry, mouse, telephone, call, tablet, mobile phone, study
Verbs: post a letter, hold a pen, send an email, win a race, make a face, make a sandwich, tell a story, tie a shoelace
Pronunciation: inform, information, describe, description

- 1 How many things can you find that use electricity?
 computer, cassette/CD player, lamp, telephone, oven, tablet, mobile phone

Then and now

He's studying.
My mum and dad when they were teenagers.

She's calling someone on the phone.

She's reading a book with Hamed.

She's walking on the street, carrying Hamed.

He's working on the computer.
My mum and dad when I was little.

She's writing a letter.

They are posing for the photo.
My mum and dad now.

He's baking a cake.

She's playing in the garden.
She's throwing a ball.

1 What's wrong in the picture?
What are Hamed's mum and dad doing in the photos?
Which are the oldest photos?

18 eighteen

- 1 What's wrong in the picture? **The name of the newspaper is backwards. (1)**
 What are Hamed's mum and dad doing in the photos?
 Which are the oldest photos? **The first two photos in the upper left corner. (2)**

Learning Outcomes and Performance Indicators

Listening: identify the main ideas and specific details in oral descriptions of people, places, and events; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations through questions or statements; extract information from an oral text to do a task; identify the topic of oral texts; identify the setting, participants and plot of a short oral story; use clues to understand new or unfamiliar words when listening (context, illustrations, visual elements); ask and answer questions to seek help, get information, or clarify something; listen to others with care and show engagement

Speaking: practise English rhythm; speak intelligibly while making statements, asking questions, giving instructions and reporting events; identify and use prefixes and suffixes (un-, dis-, ir-, -ful, -ment, -tion) and visual clues to infer the meaning of new vocabulary items

Reading: use various text features (captions, subheadings) to locate key facts or information in a text; skim and scan a text for main ideas and key details; identify the topic, main ideas(s), and key facts in a reading text; explain how specific images or illustrations clarify and contribute to a text; identify the setting, participants, and plot of a short story; express opinions on characters, and events, justifying them with information in a text

Writing: use correct sentence grammar, punctuation, and capitalisation; write texts using a range of sentence connectives; use simple and compound sentences to produce a variety of text types (letters, email, memos, reminders)

Viewing and presenting: start to demonstrate understanding of visual information by asking relevant questions; interpret visual cues in order to analyse and make inferences about the intention of the message; listen to other learners' responses, realising that people react differently

Unit objectives

to talk about technology and use verbs

Language

Vocabulary	Technology <i>computer, email, smartwatch, keyboard, letter, carry, mouse, telephone, call, tablet, mobile phone, study</i> Verbs <i>post a letter, hold a pen, send an email, win a race, make a face, make a sandwich, tell a story, tie a shoelace</i>
Grammar	Past simple <i>could/couldn't</i>
Functions	Asking for information <i>I'd like some information about the (Science Museum), please.</i>
Pronunciation	Changing verbs to nouns using the suffix <i>-tion</i> : <i>inform - information, describe - description</i>

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–12)

Mathematical, science and technological competences: learn technology vocabulary (L. 1)

Digital competence: use Pupil's Book eBook (L. 1–12)

Social and civic competences: learn to be creative (L. 3); learn to talk about a visit to a museum (L. 12)

Cultural awareness and expression: raise awareness about museums in different countries (L. 9)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1); follow instructions (L. 1–12); personalisation of language learnt (L. 5 and 9)

Initiative and entrepreneurship: choose a topic for the project (L. 9)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 11); Problem solving (L. 3); Planning (L. 12); Reflecting on learning (L. 1–12)
Creativity	Using a code to write sentences (L. 3)
Communication	Describing objects (L. 1); Telling a story about the past (L. 5 and 6); Talking about past abilities (L. 7 and 8); Asking for and giving information (L. 10); Functional dialogue (L. 12)
Collaboration	Project groupwork (L. 9); Acting out (L. 3)

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, English in action, CLIL
- Unit 2 Test

Objectives

- **Lesson aims:** to learn and use technology vocabulary
- **Target language:** computer, email, smartwatch, keyboard, letter, carry, mouse, telephone, call, tablet, mobile phone, study
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Pages 18–19
- stopwatch
- a mobile phone or picture of a mobile phone
- sheets of A4 paper, enough for each pupil
- Resource 2 A

Global Scale of English (GSE)

- **Reading:** Can understand short, simple descriptions of objects, people and animals, if supported by pictures (GSE 27).
- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can describe common everyday objects using simple language (GSE 31).

Assessment for Learning

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

Starting the lesson

- Show pupils a mobile phone and say *Look. This is a mobile phone. It uses electricity. Do you know what electricity means?* Explain as necessary.
- Ask pupils to find other things in the classroom that use electricity. They raise their hands to offer ideas.

Presentation

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

Practice

Pupil's Book

1 How many things can you find that use electricity?

- Refer pupils to page 18. Read the rubric. Give pupils an example: *A computer uses electricity. Ask pupils to point to a computer.*
- Using the Lollipop stick technique, ask pupils to say things that use electricity.
- Place pupils in 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.
- **Extension** Ask pupils to describe the pictures on page 18 in pairs, telling each other where the people are, what they are doing, and naming any objects/places that they know, e.g. *the beach*.

2 2.1 Listen, point and repeat.

- Refer pupils to page 19. Ask them how many things in the photos have they already talked about in this lesson.



- Tell pupils to find *mobile phone*. Ask *Can you see the girl in picture 11? She's calling someone. Who do you think she's calling?* Pupils look at the pictures and do the activity.
- Play the audio.
- Have pupils say a word to their partners for their partner to point to the correct picture. Then they swap.

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 objects and write the missing word. Ask for feedback using the Lollipop stick technique.

Extra activity Critical thinking

- Pupils say which English words they already know. Put pupils in groups and ask them to have a discussion about the use of English words in their language. *Why do we use English words? Can you think of other English words we use?*

4 2.2 What is it? Listen and point to the picture in Activity 2.

- Play the audio. Check the answer by asking pupils to call out the correct number of the picture.



(Sound of keyboard)
(Sound of mobile phone)
(Sound of mouse clicking)
(Sound of phone ringing)

Extra activity TPR

- Hand each pupil an A4 sheet of paper. Tell each pupil a different word from Activity 4 to write on their sheet of paper. Play the audio for Activity 4 again. When pupils hear their object, they hold their sheet of paper up.

5 Describe a word to your partner.

- Place pupils in different pairs for this activity.
- **Extension** Internet search key words: *things that use electricity, tech gadgets, home appliances*

Diversity

Challenge

- Repeat Activity 5, with different pupils describing an object in the classroom. The class has to guess what the object is.

Support

- Brainstorm verbs pupils connect with the objects before they do Activity 5 in pairs. Write their ideas on the board.

Finishing the lesson

- Ask pupils to describe things in the classroom that use electricity.

Lesson 2 Activity Book

Objectives

- **Lesson aims:** to learn and use technology vocabulary
- **Target language:** computer, email, smartwatch, keyboard, letter, carry, mouse, telephone, call, tablet, mobile phone, study
- **Skills:** Writing

Materials

- Activity Book Page 14
- Pupil's Book Page 18
- sheets of A4 paper, enough for each group

2 Listen, point and repeat.



computer



keyboard



mouse



tablet



email



letter



telephone



mobile phone



smartwatch



carry



call



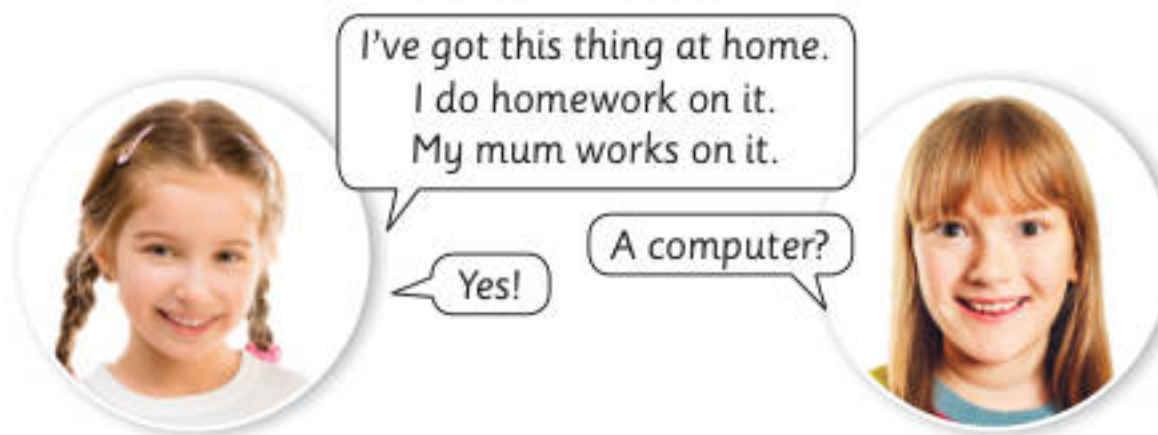
study

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

4 What is it? Listen and point to the picture in Activity 2.



5 Describe a word to your partner.



nineteen 19

Global Scale of English (GSE)

- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Write names of some technology objects on the board.

- Describe one object using language from the previous lesson.
- Pupils guess the object from the description.
- If you have time, pupils can continue with descriptions and their classmates guess.

Practice

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

- Have pupils check their answers with their partners.

Answer key 1 basketball, 2 beard

2 Look and write.

- Pupils work individually to complete the activity.

Answer key 2 telephone, 3 mouse, 4 tablet, 5 computer, 6 mobile phone, 7 email, 8 keyboard, 9 letter



- 1 **Before you read** How many different types of phone can you find in the story? **telephone, speaking tube, Discovery Team string phone**
- 2 **Listen and read.**



The secret phone

1 Here's my project! It's about how things were different ten years ago and more.

Look at these photos! Your mum and dad look so young! Were they in Jerash in those photos?

Then and now

Yes, they were.

Was everything very different ten years ago?

Not really, no. Most things were the same. Mum and Dad didn't have a tablet, but they had a computer. You could send emails, but people still wrote letters.

What's that?

That's a telephone. Everyone had one. But you couldn't walk around with them. Now everyone has mobile phones.

Wow, that computer was really big!

4 Hey, look at this! Here's a picture of a speaking tube! One hundred years ago, people in big houses used them like a phone.

5 Hey, let's make something like this!

Good idea!

Why don't we make a secret Discovery Team code? Then it can be our secret phone, and we can call each other!

20 twenty

3 Complete the table.

- Pupils work individually, then compare answers with a partner.

Answer key carry: a bag; call: a friend, the doctor; study: Maths, grammar

Extra activity Fast finishers

- Pupils write descriptions of the objects they like best from Pupil's Book Activity 2.

Finishing the lesson

- Pupils close their books and work in groups of three. Tell groups to draw 12 boxes on a sheet of A4 paper.
- Using the Summative questions technique, ask *How many words did you remember? Which words are harder to remember? Why is that? Can you spell them correctly?*



3 What does Millie say? Go to page 58 to find out. **CLIL**

4 **After you read** Match the sentence halves. **Hello Katy! Hello Bo!**
Hello Hamed!

- | | |
|--|--|
| 1 Hamed's project is about b | a used speaking tubes to talk to each other. |
| 2 Ten years ago, people sent e | b how things were different ten years ago. |
| 3 100 years ago, people in big houses a | c for a secret Discovery Team code. |
| 4 Millie has an idea c | d to go between their two houses. |
| 5 The children make a speaking tube d | e emails and letters. |

5 Act out the story. **Values** I am creative.

6 Make sentences in Discovery Team code about what you did last weekend.

I played football!

I lay layedpay
ootballfay!

Objectives

- **Lesson aims:** to listen to a story
- **Target language:** revision of technology vocabulary; *can, hose, string*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Pages 20–21
- objects/drawings of a can, a hose and string
- sheets of A4 paper, enough for each pair of pupils
- Resource 6

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 extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **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: Happy/Sad face technique
- Peer learning: groupwork; pairwork; acting out

Starting the lesson

- Write the first three letters of the technology words from Lesson 1 on the board. Ask different pupils to complete the words.

Presentation

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

Practice

Pupil's Book

1 Before you read How many different types of phone can you find in the story?

- Refer pupils to pages 20 and 21.

2 2.3 Listen and read.

- Pre-teach *can, hose* and *string* with objects or drawings. Say *Look. This is a can/a hose/some string.* and have pupils repeat.
- Play the audio.
- Check comprehension: *Whose project is it? (Hamed's) Did Hamed's mum and dad have a tablet? (No) Who gave Millie the idea for the code? (her mum)*



3 What does Millie say? Go to page 58 to find out.

- Pupils discuss in pairs.
- Using the Happy/Sad face technique, ask *Did you find out what Millie said?*

Extra activity Creativity

- Pupils work in pairs and design their own speaking tube on a sheet of A4 paper. They label the parts of their tube and show it to the class.

4 After you read Match the sentence halves.

- Pupils work individually to complete the activity. Ask different pupils to read out the complete sentences.

Diversity

Challenge

- Pupils memorise the second halves of the sentences. Read out the first halves of the sentences and ask different pupils to say the other half.

Support

- Pupils compare answers with a partner before feedback.

5 Act out the story.

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

6 Make sentences in Discovery Team code about what you did last weekend.

- Put pupils in pairs. Give pairs a sheet of A4 paper for their codes.
- Pupils swap codes with other pairs and decipher them.

Extra activity TPR

- Assign *is/are* to the left wall and *was/were* to the right wall. Read sentences from the story with these forms for pupils to face the correct wall.

Finishing the lesson

- Put pupils in groups of three and have them discuss what happened in the story.
- Ask different pupils to feed back to the class.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to review a story
- **Target language:** revision of technology vocabulary; *can, hose, string*
- **Skills:** Reading, Writing

Materials

- Activity Book Page 15
- notebooks

Global Scale of English (GSE)

- **Reading:** Can extract specific information in short texts on familiar topics (GSE 39).
- **Writing:** Can write some familiar words (GSE 20).

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

How to work with stories

Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). 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.

Starting the lesson

- Ask pupils to tell you what happens in the story from the previous lesson. Replay the audio if you have time.

Practice

1 After you read Look, read and match. Then write *Katy*, *Millie*, *Hamed* or *Bo*.

- Give pupils one minute to complete the activity. Pupils check their answers in groups.

Answer key 2 d, Was everything very different 10 years ago? Bo; 3 a, Look at this picture of a speaking tube! Katy; 4 c, Let's use this code mum told me about! Millie

2 Correct the mistakes.

- Pupils complete the activity individually.

Answer key 2 Jerash, 3 computer, 4 speaking tube, 5 code

3 Values Read and tick (✓). Who's being creative?

- Pupils tick and then compare answers with a partner.

Answer key 3 ✓, 5 ✓

4 Make your own version of Millie's code. Then write a message. Can your partners break the code?

- Ask pupils to make their own version of Millie's code and write a message. They swap messages with a partner and see if they can break each other's code.
- Check pupils know what to do using the Traffic light cards technique.

Extra activity Fast finishers

- Pupils find *be* in the present and *be* in the past in the story. They write the words in their notebooks under two separate headings.

Finishing the lesson

- Using the Summative questions technique, ask pupils what they learnt about old technology from the story.

CLIL Link

In Unit 2, the story is based around the concept of technology and machines from the Science curriculum.

Hamed shows his school project, which has old pictures of his family, to the girls, and they explain to Bo how telephones and computers used to be years ago. Katy finds out information about the first telephone and they build a speaking tube to speak to each other from house to house.

To explore the concept of technology and machines further, you can use Resource 6.

Objectives

- **Lesson aims:** to learn and use the Past simple
- **Target language:** *Did you have a phone ten years ago? That computer was really big!*
- **Skills:** Reading, Writing, Speaking

Materials

- Pupil's Book Page 22
- Resource 11 A
- notebooks

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Writing:** Can write about past activities using simple language, given a model (GSE 40).
- **Speaking:** Can talk about common past activities, using simple linking words (GSE 41). Can retell the main points of an extended story in their own words (GSE 54). Can talk about past events or experiences, using simple language (GSE 41).

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

Starting the lesson

- Write *Millie's code* on the board. Ask *What was Millie's code? Can you write 'Hello Hamed' in the code?* and elicit answers.
- Ask pupils what they remember from the story: *What was Hamed's project about? What was a speaking tube? What did the Discovery Team use to make their speaking tube?*

Presentation

- Explain that in this lesson pupils will learn to use the Past simple.
- Write *Today* and *Ten years ago* on the board. Write *use* under *Today* and *used* under *Ten years ago*.
- Write *is, are, have*, write under *Today*. Ask different pupils to write the Past simple of these verbs under *Ten years ago*.

Practice

Pupil's Book

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

- Refer pupils to pages 20–22.

- 2 2.4 Listen and repeat.

- Play the audio.
- Write on the board *We had a phone ten years ago and ____ you ____ a phone?* Ask pupils to say the correct question word and form of *have* to complete the sentence.
- Write *Yes, we ____*. *But we ____ a mobile phone.* Ask pupils to say the correct missing words and complete the sentences.
- Draw pupils' attention to *was/were*. Ask *Do we need the question word Did?* and elicit *No*. Ask *How do we answer? With did or was/were? Didn't or wasn't/weren't?* and elicit the answers.
- Draw pupils' attention to the irregular verbs. Tell pupils to look at the list at the back of their Activity Books and ask the meaning of any verbs they don't know.

Diversity

Challenge

- Pupils work in pairs and write sentences in the Past simple with the verb *find*: an affirmative sentence, a question, a short answer and a negative sentence.

Support

- Have pupils copy the examples from the board into their notebooks.

- 3 2.5 Put the pictures in the correct order. Then listen and check.

- Pupils look at the pictures and think about what they see.
- Play the audio.



Boy: My name's Ali. This story is about my dad. Thirty years ago, when my dad was a child, something really frightening happened to him. He went on holiday to Aqaba with his family. He went to the beach. He played with his sister, and they ate ice creams. Then he went swimming in the sea. He didn't go swimming near the lifeguards. Suddenly, he started moving out to sea. He tried to swim back to the beach, but the sea was too strong. He was a long way out when the lifeguards came to get him on their surfboards. It's good there are lifeguards on the beach because my grandma didn't have a mobile phone to call for help. Now, my dad is always very careful and swims near the lifeguards.

Extra activity Critical thinking

- Place pupils in pairs. Using the Three facts and a fib technique, pupils write sentences about last weekend. Have them share their sentences to see if they can identify the false information.

- 4 Retell Ali's story. Write the past tense of the verbs in brackets.

- Check answers using the Lollipop stick technique.

- 5 Tell your partner about a story from your childhood. Include one piece of crazy information.

- Place pupils in pairs for this activity and monitor.

Extra activity TPR

- Assign *Now* to the left wall and *Then* to the right wall. Read sentences from Ali's story in the present and the past for pupils to face the correct wall.

Finishing the lesson

- Put the class into two teams. Call out a verb in the present tense. The first pupil to put up their hand and correctly say the verb in the past tense wins a point for their team.

Lesson 6 Activity Book

Objectives

- **Lesson aims:** to learn and use the Past simple
- **Target language:** *Did you have a phone ten years ago? That computer was really big!*
- **Skills:** Writing, Listening

Materials

- Activity Book Page 16

Global Scale of English (GSE)

- **Writing:** Can write some familiar words (GSE 20).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36). Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts (GSE 39).

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

- 1 Now everyone has mobile phones.
- 2 Mum and Dad didn't have a tablet, but they had a computer.
- 3 100 years ago, people in big houses used them like a phone.



2 Listen and repeat.

Was everything very different ten years ago?

That computer **was** really big!

Did you **have** a phone ten years ago?

Yes, we **did**! We **had** a phone in the house, but we **didn't have** a mobile phone.



Last month / weekend ...
A long time ago / Two days ago / Ten years ago ...

Regular verbs:
play → played, try → tried

Irregular verbs:
have → had, find → found

More verbs in Activity Book page 48.



3 Put the pictures in the correct order. Then listen and check.



4 Retell Ali's story. Write the past tense of the verbs in brackets.

Thirty years ago, when he (1) **was** (be) a child, Ali's dad (2) **went** (go) on holiday to Aqaba with his family. He (3) **went** (go) to the beach. He (4) **played** (play) with his sister and they (5) **ate** (eat) ice creams. Then he (6) **went** (go) swimming. He (7) **didn't go** (not/go) swimming near the lifeguards. Suddenly he (8) **started** (start) moving out to sea. He (9) **was** (be) a long way out when the lifeguards (10) **came** (come) to get him on their surfboards.

5 Tell your partner about a story from your childhood. Include one piece of crazy information.

- What happened?
- Where were you?
- Who was with you?

22 twenty-two

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork
- Independent learning: Summative questions technique

Starting the lesson

- Write four verbs in the present tense on the board. Ask pupils to tell you the past tense for each.

Practice

1 Listen and tick (✓).

- Play the audio.



1 Where did Fatima go last weekend?

- Girl 1: Did you go to the beach last weekend, Fatima?
Girl 2: No, I didn't. It was too cold.
Girl 1: So did you go to the mountains?
Girl 2: No, I didn't. I went to a beautiful forest near here.
Girl 1: Oh, that's nice. I love forests in autumn!

2 What did Tareq have for lunch at school two days ago?

- Man: Tareq, what did you have for lunch at school today?
Boy 1: I had noodles, Dad.
Man: OK ... noodles ... and what about yesterday? Did you eat pizza?
Boy 1: No, I didn't. I had a salad. We ate pizza two days ago.
Man: Oh, OK.

3 What did Zeinab use to write to her granny?

- Woman: Zeinab?
Girl 3: Yes, Mum?
Woman: The computer, doesn't work. Did you use it to write to Granny?
Girl 3: No, Mum. Dad used the computer, and Omar played with the tablet.
Woman: So what did you use?
Girl 3: I wrote a message with my mobile phone!

4 Which sport did Sami try at the summer camp?

- Boy 2: Hi, Sami! Did you enjoy the summer adventure camp?
Boy 3: Oh, yes! But ...
Boy 2: Did you climb?
Boy 3: Well, ... I didn't because ...
Boy 2: And did you go canoeing?
Boy 3: Well, ... I didn't because ...
Boy 2: So what did you do?
Boy 3: Fadi! It was not an adventure camp, it was a windsurfing camp! So I only tried windsurfing!

Answer key 2 a pizza, 3 b mobile phone, 4 b windsurfing

2 Look and complete the sentences.

- Pupils complete the activity individually. Check the answers as a class.

Answer key 2 didn't play, played; 3 drank, didn't drink; 4 didn't wear, wore; 5 went, didn't go

Extra activity Fast finishers

- Pupils study the irregular verbs on Activity Book page 48.

Finishing the lesson

- Using the Summative questions technique, ask *Do you understand the grammar? How will you learn the irregular verbs?*

Objectives

- **Lesson aims:** to learn and use verbs; to learn and use *could/couldn't*; to learn and sing a song
- **Target language:** *post a letter, hold a pen, send an email, win a race, make a face, make a sandwich, tell a story, tie a shoelace*
- **Skills:** Speaking, Listening

Materials

- Pupil's Book Page 23
- 16 word cards with one of the following written on each one: *hold, a pen, make, a face, make, a sandwich, post, a letter, send, an email, tell, a story, tie, a shoelace, win, a race*
- Resources 2 B, 11 B, 15, 19

Global Scale of English (GSE)

- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can sing a basic song from memory (GSE 22). Can express ability or lack of ability in relation to basic everyday actions (GSE 31). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).

Assessment for Learning

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

Starting the lesson

- Ask *Do you write letters/send emails? Are you good at telling a story?* Use the Lollipop stick technique to elicit answers.

Presentation

- Explain that in this lesson pupils will learn verbs and they will talk about what they could and couldn't do in the past. They will also sing a song.
- Draw pupils' attention to the verbs by writing them on the board: *hold, make, post, send, tell, tie* and *win*.
- Tell pupils you are going to do three actions and that they should copy you. Say these sentences and do the actions: *I'm holding a pen. I'm making a face. I'm tying my shoelace.*
- Ask *Which verbs did you hear?* and elicit answers.

Practice

Pupil's Book

1 Listen, point and repeat.

- Refer pupils to page 23. Tell them to look at the pictures. Ask *Which verbs did we talk about?* (*hold, make, tie*).
- Tell pupils to look at the pictures, listen and answer. Ask *What can we post, a letter or an email? Ask Do we send an email? What can you win?*
- Play the audio.
- Pupils work in groups. One pupil mimes an action and the others guess.



Extra activity Collaborative work

- Hand out one word card each to 16 different pupils. Pupils have to find the pupil with the word card that makes a phrase with their own.

2 Listen and sing.

- Play the song and tell pupils to listen only this time.
- Read out the song one line at a time for pupils to repeat.
- 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

- Pupils listen to the song and hold up the correct number of fingers for each number.

3 Listen and repeat.

- Play the audio.
- Ask *What word do we use for can/can't in the past?* and elicit *could/couldn't*.



Diversity

Challenge

- To monitor pronunciation, ask pupils to repeat individually.

Support

- To build confidence, ask pupils to repeat in groups.

4 In pairs, ask and answer. What could you do when you were five? What couldn't you do?

- Place pupils in pairs for this activity and monitor.

5 Pupil A: Activity Book, page 44.

Pupil B: Activity Book, page 46.

- Place pupils in pairs for this activity and monitor.

Finishing the lesson

- Ask pupils to give a short presentation to the class about what they could do when they were five. Encourage the class to be supportive and to clap.

Lesson 8 Activity Book

Objectives

- **Lesson aims:** to learn and use verbs; to learn and use *could/couldn't*
- **Target language:** *post a letter, hold a pen, send an email, win a race, make a face, make a sandwich, tell a story, tie a shoelace* *When I was (one), I could (walk), but I couldn't (talk).*
- **Skills:** Listening, Writing

Materials

- Activity Book Page 17
- notebooks

Global Scale of English (GSE)

- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36). Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Writing:** Can write some familiar words (GSE 20).

1 Listen, point and repeat.



post a letter



send an email



make a face



tell a story



hold a pen



win a race



make a sandwich



tie a shoelace

2 Listen and sing.

What could you do when
you were two?

When I was two,
I could hold a big pen,
But I couldn't write the
number ten.

What could you do when
you were four?

When I was four,
I could make a face,
But I really couldn't tie a
shoelace!

What could you do when
you were six?

When I was six, I could tell a story,
Although my sister said
it was boring!

What could you do when
you were eight?

When I was eight, I could post a
letter,
But I thought sending an email
was better!

3 Listen and repeat.

When I was one, I **could** walk but
I **couldn't** talk.

Could you talk when you were two?

Yes, I **could**. / No, I **couldn't**.

4 In pairs, ask and answer. What could you do when you were five? What couldn't you do?

5 Pupil A: Activity Book, page 44. Pupil B: Activity Book, page 46.

twenty-three 23

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

- Put pupils into groups. Ask them to find out what group members were good at when they were five.
- Ask pupils to tell the class about their groups.

Practice

1 Reorder the letters. Then match.

- Pupils complete the activity individually. Check the answers as a class.

Answer key: 2 win, race, b; 3 post, letter, a; 4 tell, story, d; 5 make, sandwich, g; 6 send, email, f; 7 tie, shoelace, h; 8 make, face, c

2 2.11 Listen and tick (✓) or cross (X). What could or couldn't they do when they were younger?

- Play the audio.
- Check answers using the Lollipop stick technique.



1 Girl 1: I'm Salwa. When I was younger, I couldn't post a letter because the letter box was very high! But I could make a face. It was very funny!

2 Boy 1: I'm Osama and this is Ibrahim. We couldn't tie a shoelace when we were younger. It was too difficult! But we could win races because we were the fastest at school!

3 Girl 2: I'm Eman, and this is my sister, Rola. When we were younger, we could make a delicious sandwich with cheese. Our mum loved it! But we couldn't send an email.

4 Boy 2: I'm Abbas. I couldn't hold a pen when I was younger, but I could tell stories to my teddy bears!

Answer key 2 a win a race ✓, 2 b tie a shoelace X, 3 a make a sandwich ✓, 3 b send an email X, 4 a hold a pen X, 4 b tell a story ✓

3 Look at Activity 2 and write.

- Pupils complete the activity individually and check answers in pairs.
- In pairs, have pupils say what they couldn't do last year but what they can do now. Monitor and check.

Answer key 2 could win races, but they couldn't tie a shoelace; 3 could make a sandwich, but they couldn't send an email; 4 couldn't hold a pen, but he could tell stories

Extra activity Fast finishers

- Pupils write the collocations in their notebooks.

Finishing the lesson

- Using the Summative questions technique, ask pupils what they have learnt today. Have them write their answers in their notebooks. Ask some pupils to tell you their answers.

Objectives

- **Lesson aims:** to learn about museums around the world; to write a guide for a museum
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Listening, Speaking, Writing

Materials

- Pupil's Book Page 24
- Activity Book Page 18
- notebooks
- paper/card and coloured pencils
- leaflets or printouts with information about museums in your country
- True/False 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 scan a simple text to find specific information (GSE 41).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can give simple reasons to explain preferences, given a model (GSE 35).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write some familiar words (GSE 20).

Assessment for Learning

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

Starting the lesson

- Write *museum* on the board. Ask *What museums are there in your country? What museums have you visited?*

Presentation

- Explain that in this lesson pupils will learn about different types of museums from around the world.

Culture notes

- The Jordan Museum is a famous museum in Amman, Jordan, that contains the country's most important archaeological findings, including the Dead Sea Scrolls. The museum was opened in 2014.
- The Shanghai Museum of Science and Technology has 14 permanent exhibitions. There is also a special science exhibition and there are IMAX cinemas.
- The Natural History Museum opened in London, England, in 1881. It is well known for its collection of dinosaur bones and fossils.

Practice

Pupil's Book

1 Before you read What are your favourite museums?

- Encourage a class discussion, e.g. *Do you have a different favourite museum? What do you prefer about it?*

- Ask pupils to look at the icons next to the museum names and the photos. Have pupils predict what they will see in the museums.

2 2.12 Listen and read.

- Ask pupils to look at the photos again.
- Play the audio for pupils to listen and follow in their Pupil's Books.
- Ask pupils to take turns to read the texts aloud. Then ask comprehension questions, e.g. *Where is the Jordan Museum? (Amman) What can you see there? (ancient objects, statues) What can you see in the Shanghai Museum of Science and Technology? (technology, Chinese inventions from long ago) What dinosaur bones can you see in the Natural History Museum? (T-Rex bones)*
- Ask a volunteer to read the Fun fact. Ask *Have you visited the Jordan Museum? Would you like to?*
- **Extension** Pupils work in pairs and invent their own museum. They decide what they want to show the public.



Extra activity Critical thinking

- Pupils work in groups of four and think of the advantages of visiting museums. They try and agree on the top three ideas and then present those to the class.

3 After you read Activity Book, page 18.

- Pupils turn to page 18 in their Activity Books and complete the activities.

Extra activity TPR

- Pupils use their True/False response cards to react to the following sentences.
You can see statues in the Jordan Museum. (True)
You can see robots in the Jordan Museum. (False)
You can watch films in the Shanghai Museum. (True)
There was a real earthquake when the girl went to the Natural History Museum in London. (False)

4 Which museum do you want to visit? Why?

- Pupils discuss the museums in groups. They give reasons for why they prefer one museum to another. Then they put them in order of preference. Have a class discussion.

Diversity

Challenge

- Write *Living Museum* on the board and explain that a living museum is a place that recreates a time in history. Put pupils into pairs. They think about what their Living Museum will be like.

Support

- Ask further questions about the museums in the texts to help pupils understand. Ask, e.g. *Are you interested in paintings? Which museum has paintings and sculptures?*

Project

Write a guide to a museum.

- Divide pupils into groups of four. Give each group some paper or card and some coloured pencils.
- Explain that pupils must work on the museum of their choice. They should provide pictures and at least four facts.
- Monitor and help groups when necessary.
- Each group reads their guide to the class like a tour guide. They should read one fact each.
- Make a classroom display.



World museums

Last year, I visited some amazing museums. I love learning about the past, and in these museums I learned a lot of different things.



The Jordan Museum

I went to Amman, Jordan, and I visited the Jordan Museum. It's a museum where you can see ancient objects from Jordan's past. I saw some very famous statues there. They are some of the oldest statues ever made: they're around 9,000 years old! They were amazing.



Fun fact

Did you know that the Jordan Museum is the biggest museum in Jordan?



Shanghai Museum of Science and Technology

I like science and technology, so I love this museum in Shanghai, in China. You can explore technology from today, and also learn about Chinese inventions from hundreds of years ago. There are lots of activities for children. I did a science workshop and learned all about robot design. I also watched a film about space exploration. It was fantastic!



Natural History Museum

I visited this museum in London, England, on holiday. Here I saw a T-Rex and a blue whale, and I learned about plants and volcanoes! Do you know what an earthquake is? It's when the earth shakes! At the Natural History Museum, I went into a room and the floor started shaking like an earthquake! It was so exciting!



Project

Write a guide to a museum.

1 **Before you read** What are your favourite museums?

2 **Listen and read.**

3 **After you read**

» Activity Book, page 18.

4 **Which museum do you want to visit? Why?**

I want to visit ...
because ...

24 twenty-four

1 In groups, choose a museum in your country.

2 Find information about your museum:

- What can you see there?
- What can you do there?

3 Write about your museum.

4 Tell the class about your museum. Act as tour guides.

5 Have a class vote: which museum do you want to visit?

THE CHILDREN'S MUSEUM

The Children's Museum is in Amman, in Jordan.
You can see ...
You can learn about ...



Activity Book

1 **Find the words and write.**

- Ask pupils to read the words in the box. Make sure they understand them.
- Pupils label the pictures and then they find the words in the puzzle. They check answers in pairs.

Answer key b volcano, c shake, d inventions, e technology, f earthquake, g explore.

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

- Pupils complete the activity individually.
- Check answers as a class.

Answer key 2 Natural History Museum, 3 Natural History Museum, 4 The Jordan Museum, 5 Shanghai Museum, 6 Shanghai Museum

Extra activity Fast finishers

- Pupils write ten important words from the text in the Pupil's Book in their notebooks.

Finishing the lesson

- Using the Summative questions technique, write *What was the best thing in the lesson for you?* on the board. Have pupils answer the question in their notebooks.

Objectives

- **Lesson aims:** to learn to ask for information; to learn and practise changing verbs to nouns using the suffix *-tion*
- **Target language:** *I'd like some information about the Science Museum, please.*
- **Skills:** Reading, Writing, Listening, Speaking

Materials

- Pupil's Book Page 25
- Activity Book Page 19
- Yes/No response cards
- a ball
- projects from Lesson 9
- Resource 23

Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 32).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34). Can identify the context of short, simple dialogues related to familiar everyday situations (GSE 32).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Yes/No response cards technique; Basketball technique
- Peer learning: pairwork; groupwork
- 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 museums? Can you learn about technology at the London Science Museum? Do you want to visit the Science Museum?*

Presentation

- Explain that in this lesson pupils will learn to ask for information.
- Display pupils' projects from Lesson 9 on the board. Ask one question about what you can see at each museum.
- 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, e.g. *Where can you see ...?*

Practice

Pupil's Book

- 1 Circle the things you can see in a natural history museum. Underline the things you can see in a science museum.
 - Refer pupils to page 25. Pupils discuss in pairs and complete the activity, then raise their hands to offer answers.

Extra activity Collaborative work

- Pupils work in groups of three or four. They look up meanings of new words in class or in online dictionaries. Encourage pupils to keep a vocabulary list at the back of their notebooks.

2 2.13 Listen. Which museum does Abbas want to visit?

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



3 2.14 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

- Have pupils practise the conversation in Activity 3 in pairs. Make sure they copy the intonation correctly.

Support

- Have pupils practise the conversation as a class to copy intonation. Play the audio, pausing after each sentence, and have pupils repeat.

Extra activity TPR

- Read out the questions and answers in the *Say it!* box in random order. Assign questions to half the class and answers 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, ask for and give information about a different museum.

- Place pupils in pairs and assign Pupil A and Pupil B. Pupil A asks for information and Pupil B gives information. Then pupils swap roles and Pupil B asks.

Pronunciation

5 2.15 Listen and read. What do you notice about the coloured words?

- Play the audio. Play it again, pausing after each line, and have pupils repeat. Play it a third time and have pupils say what they notice about the words in red. Ask them which words are verbs (*inform, describe*). Ask *How do we change these verbs to nouns?* (we add *-tion*)
- **Extension** Place pupils in groups of four. Ask them to think of other verbs that we can change into nouns by adding *-tion* (*create – creation, imagine – imagination, etc.*)
- Ask groups to share their words with the class.



Activity Book

1 Match the sentence halves.

Answer key 2 g, 3 d, 4 b, 5 e, 6 a, 7 f

2 2.16 Complete the dialogue with the sentences in Activity 1. Then listen and check.

- Pupils work individually. Then they listen and check.

Answer key 2 What do you want to know?; 3 What can you see and do there?; 4 You can learn about animals, plants and volcanoes.; 5 What time does it open and close?; 6 It's open every day from 11 am to 5 pm.; 7 Thank you very much.



- 1 Circle the things you can see in a natural history museum. Underline the things you can see in a science museum.

robots dinosaurs planes plants butterflies



- 2 Listen. Which museum does Abbas want to visit?
the Science Museum

- 3 Listen, read and check.

Hello. I'd like some information about the Science Museum, please.

What can you see and do there?

It sounds great! What time does it open and close?

OK. Thank you very much!

Yes, of course. What do you want to know?

You can learn about space rockets, planes, computers and many other things!

It's open every day from 10 am until 6 pm.

You're welcome! Enjoy your visit!



I'd like some information about ..., please.
What can you see and do there?
You can learn about ...
What time does it open and close?
It's open every day from 10 am until 6 pm.

- 4 In pairs, ask for and give information about a different museum.

Pronunciation

- 5 Listen and read. What do you notice about the coloured words?



I'd like to **inform** you that there's a lot of **information** in the museum.

I can **describe** the dinosaur. I'll write a good **description**.



twenty-five

25

- 3 2.17 Look and write. Listen and check. Say a sentence for each word. What makes each verb into a noun?

- Pupils complete the table with the words in the box.
- Play the audio to check answers.
- Put pupils in pairs and ask them to make sentences using the words. Monitor and help where necessary.
- Ask pupils how we change the verbs into nouns (we add the suffix -tion).

Answer key Verb: decorate, celebrate; Noun: donation, education



Extra activity Fast finishers

- Pupils close their books and write down four things they remember from this lesson.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *How easy/hard were the words in the Pronunciation activity to pronounce? What can you do to improve pronunciation?*

Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** revision of grammar
- **Skills:** Reading, Listening, Writing

Materials

- Pupil's Book Page 26
- Activity Book Page 20
- a ball
- Resource 27

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify the main idea of each paragraph in extended structured texts on familiar topics (GSE 51).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Writing:** Can write some familiar words (GSE 20). 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: Basketball technique; Lollipop stick technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Write the following questions on the board: *Where can you read blogs? Who can write a blog? What can you write about in a blog? Are blogs interesting?* Put pupils in groups of four and ask them to discuss the questions.
- Ask for class feedback.

Presentation

- Explain that in this lesson pupils will read a blog about cardboard.
- Pre-teach *cardboard, company, bridge* and *engineer*. Write the words on the board. Say sentences to explain the meanings. Say *Do you eat cereal? Well, a cereal box is made of cardboard. A food company makes cereal. How do you cross a river? Well, you walk across a bridge. Are bridges made of cardboard? Did you know that a person who designs a bridge is called an engineer?*

Diversity

Challenge

- Ask pupils extra questions using the new vocabulary, e.g. *What else do we use cardboard for? What else can an engineer design? Are there any famous bridges in your country?*

Support

- Point to the words on the board as you say the sentences. Explain meanings if necessary.

Practice

Pupil's Book

1 Before you read Look at the title. What do you already know about cardboard?

- Refer pupils to page 26. Pupils discuss in pairs first. Using the Basketball technique, ask pupils for ideas.
- **Extension** Pupils raise their hands and say what objects they use that are made of cardboard.



2 2.18 Listen and read.

- Ask pupils to think about the amazing information the blog has while they listen and read. Play the audio.
- Ask pupils to say what information they think is amazing.
- Check comprehension with questions. Ask *Where was the engineer from? (Scotland) What was in the thin boxes? (cereal) Is cardboard strong? (yes) What shapes are in cardboard? (triangles)*
- Read the text aloud to pupils for extra pronunciation practice. They shout *Stop!* when they hear a regular verb in the Past simple. They say the sound of the ending. They then write the verbs on the board under the headings *d* and *id*. Ask pupils which sound is missing and have them suggest verbs with the *t* sound.

3 After you read Write the paragraph number for each heading.

- Give pupils a minute to complete the activity individually.
- Ask for feedback using the Lollipop stick technique.
- **Extension** Internet search key words: *facts about cardboard*

Extra activity Critical thinking

- Pupils work in pairs. They find the key information in each paragraph of the text that helped them do Activity 3.
Paragraph 1: *amazing information, cardboard*
Paragraph 2: *1879, 1906*
Paragraph 3: *Today*
Paragraph 4: *why cardboard is so strong*
Paragraph 5: *triangle shapes everywhere*
Pupils raise their hands to offer feedback.

Extra activity TPR

- Play the audio for the blog again. Pupils nod every time they hear the word *cardboard* and shake their heads every time they hear the word *triangle/triangles*.

Activity Book

1 After you read Look, read and match.

- Give pupils one minute to complete the activity. They compare answers with a partner.

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

2 Complete the sentences.

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

Answer key 1 engineer, cardboard; 2 different; 3 strong, inside; 4 triangle, bridges

Reading

- 1 **Before you read** Look at the title. What do you already know about cardboard?

- 2 **Listen and read.**



Mustafa's science blog

How cardboard is like a bridge

cardboard

- 1 Hello, everyone! Today, I visited a museum and found out a lot of amazing information about cardboard!
- 2 In 1879, a Scottish engineer called Robert Gair invented the cardboard box. In 1906, a cereal company started using very thin cardboard boxes for its cereal.
- 3 Today, we use cardboard boxes for many different things because cardboard is so strong.
- 4 Do you know why cardboard is so strong? Inside each piece of cardboard, there are a lot of triangles. Triangles are really strong: they can carry a lot.
- 5 I learned that there are triangle shapes everywhere: in bridges, in houses, on bikes and even on kites!

triangle



- 3 **After you read** Write the paragraph number for each heading.

- a Triangles everywhere
- b Introduction
- c Why cardboard is strong
- d History of cardboard
- e Cardboard today

5

1

4

2

3



26 twenty-six

- 3 **Think about an object made of cardboard you have at home. What is it? Where is it? Write. Then compare in pairs.**

- Pupils complete the activity individually. Monitor and help.
- Pupils read and compare their writing with a partner using the Two stars and a wish technique. Ask different pairs to talk about their objects and then ask for class feedback.

Extra activity Fast finishers

- Pupils write key words and their meanings from the text in their notebooks.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Was the blog easy/hard to understand? Did you manage to match the headings to the paragraphs? How did you do it? Will you read blogs online now?* and encourage class discussion.
- **Extension** Internet search key words: *blogs for kids, blogging for kids*

Objectives

- **Lesson aims:** to understand a listening task; to talk about a visit to a museum; to write a report about a visit.
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Listening, Speaking, Writing

Materials

- Pupil's Book Page 27
- Activity Book Page 21
- a ball
- sheets of A4 paper, enough for each pupil
- Resource 31

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write about past activities using simple language, given a model (GSE 40).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Basketball technique; Happy/Sad face technique
- Peer learning: pairwork; Two stars and a wish technique; groupwork
- Independent learning: Learning diary

Starting the lesson

- **2.8** Play the song from Lesson 7 and encourage pupils to join in.



Presentation

- Explain that in this lesson pupils will listen to children talking about places they visited on holiday, talk about a visit to a museum and then write a report about a visit to an interesting place.
- Using the Basketball technique, ask pupils to say what they like to see at a museum or do on holiday.

Practice

Pupil's Book

Listening

- 1 **2.19** Listen and match. What place did each child go to?

- Refer pupils to page 27 and tell them to look at the people and places in Activity 1. Ask different pupils to predict which place they think each person visited.
- Play the audio.
- Pupils compare answers with a partner. Ask one pupil to confirm the answers.



Woman: Salwa and her cousins, Aisha and Jameel, are talking about places they visited on holiday. What place did each child go to?

Girl 1: Hi, Aisha! Hi, Jameel!

Girl 2: Hi, Salwa! Did you have a good summer? How was your holiday?

Girl 1: It was great, thanks! We went to Paris for a week. I loved it!

Girl 2: What did you do there?

Girl 1: We walked a lot! We visited parks, we went to the zoo, and we went to one of the most famous art museums in the world: the Louvre.

Girl 2: It sounds fun! I went to a museum, too, when I was on holiday.

Girl 1: What kind of museum was it?

Girl 2: It was a car museum. My mum loves cars. I didn't think it was very interesting, though! I like bikes better!

Girl 1: How about you, Jameel? What did you do on holiday?

Boy: I visited my granny. She lives at the seaside. I love going there. I didn't go to any museums, but I went to a funfair. I went on a rollercoaster. It was the best!

Speaking

- 2 **Talk about a visit to a museum.**

- Pupils work in pairs.
- When they have talked about a visit to a museum, pupils then repeat the activity with a new partner.
- Ask different pupils to talk to the class about their visits.

Diversity

Challenge

- Ask pupils what tense they should use in the Speaking activity and elicit *Past simple*.

Support

- Have two pupils read out the example. Point out that the tense used is the *Past simple*. Brainstorm as a class some useful questions for the Speaking activity and write them on the board, e.g. *What was it like?*

Writing

- 3 **Read the report. Where did Kamal go?**

- Give pupils a minute to read the text and find the answer.
- Check comprehension with questions. Ask *When did Kamal go there?* (20th September) *Why is the building special?* (It's beautiful.) *What was inside?* (art)

Extra activity TPR

- Using the Happy/Sad face technique, pupils respond to your questions. Ask *Do you understand Kamal's report?* *Do you feel confident about writing a report now?*

- 4 **Write a report about your visit to a museum or another interesting place.**

- Read the Writing tip to pupils. Tell pupils to find the date in Kamal's report. Pupils think about what each paragraph is about.
- Read the plan to pupils. Pupils turn to their Activity Books.

Extra activity Critical thinking

- Pupils think of a question for each paragraph in Kamal's report.



Listening

- 1 Listen and match. What place did each child go to?

1	2	3
B Salwa	C Aisha	D Jameel
A Science Museum	B zoo	
C Car Museum	D funfair	

Speaking

- 2 Talk about a visit to a museum.

Where did you go?

What did you see there?

I went to ...

I saw ... It was ...

Writing

- 3 Read the report. Where did Kamal go? **the Jordanian National Museum of Fine Arts**

Report: My visit to the Jordanian National Museum of Fine Arts

On 20 September, I visited the Jordanian National Museum of Fine Arts in Amman with my family. The Jordanian Museum of Fine Arts is one of the biggest art museums in Jordan. It's a museum of art from Jordan and other countries, too. It's special because there are three buildings and you can see art in the gardens, too. It's beautiful. We walked around the building. Then we went inside and looked at the art. You could see many different types of art, but my favourite thing was a painting by Abd Masoud. I learned a lot about Jordanian and world art when I was there.

tip Writing

With a report about a visit, you are giving information to your reader. Start with the date of the visit. Then organise your work into paragraphs.

- 4 Write a report about your visit to a museum or another interesting place.

1 **Plan**

- Where did you go?
- What's special about it?
- What could you do there?
- What did you learn?

2 **Write**

On ..., I visited ...
The museum/place is ...
It's special because ...
You could see ...
I learned ...

3 **Check your work**

- Started with a date?
- Used paragraphs?

Activity Book, page 21.

twenty-seven 27

Activity Book

- 1 Read and match the sentences with the paragraph headings.

Answer key 2 d, 3 c, 4 a

- 2 Write a report about your visit to a museum or another interesting place.

- Plan: Give pupils one minute to complete their notes.
- Write: Pupils work individually to complete the report.
- Check your work: Write the following questions on the board: Did you include the date of the visit? Did you use paragraphs? Did you use linking words? Did you use a capital letter at the start of each sentence? Did you use a full stop at the end of each sentence? Did you use the correct spellings? Was your writing clear? Pupils evaluate their own work by answering the questions.

- Using the Two stars and a wish technique, pupils read and check each other's work.

- **Extension** Put pupils in groups and have them make a poster about one of the places they chose in Activity 2. When pupils have finished, make a class display of the posters.

Extra activity Fast finishers

- Pupils find the verbs in Kamal's report.

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 ...

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar
- **Target language:** *make a pizza, bake a cake, do an experiment, build a robot, make a rocket, visit a museum*
- **Skills:** Reading, Listening, Speaking, Writing

Materials

- Pupil's Book Page 28
- Activity Book Page 22
- sheets of A4 paper, enough for each pupil
- stopwatch or timer

Assessment for Learning

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

Global Scale of English (GSE)

- **Reading:** Can follow a simple dialogue about familiar, everyday activities (GSE 31).
- **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 repeat phrases and short sentences, if spoken slowly and clearly (GSE 16). Can talk about their hobbies and interests, using simple language (GSE 34). Can make simple arrangements to meet or do something (GSE 39).
- **Writing:** Can write some familiar words (GSE 20).

Mapping

Topics	Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
Theme 4: Science and technology Theme 6: Recreation	Listening: asking and answering questions to seek help, get information, or clarify something Speaking: taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion) Reading: segmenting long texts into smaller sections and reading one section at a time Writing: using the writing process to write simple texts (e.g. short stories with pictures) Viewing and presenting: discussing a newspaper report and telling how the words and pictures work together to convey a particular message and purpose; journaling regularly	Listening: respond to oral presentations, instructions or conversations through questions or statements; extract information from an oral text to do a task; identify the topic of oral texts Speaking: produce two- and three-syllable words with the correct stress; maintain the conversation (keep it going); speak with less preparation and guidance from the teacher and more improvisation; segment long texts into smaller sections and read one section at a time Reading: reinterpret information through creating an illustration (charts, diagrams, timelines) based on the information in the text; demonstrate understanding of message in stories, fables, or lesson Writing: use simple and compound sentences to produce a variety of text types (letters, email, memos, reminders) Viewing and presenting: demonstrate how the words and pictures work together to convey a particular message

Starting the lesson

- **1.6** Tell pupils they are going to sing the song from page 13, 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 activities and making suggestions.

Practice

Pupil's Book

1 How many hobbies can you say?

- Set a timer to one minute and have pupils say as many hobbies as possible in pairs. They share their ideas around the class and you write them on the board.
- **Extension** Ask pupils to say their favourite hobby. Give pupils an example. Say, e.g. *My favourite hobby is swimming. For this hobby, you need a swimsuit. You can swim in the sea or in a swimming pool.*

2 LC1.1 Read and say. Then listen and order.

- Ask pupils to look at the pictures. Read the words under each picture and have pupils repeat.
- Using the Lollipop stick technique, have volunteers read the words aloud to the class.
- Play the audio for pupils to listen and write the correct number in the box. Check answers as a class.

- | | | |
|--------------------|------------------|----------------|
| 1 build a robot | 2 visit a museum | 3 make a pizza |
| 4 do an experiment | 5 make a rocket | 6 bake a cake |

3 LC1.2 Listen and tick (✓) or cross (X). What do the children decide to do?

- Ask pupils to look at Activity 3. Ask pupils to say what is in the speech bubble. (*a cake, a pizza, a robot, a test tube*)
- Tell pupils they are going to listen to a dialogue. Play the audio for pupils to put a tick or cross next to the items.



Language booster 1

- 1 How many hobbies can you say?
- 2 Read and say. Then listen and order.



- 3 Listen and tick (✓) or cross (X). What do the children decide to do?



- 4 Read and circle. Then listen and practise with a partner.

What shall / can we do today?

How about visiting a museum / library?

No, I don't visit / like museums.

What about baking / eating a cake?

That's a bad / great idea! I love baking.

All right. Don't / Let's bake a cake then!

28 twenty-eight

Girl: Oh, no! It's raining. What shall we do today?
 Boy: Um. How about baking a cake?
 Girl: No, I'm not very good at baking.
 Boy: What about making a pizza?
 Girl: No, I'm not hungry.
 Boy: All right. How about building a robot? Or making a rocket?
 Girl: I'm not great at making things.
 Boy: OK... I know! I got a science kit as a gift. What about doing an experiment?
 Girl: Yes! That's a great idea. I love science! Let's do an experiment.

- 4 LC1.3 Read and circle. Then listen and practise with a partner.

- Ask pupils to look at the speech bubbles. Have two volunteers read them aloud. Draw pupils' attention to the options. They read and select the correct option.
- Use the Traffic light cards technique to check if pupils know what to do.
- Play the audio for pupils to check their work. Ask for pairs to read the correct dialogue aloud.

Girl: What shall we do today?
 Boy: Um. How about visiting a museum?
 Girl: No, I don't like museums.
 Boy: What about baking a cake?
 Girl: That's a great idea! I love baking.
 Boy: All right. Let's bake a cake then!

Diversity

Challenge

- In pairs, pupils practise the dialogue, changing the activities each time. The first speech bubble stays the same. Ask volunteers to perform their dialogue for the class.

Support

- Review the vocabulary and grammar with pupils. Point out that *How about...?* and *What about...?* are ways of making suggestions. Pupils practise making suggestions about other activities.

Activity Book

- 1 Write the letters to complete the words.

- Pupils complete the activity individually. Check as a class, having pupils read the complete phrases.
- Ask pupils to mime one of the activities. The rest of the class guesses what it is.

Answer key 2 bake, 3 do, 4 build, 5 make, 6 visit

- 2 Match the questions and answers.

- Ask pupils to look at Activity 2. Read the instruction aloud.
- Pupils complete the activity individually. Then check answers as a class.
- Divide the class into pairs. One reads the questions and the other the answers. Swap and repeat.

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

Finishing the lesson

- Hand out a sheet of A4 paper to each pupil. They draw themselves doing their favourite activity from today. Suggest they keep their work in their portfolios.
- Using the Summative questions technique, ask pupils what they think about what they learnt today.

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar
- **Target language:** *make a pizza, bake a cake, do an experiment, build a robot, make a rocket, visit a museum*
- **Skills:** Reading, Speaking, Writing, Grammar

Materials

- Pupil's Book Page 29
- Activity Book Page 23

Global Scale of English (GSE)

- **Reading:** Can follow a simple dialogue about familiar, everyday activities (GSE 31).
- **Speaking:** Can make suggestions about what to do, using a few basic fixed expressions (e.g. 'Let's', 'Why don't we ...?') (GSE 42). Can talk about their hobbies and interests, using simple language (GSE 34).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).
- **Grammar:** Can use 'Let's' to suggest an action (GSE 30).

Assessment for Learning

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

Starting the lesson

- Review the activities from the previous lesson. Spell a word for pupils to say the complete phrase. Say, e.g. C-A-K-E. Pupils say *bake a cake*. Practise all the activities in this way.

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to activities and suggestions.

Practice

Pupil's Book

5 Read and circle.

- Write *How about ...? What about ...? Shall we ...? and Let's ...* on the board. Explain that these are ways of making suggestions. Tell pupils that we use the gerund after *about*, e.g. *How about going ...? What about making ...?*
- Pupils complete the activity individually. Correct as a class.

6 Write the words to complete the dialogue.

- Pupils look at the word box. Then they complete the dialogue with the correct word.
- Check answers as a class using the Lollipop stick technique. Explain any mistakes pupils might have made.
- Pupils practise the dialogue in pairs. Invite pupils to come to the front of the class and act out their dialogues. Repeat with as many pupils as possible.

7 Think. Make suggestions with a partner.

- Read the grammar box, focusing on the verbs and nouns.
- **LC1.4** Play the audio for pupils to repeat. Go around the class and elicit a possible answer to each question from pupils.
- Pupils work in pairs and form a dialogue using the suggestions and the possible answers.
- Help and monitor where necessary.
- Pupils write down the questions and answers from their dialogue. Suggest they keep it in their portfolios.



Show what you know

- Ask pupils what they have learnt in Bo's Learning Club pages. Pupils answer the questions in pairs.
- Then they read and complete the Bo Reflection Box individually.
- **Extension** Use games in the Games Bank to review any new words.

Activity Book

3 Order the words to complete the dialogue.

- Pupils look at the example. Read the words aloud and then the sentence. Explain that pupils have to order the words.
- Pupils complete the activity individually. Check answers as a class using the Lollipop stick technique. Ask for two volunteers to read out the completed dialogue.

Answer key 2 How about doing an experiment; 3 No, I don't like science; 4 What about making a pizza; 5 Yes, that's a great idea; 6 OK, let's make a pizza

Extra activity TPR

- Divide the class into two teams – Team A and Team B. The team members from each team take it in turns to mime an activity for their own team. The rest of the team has to guess what it is to win a point. For example, one person in Team A mimes baking a cake and his/her teammates say *How about baking a cake?* Then Team B mimes, e.g. doing an experiment and his/her teammates say *What about doing an experiment?*

4 Now write your own dialogue. Use the picture prompts.

- Pupils look at the pictures. Ask them to say what they can see and what phrase the picture represents (*bake a cake, make a rocket, build a robot, visit a museum, do an experiment, juggle, play video games*).
- Pupils write their own dialogue individually. Then they work in pairs and practise each other's dialogue.

5 Draw an indoor activity. Write a suggestion. Share.

- Pupils think about an indoor activity and draw in the box.
- Then they write a suggestion using *How about ...? or What about ...?*
- Check what pupils have drawn and ask them to tell the class. Ask pupils to read out their suggestion. They can choose someone in the class to answer with *Yes, that's a great idea!* or *No, I don't like ...*

Finishing the lesson

- Do a class survey on the hobbies and activities in the lessons. Find out which are the most popular. Write them on the board for pupils to vote for their favourite.
- Using the Summative questions technique, ask pupils what they think about what they learnt today.

5 Read and circle.

- | | |
|--|---|
| 1 How about ...
a play board games?
b playing board games? | 3 Shall we ...
a visiting my granny?
b visit my granny? |
| 2 What about ...
a watching a film?
b watch a film? | 4 Let's ...
a juggle!
b juggling! |

6 Write the words to complete the dialogue.

Let's building making that's How

What shall we do today?

What about ¹ making a pizza?

No, I'm not hungry.

² How about ³ building a robot?

Yes, ⁴ that's a great idea.
I love robots.

All right. ⁵ Let's build a robot.

7 Think. Make suggestions with a partner.

What about ...?

How about ...?

No, I don't like ...

No, I'm not good at ...

Yes, I love ...

Yes, great idea!



What about building a robot?
How about doing an experiment?

Show what you know

Well done!

Can you say different hobbies?

Can you understand a dialogue about activities?

Can you suggest activities to a friend?



twenty-nine

29

Objectives

- **Lesson aims:** to learn about the rocky planets in our solar system
- **Target language:** core, crater, metal, surface, gas; rock, rocky
- **Skills:** Reading, Listening

Materials

- Pupil's Book Page 30
- sheets of A4 paper, enough for each group of pupils
- Yes/No response cards
- Resource 7

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). 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; Key question technique
- Monitoring pupils' learning: Lollipop stick technique; Yes/No response cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Write *Our solar system* on the board. Ask pupils to raise their hands and name any planets they know in our solar system. Tell pupils they will learn the names of the planets and also a lot of interesting things about them in these lessons.

Presentation

- Explain that in this lesson pupils will learn about rocky planets in our solar system. Explain the meaning of *rocky* if necessary.
- Pre-teach the names of the four rocky planets: *Mercury, Venus, Earth, Mars*. Write the names on the board. Draw the Sun and then ask different pupils to draw the planets on the board. Ask pupils to suggest where the planets are. Encourage discussion and then confirm where each planet should be.

Practice

Pupil's Book

1 Think What do you know about planets?

- Refer pupils to page 30. Read the question. Pupils discuss for one minute in groups of three or four. They then raise their hands to offer ideas to the class.
- **Extension** Internet search key words: *European Space Agency, Kids, planets and the solar system*

2 Learn LC1.5 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. Ask *How many planets are in our solar system? (eight) What kind of scientists study planets? (space scientists) What do they need to see planets? (a strong telescope) What does the Moon orbit? (the Earth)*

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?*

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.

3 Check Match the questions with the answers.

- Pupils work individually to complete the activity. They 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 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.

Extra activity TPR

- Using their Yes/No response cards, pupils answer these questions and others you might want to add.
Is Mars a rocky planet?
Is the Moon a planet?
Is there another planet outside our solar system?
Does the Earth orbit the Moon?
Are you interested in planets?
Do you know the names of all the planets?
Do you want to find out more about planets?
Do you want to be an astronaut?

Extra activity Fast finishers

- Have pupils find the space words in the text and write them in their notebooks.

Finishing the lesson

- Pupils work in pairs. Pupil A looks at Activity 3 and asks a question. Pupil B closes his/her book and tries to remember the answer. Pupils then swap roles.
- Using the Summative questions technique, ask *What new information did you learn in this lesson?*



Are all the planets rocky?

Think

- 1 What do you know about planets?

Learn

- 2 Listen and read.



surface



core



gas



crater

Are all the planets rocky?

Not all of the eight planets in our solar system are **rocky**. Only four planets are made of rocks. They are the planets nearest to the Sun: Mercury, Venus, Earth and Mars. These four planets have got a hard, rocky **surface**, and their **core** is mostly made of **metal**. Space scientists know there are volcanoes, valleys and **craters** on the surface of the rocky planets. They also know that Mars has a very high mountain. Scientists found out that there is another rocky planet outside our solar system. They saw it with a strong telescope in space. Perhaps there are more rocky planets in other solar systems, too.

And what's the Moon like? The Moon is rocky, but it isn't a planet. This is because the Moon doesn't go around the Sun; the Moon goes around the Earth.



rock



metal

check

- 3 Match the questions with the answers.

- 1 Are all the planets in our solar system rocky? **d**
- 2 What's the surface of the rocky planets like? **e**
- 3 What's made of metal? **a**
- 4 What do space scientists know? **b**
- 5 What's the Moon like? **c**

- a** The core of the rocky planets.
- b** There's another rocky planet outside our solar system.
- c** It's rocky but it isn't a planet.
- d** No, only Mercury, Venus, Earth and Mars.
- e** It's hard with volcanoes, valleys and craters.

Objectives

- **Lesson aims:** to learn about the other four planets in our solar system
- **Target language:** *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune*
- **Skills:** Reading, Writing

Materials

- Pupil's Book Page 31
- sheets of A4 paper, enough for each group of pupils
- glue, scissors

Global Scale of English (GSE)

- **Reading:** Can understand simple details in short fact files containing some unfamiliar language, if supported by pictures (GSE 38). Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets) (GSE 34).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can write some familiar words (GSE 20).
- Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).

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 *Rocky planets* on the board. Ask pupils to raise their hands and name them in order from the Sun outwards.
- Draw a diagram of the Sun and these planets on the board: *Sun, Mercury, Venus, Earth and Mars*.

Presentation

- Explain that in this lesson pupils will learn about the other planets in our solar system. They will also make a fact file about the rocky planets.
- Pre-teach the names of the other four planets: *Jupiter, Saturn, Uranus and Neptune*. Write the names on the board. Ask different pupils to draw the planets and add the names to the diagram on the board. Leave this diagram on the board.
- **Extension** Internet search key words: *image of our solar system*

Practice

Pupil's Book

- 1 **Let's practise!** Read and look at the fact file about the other four planets in our solar system.
 - Refer pupils to page 31. Read the question. Give pupils one minute to read the fact file.

- 2 **What do you know about the four planets in the fact file? Read and answer.**

- Pupils work in pairs to read and answer the questions.
- Ask for feedback using the Lollipop stick technique.

Diversity

Challenge

- Ask pupils to answer the questions in Activity 2 with full sentences.

Support

- Write the answers to the questions in Activity 2 on the board.

Show what you know

Make a fact file about the rocky planets

- Place pupils in groups to complete the activity. Hand each group a sheet of A4 paper, scissors and glue.
- Display the fact files on the classroom wall. Ask pupils to read each other's work and vote for their favourite one.

Extra activity Critical thinking

- Pupils read a fact file from another group and write questions like those in Activity 2 for the fact file. They hand the questions to another group to answer.

Extra activity TPR

- Call out the names of the planets. Pupils show fists for a rocky planet or spread their hands wide for a giant planet.

Extra activity Fast finishers

- Have pupils write in their notebooks three things they learnt that they didn't know before these lessons.

Finishing the lesson

- Erase the names of the planets from the diagram on the board. Pupils work in pairs. Give them one minute to write down all the planets in our solar system. Ask different pupils to label the diagram again.
- Using the Summative questions technique, ask *Did you remember all the planets? Can you spell them?*

Let's practise!

- 1 Read and look at the fact file about the other four planets in our solar system.

Gas giants



Names of planets: Jupiter, Saturn, Uranus and Neptune

Also called: Gas giants (Uranus and Neptune sometimes called 'Ice giants')

Made of: gas and ice

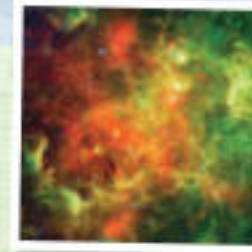
Surface: not hard

Core: mostly small and rocky

Compare with rocky planets: bigger, further from the Sun, take longer to go round the Sun

- 2 What do you know about the four planets in the fact file? Read and answer.

- 1 What are the names of the four planets?
Jupiter, Saturn, Uranus, Neptune
- 2 Why are they called 'Ice giants'?
They are big and very cold (made of ice).
- 3 What is the surface of the planets like?
It isn't hard.
- 4 What is the core of the planets like?
It is mostly small and rocky.
- 5 Which planets are bigger, the rocky planets or the ice and gas giants?
The ice and gas giants: Jupiter, Saturn, Uranus, Neptune



Show what you know

Make a fact file about the rocky planets

- 1 Work in a group. Brainstorm words about the rocky planets from this unit.
- 2 Write three questions about the rocky planets and answer them.
- 3 Choose images from the Internet to print and stick in your fact file.
- 4 Show your fact file to another group.

The rocky planets

What are the rocky planets?
What are they like?



Mapping

Topics

Theme 4: Science and technology

Theme 5: Welfare

Scope and Sequence Matrix

Listening: understanding the main idea and specific details in oral texts describing people, places, and events; taking simple notes while listening; identifying one or more key ideas in an oral presentation or conversation; identifying the topic and setting of oral texts as well as participants and their roles; asking and answering questions to seek help, get information, or clarify something; developing critical listening behaviour

Speaking: speaking for up to two minutes (about an activity, a hobby, etc.) using different structures; taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion)

Reading: reading and understanding short, simple stories and comic strips involving familiar, concrete situations written in a high-frequency everyday language; expressing and justifying opinions on characters and events; skimming and scanning a text for main ideas and key details, and graphing them

Writing: independently writing short texts (letters, memos, reminders, stories) using adequate spelling, punctuation, grammar, and organisation

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions; responding to a variety of oral presentations; rehearsing and delivering (individually or collaboratively) a visual presentation on familiar topics



Let's explore!

Space: Sun, star, rocket, Moon, solar system, space station, Earth, telescope, spacesuit, planet, comet, satellite
Big numbers: a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million
Pronunciation: planet, spacesuit, rocket, satellite, astronaut, telescope, scientist, explorer

1 What space words do you know?



What's wrong in the picture?
 Who is doing an experiment?
 Find three electrical items.
 Where are the astronauts?

32 thirty-two

What's wrong in the picture? **The keyboard is upside down. (1)**
 Who is doing an experiment? **the teacher and a pupil**
 Find three electrical items. **mobile phone (2), IWB (3), computer (4)**
 Where are the astronauts? **The astronauts are on the poster of the International Space Station. (5)**

Learning Outcomes and Performance Indicators

Listening: identify the main ideas and specific details in oral descriptions of people, places, and events; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations through questions or statements; extract information from an oral text to do a task; identify the topic of oral texts; identify the setting, participants and plot of a short oral story; begin to make inferences when listening; use clues to understand new or unfamiliar words when listening (context, illustrations, visual elements); ask and answer questions to seek help, get information, or clarify something

Speaking: speak intelligibly while making statements, asking questions, giving instructions and reporting events; take longer turns in pair and group work; produce two- and three-syllable words with the correct stress

Reading: identify a range of punctuation marks for expression and meaning; distinguish facts from opinions; distinguish the (expository) type of the text (cause/effect, comparison, problem/solution, chronology); determine key points in a text and whether or not they concur on it; use various text features (captions, subheadings) to locate key facts or information in a text; skim and scan a text for main ideas and key details; identify the topic, main ideas(s), and key facts in a reading text; explain how specific images or illustrations clarify and contribute to a text

Writing: use correct sentence grammar, punctuation, and capitalisation; write texts using a range of sentence connectives; revise a composition based on peer feedback

Viewing and presenting: start to demonstrate understanding of visual information by asking relevant questions; interpret visual cues in order to analyse and make inferences about the intention of the message; discuss his/her own feelings in response to visual messages; reflect on why others may perceive the images differently

Unit objectives

to talk about space and use big numbers (100–1,000,000)

Language

Vocabulary	Space <i>Sun, star, rocket, Moon, solar system, space station, Earth, telescope, spacesuit, planet, comet, satellite</i> Numbers <i>a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million</i>
Grammar	<i>will/won't</i> <i>How ...?</i>
Functions	Giving personal information; <i>I'm interested in joining (the Space Explorers Club)</i>
Pronunciation	Syllable stress with two and three syllable words: <i>planet, spacesuit, rocket, satellite, astronaut, telescope, scientist, explorer</i>

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–12)

Mathematical, science and technological competences: order pictures to complete a task (L. 4); learn big numbers (L. 7); order numbers (L. 8)

Digital competence: use Pupil's Book eBook (L. 1–12)

Social and civic competences: learn to be creative (L. 3); learn to give personal information (L. 10)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 9)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1); follow instructions (L. 1–12); personalisation of language learnt (L. 5 and 9)

Initiative and entrepreneurship: choose a topic for the project (L. 9)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 11); Problem solving (L. 3); Logical thinking (L. 1, 3 and 9); Finding information (L. 1, 3, 4, 5, 10, 11 and 12); Planning (L. 12); Reflecting on learning (L. 1–12)
Creativity	Design a bed for an astronaut (L. 3)
Communication	Describing space words (L. 1); Making plans (L. 5 and 6); Using big numbers (L. 7 and 8); Talking about ancient places (L. 9); Functional dialogue (L. 12)
Collaboration	Project groupwork (L. 9); Acting out (L. 3)

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, English in action, CLIL
- Unit 3 Test

Objectives

- **Lesson aims:** to learn and use space vocabulary
- **Target language:** *Sun, star, rocket, Moon, solar system, space station, Earth, telescope, spacesuit, planet, comet, satellite*
- **Skills:** Listening, Writing, Speaking

Materials

- Pupil's Book Pages 32–33
- stopwatch
- Resource 3 A

Global Scale of English (GSE)

- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).
- **Writing:** Can write some familiar words (GSE 20).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can describe common everyday objects using simple language (GSE 31).

Assessment for Learning

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

Starting the lesson

- Write *day* and *night* on the board. Above *day* draw the Sun and above *night* the Moon. Ask *Do you know what these are? What words am I looking for?* Write *Sun* and *Moon* above the drawings, read the words and pupils repeat. Ask pupils to predict what this unit is going to be about.

Presentation

- Explain that in this lesson pupils will learn to talk about space. Explain the meaning of space if necessary.

Practice

Pupil's Book

1 What space words do you know?

- Refer pupils to page 32. Give pupils an example *I know the word Sun. I can see the Sun in the picture.* Hold up your book and show pupils the Sun in the picture. Pupils do the activity in pairs.
- Using the Lollipop stick technique, ask pupils to find space 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.
- **Extension** Ask pupils to look at page 32 and describe the picture in pairs, telling each other where the people are, what they are doing, and naming any objects or people they know, e.g. *keyboard, pupils*.

2 3.1 Listen, point and repeat.

- Refer pupils to page 33. Tell pupils to find the Sun and Moon. Tell pupils to look at the photos 1–12 and teach/explain the new vocabulary. Prompt with questions, e.g. *Can you see Earth? Is Earth a star or a planet? Is the Sun or the Moon at the centre of the solar system? What can you look at through a telescope? Has a comet got a tail? Look at pictures 9 to 12. Are they made by people? Which other object is made by people?*
- Play the audio.
- Have pupils say a word to their partner for their partner to point to the correct picture. Then they swap.



3 Look for the words from Activity 2 in the picture on page 32. Write the missing word.

- Pupils work in pairs to find the space words and write the missing word. Ask for feedback using the Lollipop stick technique.

Extra activity Critical thinking

- Divide the class into four groups. Assign three words from Activity 2 to each group. Pupils look up definitions of their three space words in an English learner's dictionary (online if available). They read out their words and definitions to the class.

4 Write the words in the table in your notebook. How many words can go into each group?

- Pupils write the table headings in their notebooks and complete each column with their ideas.
- Ask pupils to write the words in columns on the board to check their ideas.
- **Extension** Internet search key words: *space for kids, NASA kids, planets for kids*

Extra activity TPR

- Assign a group from Activity 4 to three different corners of the room. Read out the words from Activity 2 and have pupils point to the correct corner or corners.

5 Play a guessing game.

- Place pupils in different pairs for this activity.

Diversity

Challenge

- Pupils prepare the game alone. Give them one minute to think of words they can use for each space word.

Support

- Prepare the guessing game as a class. Call out these words and ask pupils to say which space words they are connected with: *wear, fly, burn, scientists, astronaut, live, travel, fast, tail, hot, cold, study, look at.*

Finishing the lesson

- Choose four to six space vocabulary words. With the class, think of a mime for each word.
- Ask the class to walk around the room. Call out a word. Pupils do the mime.
- Clap your hands as a signal for pupils to walk again and listen to the next word.



2 Listen, point and repeat.



Sun



Moon



Earth



planet



star



solar system



telescope



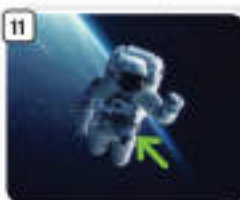
comet



rocket



space station



spacesuit



satellite

3 Look for the words from Activity 2 in the picture on page 32. Write the missing word. *telescope*

4 Write the words in the table in your notebook. How many words can go into each group?

Things that go round the Earth	Things that go round the Sun	Things that people make
Moon space station satellite	Earth planet comet	telescope rocket space station spacesuit, satellite

5 Play a guessing game.

It flies very quickly. It's got a tail.

A comet?

Yes!

thirty-three 33

Lesson 2 Activity Book

Objectives

- **Lesson aims:** to learn and use space vocabulary
- **Target language:** Sun, star, rocket, Moon, solar system, space station, Earth, telescope, spacesuit, planet, comet, satellite
- **Skills:** Writing

Materials

- Activity Book Page 24
- 10–16 blank cards for each pupil for the 'I'm learning' game

Global Scale of English (GSE)

- **Writing:** Can write some familiar words (GSE 20).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork; groupwork

Starting the lesson

- Write some space vocabulary on the board.
- Describe one item using the language from the previous lesson.
- Pupils guess the right item from the description.
- If you have time, pupils can continue with descriptions and their classmates guess.

Practice

1 Look at Pupil's Book page 32 and complete the sentences.

- Have pupils check their answers with their partners.

Answer key 1 experiment, 2 rocket

2 Look and number.

- Pupils complete the activity individually.
- Pupils work in groups to prepare and play the game in the *I'm learning* box.

Answer key telescope 7, space station 9, solar system 6, spacesuit 10, Moon 2, comet 12, satellite 11, star 5, planet 4, Earth 3, rocket 8



- 1 **Before you read** Which space objects can you find in the story? **a satellite, a spacesuit**
- 2 **Listen and read.**



The science fair

1 **Science Fair Challenges!**

- 1 Show how far the planets are from the Sun.
- 2 Show how astronauts do everyday things.

Hi, Bo! We're making a model of the solar system for the Science Fair! Here are the planets. We need to show how far they are from the Sun. Look, here's the Earth.

How far is the Moon from the Earth? A thousand kilometres?

A lot further! About 380,000 kilometres!

2 It's lunchtime!

OK, we'll finish the model later.

3 Oh no!

CRASH

4 What will we do? We won't have time to make a new model later.

5 I'm so sorry ... I broke it.

6 I know! We'll do the other challenge! I wonder how astronauts brush their teeth.

34 thirty-four

Extra activity Fast finishers

- Have pupils write down the new words with drawings or definitions in their notebooks.

Finishing the lesson

- Pupils work in pairs. Pupil A looks at Activity 2. Pupil B tries to recite the words by heart. Pupil A helps by prompting with the first letter. Pupils swap roles.
- Ask *How many words did you remember?*



3 **How do astronauts stop their food from floating away?**

Go to page 58. **They tape it and hold it down with strips.**



4 **After you read Correct the false sentences.**

- There are three challenges for the Science Fair.
There are two challenges for the Science Fair.
- The children are making a model of the ~~Moon~~ **solar system**.
- The Moon is about ~~a thousand~~ **380,000** kilometres from the Earth.
- Brushing your teeth in space ~~is~~ **isn't** the same as brushing your teeth on Earth.
- The children use ~~a bottle of water~~ **a bottle of water and a straw** to stop the toothbrush from floating away.
- The children ~~don't~~ work hard for the Science Fair.



I am a good citizen at school.

5 **Act out the story.**

6 **In space, how do you sleep? Design a bed for an astronaut and share.**

Objectives

- **Lesson aims:** to listen to a story
- **Target language:** revision of space vocabulary; *weightless*
- **Skills:** Reading, Writing, Listening, Speaking

Materials

- Pupil's Book Pages 34–35
- a ball
- a ball that floats (e.g. ping pong ball), a glass of water
- True/False response cards
- sheets of A4 paper, enough for each pupil
- Resource 8

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 extract specific information in short texts on familiar topics (GSE 39).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can name everyday objects, animals or people around them or 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: Basketball technique; Happy/Sad face technique; True/False response cards technique
- Peer learning: groupwork; pairwork; acting out

Starting the lesson

- Using the Basketball technique, ask pupils to say one space word each from Lesson 1.

Presentation

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

Practice

Pupil's Book

- Before you read** Which space objects can you find in the story?

- Refer pupils to pages 34 and 35.

Diversity

Challenge

- Pupils look up the names of all the planets in the solar system.

Support

- Pupils find the planets in the text and write the words in their notebooks.

- 3.2 Listen and read.**

- Introduce *weightless* and *float* with a glass of water and a ball. Place the ball in the glass of water and say *Look, the ball floats*. Then ask *Do things float in space?* and elicit *yes*. Explain *They float because they are weightless*.



- Play the audio.
- Check comprehension. Ask *What is the model for?* (the Science Fair) *What does Bo do?* (breaks the model)

- How do astronauts stop their food from floating away? Go to page 58.**

- Pupils discuss in pairs.
- Using the Happy/Sad face technique, ask *Did you work out the answer?*

- After you read** Correct the false sentences.

- Pupils work individually to complete the activity. Ask for answers using the Basketball technique.

- 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.

- In space, how do you sleep? Design a bed for an astronaut and share.**

- Give pupils sheets of paper for their designs.
- **Extension** Internet search key words: *NASA sleeping in space*

Extra activity Critical thinking

- The class brainstorm other objects that astronauts use in space and suggest how they stop them floating away.

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

- Ask pupils what their favourite part of the story was.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to review a story
- **Target language:** revision of space vocabulary; *weightless*
- **Skills:** Reading, Writing

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- Activity Book Page 25

Assessment for Learning

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

How to work with stories

Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). 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.

Starting the lesson

- Use the Lollipop stick technique to ask pupils what happened in the story from the previous lesson. Replay the audio if you have time.

Practice

1 After you read Read and circle. Then order the pictures.

- Give pupils one minute to complete the activity.

Answer key b Bo, c teeth, d food

Correct order: 3, 2, 4, 1

2 Read and answer the questions.

- Pupils complete the activity individually.

Answer key 2 Katy suggests trying a different challenge.; 3 In space everything is weightless.; 4 The children use a bottle of water and a straw.

3 Values Read and tick (✓). What should you do to be a good citizen in school?

- Pupils choose and then compare answers with a partner.

Answer key 1 ✓, 2 ✓

Extra activity Fast finishers

- Pupils find words connected to space in the story on the Pupil's Book pages and write them in their notebooks.

Finishing the lesson

- Using the Summative questions technique, ask pupils what they learnt about the solar system and gravity from the story.

CLIL Link

In Unit 3, the story is based around the solar system and the concept of gravity from the Science curriculum.

Millie and Katy are making a model of the solar system for the Science, but Bo breaks it and they have to rethink what to do. Finally, they decide to present a poster about how astronauts stop things from floating away while they are in space, in zero gravity.

To explore the concept of gravity further, you can use Resource 8.

Objectives

- **Lesson aims:** to learn and use *will/won't*
- **Target language:** *I'll (get him a present). I won't (get him a book).*
- **Skills:** Speaking, Listening

Materials

- Pupil's Book Page 36
- Yes/No response cards
- Resource 12 A

Global Scale of English (GSE)

- **Speaking:** Can talk about plans for the near future in a simple way (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36). Can identify key information about future plans in short, simple dialogues (GSE 35).

Assessment for Learning

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

Starting the lesson

- Write *Science Fair* on the board. Ask *What did the Discovery Team do for the Science Fair?* and elicit answers.
- Ask pupils what they remember from the story from Lesson 3. Prompt with questions *What was the model? (the solar system) Who broke the model? (Bo)*

Presentation

- Explain that in this lesson pupils will learn to use *will* and *won't* to talk about future plans.
- Write *tomorrow* on the board. Ask questions, pupils answer using their Yes/No response cards: *Will you have a sandwich for lunch? Will you do your homework? Will you call your friend?*

Practice

Pupil's Book

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

- Refer pupils to pages 34–36.

- 2 3.3 Listen and repeat.

- Play the audio.
- Write *I'll get up early tomorrow. I won't watch TV this evening.* Read out the sentences and have pupils repeat.
- Ask two different pupils to go to the board and underline the words in the sentences that tell them we are talking about a future plan.
- Draw pupils' attention to the abbreviations and the time expressions.



- 3 3.4 Listen and say the correct picture.

- Play the audio.
- Check answers using the Lollipop stick technique.



- 1 **Boy:** I'm looking at a comet, but it's getting cold. I think I'll go home soon and have a hot bath!
- 2 **Girl:** I've got a big project on space this week, and a lot of Maths homework, too! I know! I'll do my Maths homework tomorrow and start my space project on Wednesday.
- 3 **Boy:** It's my sister's graduation tomorrow! I think I'll make her a big chocolate cake this evening.
- 4 **Girl:** It's going to be sunny this afternoon! I don't think I'll go to the library; I think I'll go swimming.

Diversity

Challenge

- Before listening, ask pupils what they can see in each picture.

Support

- Before pupils listen, describe what you can see in each picture in random order for pupils to call out the letter.

- 4 In groups, plan a surprise space party for your friend! What will you do? What won't you do?

- Place pupils into groups of four to complete the activity.
- Write the following ideas on the board to help pupils plan their parties: *tell your friend about the party, bake a rocket cake, go to school, buy drinks, buy a book about space, buy a card, go shopping for party food, read a book, decorate the house with space decorations, invite all your friends, bring your friend to the house, shout 'surprise!' when your friend comes in.*

- 5 Tell another group about your plan.

- Place groups together. Tell pupils that each pupil should talk about at least one plan. Repeat in new groups.

Extra activity Critical thinking

- Pupils repeat Activities 4 and 5, but this time plan what they will do for a school Science Fair and use their own ideas.

Extra activity TPR

- Say sentences with *will* and *won't*. Pupils raise their right hand for *will* and left hand for *won't*.

Finishing the lesson

- Write on the board *this afternoon*.
- Ask the class to close their eyes. Rub out some of the letters.
- Ask the class to open their eyes and tell you which letters are missing. You could ask a pupils to come to the board and complete the phrase.
- Repeat with other time expressions if you have time.

Lesson 6 Activity Book

Objectives

- **Lesson aims:** to learn and use *will/won't*
- **Target language:** *I'll (get him a present). I won't (get him a book).*
- **Skills:** Writing, Listening

Materials

- Activity Book Page 26

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

- 1 I'll show you!
- 2 We won't have time to make a new model tomorrow.
- 3 OK, we'll finish the model later.



2 Listen and repeat.

It's Husam's graduation tomorrow. I'll get him a present later.

What will you get him? What about a book on space?

No, I won't get him a book. I think I'll get him a game.



I'll = I will
I won't = I will not

Time words
soon, later, tomorrow, this afternoon, this evening



3 Listen and say the correct picture.



4 In groups, plan a surprise space party for your friend! What will you do? What won't you do?

I'll bake a rocket cake!

I won't buy the drinks, but I will buy a card.

5 Tell another group about your plan.

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Global Scale of English (GSE)

- Writing:** Can write some familiar words (GSE 20).
- Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36). Can identify key information about future plans in short, simple dialogues (GSE 35).

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 the time phrases on the board. Ask pupils to say a sentence for each one using *will* and *won't*.

Practice

1 3.5 Listen. Tick (✓) for *will* and cross (X) for *won't*.

- Play the audio.
- Use the Lollipop stick technique to check answers.



- 1 Girl 1: What will you wear to the party next week, Hala?
Girl 2: It's a fancy dress party, so I won't wear my new jeans. But I'll wear my new spacesuit costume. It's cool!
- 2 Girl 3: What will you do this evening, Salwa?
Girl 4: Well ... I think I'll study with Sana, but we won't study Maths. We'll study the solar system.

- 3 Boy 1: What will you send to your friend on Monday, Tareq?
Boy 2: I think I'll send him an email. I haven't got his address, so I won't send him a letter.
- 4 Boy 3: What will you bake this evening, Raed?
Boy 4: I think I'll bake a rocket cake with Jamal. We won't bake a star cake this time.
- 5 Boy 5: What will you use in class this afternoon, Sami?
Boy 6: Well ... it's the Science week, so I won't use the tablet as usual. I think I'll use the telescope!
- 6 Boy 7: What will you make for your Science project tomorrow, Malek?
Boy 8: Well, I haven't got any grey paints, so I won't make a model of the Moon. I think I'll make a really big model of the Sun. I'll send you a picture later!

Answer key 2 a ✓, b X; 3 a X, b ✓; 4 a X, b ✓; 5 a ✓, b X; 6 a X, b ✓

2 Look at Activity 1 and complete the sentences.

Answer key 2 will study, won't study; 3 won't send, will send; 4 will bake, won't bake; 5 won't use, will use; 6 won't make, will make

Extra activity Creativity

- Write the following on the board: *wear trainers, study English, use the computer, send a letter, bake a cake.*
- Put pupils in pairs and have them ask questions using *Will you ...?* and the phrases on the board about tomorrow.

Extra activity Fast finishers

- Pupils write down four personal plans for tomorrow.

Finishing the lesson

- Using the Summative questions technique, ask *How do we usually say 'I will' and 'I will not'?*

Objectives

- **Lesson aims:** to learn and use big numbers; to learn and use *How*; to learn and sing a song
- **Target language:** *a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million; How deep is the Grand Canyon?*
- **Skills:** Listening, Speaking

Materials

- Pupil's Book Page 37
- a ball
- 16 cards with words and numbers written on each one: *a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million, 100, 500, 1,000, 5,000, 10,000, 50,000, 100,000, 1,000,000*
- Resources 3 B, 12 B, 16, 20

Global Scale of English (GSE)

- **Listening:** Can identify numbers relating to height, weight, length, etc. in simple descriptions of objects, animals or buildings, if guided by questions (GSE 35).
- **Speaking:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). 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: pairwork
- Independent learning: Summative questions technique

Starting the lesson

- Ask *Can you count to a hundred?* Have pupils count to a hundred around the class, saying one number each.

Presentation

- Explain that in this lesson pupils will learn big numbers and they will learn to ask questions with *How*. They will also sing a song.
- Write these numbers on the board in figures and check that pupils know them in L1. If necessary, spend time familiarising pupils with the numbers: *100, 500, 1,000, 5,000, 10,000, 50,000, 100,000, 1,000,000*.

Practice

Pupil's Book

1 3.6 Listen, point and repeat.

- Refer pupils to page 37.
- Play the audio.
- **Extension** Using the Basketball technique, have pupils say the numbers 1–8 in Activity 1.



Diversity

Challenge

- Do a numbers dictation after pupils listen and repeat. Read out the numbers in random order and have pupils write.

Support

- Do a numbers dictation after pupils listen and repeat. Read out the numbers in numerical order and have pupils write.

Extra activity Collaborative work

- Hand out one word or number card each to sixteen different pupils. Pupils have to find the pupil with the word card that matches the number. Repeat with different pupils.

2 3.7 & 3.8 Listen and sing.

- Play the song and tell pupils to 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.
- 3.8 Play the karaoke version of the song and encourage pupils to sing.



Extra activity TPR

- Demonstrate these actions from the song.
How tall: place both hands on your head
How high: stretch both hands high above your head
How deep: stretch both hands to the floor
How long: stretch both hands wide
How far: mime with both hands that you are looking through a telescope
- Play the song for pupils to do the actions while they listen.

3 3.9 Listen and repeat.

- Play the audio. Pupils listen and repeat.



4 3.10 Listen and repeat.

- Play the audio. Pupils listen and repeat.



5 Say a number. Your partner points to the number.

- Place pupils in pairs for this activity. Monitor.

6 Pupil A: Activity Book, page 45.

Pupil B: Activity Book, page 47.

- Place pupils in pairs for this activity. Monitor.

Finishing the lesson

- Using the Summative questions technique, ask pupils what they think about what they learnt today.

Lesson 8 Activity Book

Objectives

- **Lesson aims:** to learn and use big numbers; to learn and use *How*
- **Target language:** *a hundred, five hundred, a thousand, five thousand, ten thousand, fifty thousand, a hundred thousand, a million; How deep is the Grand Canyon?*
- **Skills:** Listening, Writing

Materials

- Activity Book Page 27
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Listening:** Can identify numbers relating to height, weight, length, etc. in simple descriptions of objects, animals or buildings, if guided by questions (GSE 35).
- **Writing:** Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37). Can write some familiar words (GSE 20).

1 Listen, point and repeat.

1 100 a hundred	2 500 five hundred	3 1,000 a thousand	4 5,000 five thousand
5 10,000 ten thousand	6 50,000 fifty thousand	7 100,000 a hundred thousand	8 1,000,000 a million

2 Listen and sing.

Do you love big numbers?
Yes, I do!
Big numbers are fun for me and you!

How tall is your dad?
He's one hundred and eighty centimetres tall!
How high is the Eiffel Tower?
It's three hundred metres high!
How deep is the Grand Canyon?
It's one thousand eight hundred metres deep!

How long is the River Nile?
It's six thousand, six hundred and seventy kilometres long!

How far is the Moon from the Earth?
Three hundred and eighty-four thousand, four hundred kilometres!

Do you love big numbers?
Yes, I do!
Big numbers are fun for me and you!

3 Listen and repeat.

How deep is the Grand Canyon?
It's 1,800 metres deep.

4 Listen and repeat.

250	795	1,000
2,400	7,650	20,000
100,000	500,000	
700,500	1,000,000	

5 Say a number. Your partner points to the number.

6 Pupil A: Activity Book, page 45. Pupil B: Activity Book, page 47.

thirty-seven 37

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork
- Independent learning: Summative questions technique

Starting the lesson

- Give each pupils a sheet of paper. Ask them to write a big number on it.
- Ask pupils to walk around the room holding up their numbers. When you clap your hands, they stop and turn to the pupils nearest to them. They read out each other's numbers.

Practice

1 Complete the table. Then order the numbers from the biggest (1) to the smallest (8).

Answer key fifty thousand – 50,000 (3); a hundred – 100 (8); a thousand – 1,000 (6); five thousand – 5,000 (5); ten thousand – 10,000 (4); five hundred – 500 (7); a hundred thousand – 100,000 (2)

2 3.11 Complete the questions and circle the answers. Then listen and check.

- Revise the adjectives. Write *high*, *deep*, *far*, *wide* and *tall* on the board. Say these words and have pupils call out the correct adjectives: *man*, *mountain*, *river*, *the Sun from the Earth*, *the sea*.
- Pupils complete the activity individually.
- Play the audio.

- Boy 1: How far is it from Amman to Aqaba by car?
Boy 2: It's about 332 kilometres.
- Girl 1: How tall is this basketball player?
Girl 2: He's 213 centimetres tall.
- Boy 1: How high is Mount Everest?
Boy 2: It's 8,848 metres high.
- Girl 1: How deep is the Pacific Ocean at its deepest point?
Girl 2: It's about 10,911 metres deep.
- Boy 1: How wide is the Earth?
Boy 2: It's about 12,750,000 metres wide.

Answer key 1 far, 332; 2 tall, 213; 3 high, 8,848; 4 deep, 10,911; 5 wide, 12,750,000

- Extension** Put pupils in pairs and explain that they are going to play a game. They take turns to ask each other the questions in Activity 2 to see if they can remember the answers.

Extra activity Fast finishers

- Pupils copy the numbers and words from Pupil's Book Activities 1 and 4 into their notebooks.

Finishing the lesson

- Using the Summative questions technique, ask *Can you count to 100/1,000/10,000/100,000/1,000,000? Can you write the numbers in words? Is it easy or hard to count in a different language? Why?*

Objectives

- **Lesson aims:** to learn about the history of stone circles in the UK
- **Target language:** revision of vocabulary
- **Skills:** Reading, Writing, Listening, Speaking

Materials

- Pupil's Book Page 38
- Activity Book Page 28
- a picture of Stonehenge
- history books about your country
- sheets of A4 paper, enough for each group of pupils
- coloured pencils, a hole punch
- a folder to use for the class book
- modelling clay, stones or cork
- True/False 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).
- **Writing:** Can write a short, simple guide to their town/city with appropriate sub-headings, given a model (GSE 47).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can describe common everyday objects using simple language (GSE 31).

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 *history* on the board. Ask *What do we learn about in history?* and elicit answers.

Presentation

- Explain that in this lesson pupils will talk about the history of stone circles in the UK.
- Show a picture of Stonehenge. Ask pupils to raise their hands if they have seen this place before.

Culture notes

- Castlerigg stone circle is in Cumbria, north-west England. The tallest stone is 2.3 metres high and the heaviest stone weighs about 16 tons.
- Stonehenge is in Wiltshire, south England. Each stone is about 4 metres high and weighs about 25 tons.

Practice

Pupil's Book

1 Before you read Where can you see stone circles?

- Write *stone circles* on the board. Ask pupils if they know or can guess what these are.

- Refer pupils to page 38 and read the question. Pupils discuss in pairs for one minute. Then ask for class feedback.
- Tell pupils to look at the photos. Ask *What can you see? Are these stones old or new?* and elicit answers.



2 3.12 Listen and read.

- Play the text all the way through.
- Check comprehension with questions.
Ask How old is Castlerigg stone circle? (5,000 years)
How far away is Wales from Stonehenge? (240 kilometres)
Do we know what the circles were for? (no)
- **Extension** Pupils discuss the final question in pairs.

Extra activity Critical thinking

- Pupils work in pairs and write three sentences about the text: two true and one false. They read them to another pair who use their True/False response cards to say which ones are true and which is false.

3 After you read Activity Book, page 28.

- Write *calendar* and *measure* on the board and explain their meanings if necessary.
- Pupils turn to page 28 in their Activity Books and complete the activities.

4 Are there any stone circles or other ancient places in your country?

- Encourage class feedback and discussion.
- **Extension** Internet search key words: *stone circles in [your country]*, *ancient places in [your country]*

Diversity

Challenge

- Pupils find out about stone circles or other ancient places and they write four interesting facts and tell the class.

Support

- Pupils find out about stone circles on the Internet or in books. Place bookmarks in the books to show pupils where to look. Or give pupils key words to use in an Internet search. Ask pupils to write down two facts and tell the class.

Project

Make a class book about ancient places in your country.

- Divide pupils into groups of four. Give each group a sheet of A4 paper and coloured pencils.
- Help pupils find information about one ancient place each. Decide on the different places before pupils start.
- Explain that pupils should draw a picture and write a paragraph like the text in the Pupil's Book.
- Each group presents their place to the class. Make sure each pupil from each group reads out some information.
- File pupils' work together in the folder to make a class book. Have a class vote for the favourite projects.



Extra activity TPR

- Say big numbers to the class. For numbers below 1,000, pupils squat down. For numbers between 1,000 and 10,000, they stand up. For numbers over 10,000, they jump.

STONE CIRCLES

A stone circle is a circle of standing stones. People built stone circles thousands of years ago. Some circles are over 6,000 years old! You can find stone circles all over the world.



Castlerigg stone circle



Stonehenge

Fun fact

Did you know there are over 1,300 stone circles in the UK?

This is Castlerigg stone circle, in the north of England. It is over 5,000 years old!

Stonehenge is the most famous stone circle in the UK. It is also one of the biggest stone circles. Some of the stones came from Wales, 240 kilometres away. How did people carry the stones so far? Why didn't they use stones from the hills where they lived? No one knows for sure!

Why did people build stone circles? We don't really know, but there are a lot of different ideas!

Many people believe that the circles were meeting places, where

people celebrated important days. Other people think the circles were ancient markets. On the longest day of the year, the light of the Sun falls in a certain place on many stone circles. Perhaps the stone circles were ancient calendars to measure the longest and shortest days of the year, or maybe they were places to watch the Sun, Moon and stars, before people had telescopes. Some people even believe the circles came from space! What do you think?



Project

Make a class book about ancient places in your country.

- 1 Work in groups. Choose an ancient place that is over 2,000 years old.
- 2 Find or draw pictures of this place.
- 3 Write about the place.

- 1 Before you read Where can you see stone circles?

all over the world

- 2 Listen and read.

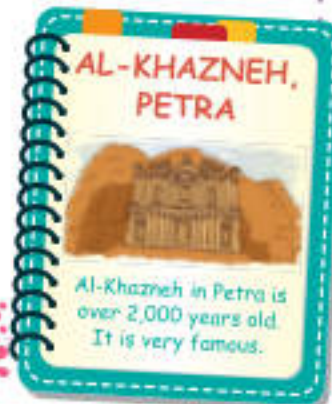
- 3 After you read

Activity Book, page 28.

- 4 Are there any stone circles or other ancient places in your country?

Al-Khazneh is a famous building at Petra.

- What's the name of the place?
 - How old is it?
- 4 Present your place to the class.
 - 5 Make a class book.



Activity Book

- 1 Look and tick (✓) the correct picture.

- Pupils work individually and check with a partner.

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

- 2 After you read Read and circle the correct answer.

- Check answers using the Lollipop stick technique.

Answer key 2 6,000, 3 world, 4 north, 5 240, 6 markets

Extra activity Creativity

- Put pupils in groups. Ask them to create their own stone circle on a piece of cardboard. They can use small stones, modelling clay or cork. Ask them to write the answers to the following questions about their stone circle: *Where is it? How old is it? How wide is it? What do you use it for?* Monitor and help. Groups present their stone circles to the class.

Extra activity Fast finishers

- Pupils find all the big numbers in the Pupil's Book and Activity Book in this lesson. They write them as words.

Finishing the lesson

- Using the Summative questions technique, ask *What facts were the most interesting for you? Why?*

Objectives

- **Lesson aims:** to learn to give personal information; to learn and practise syllable stress with two and three syllable words
- **Target language:** *I'm interested (in joining the Space Explorers Club).*
- **Skills:** Reading, Writing, Listening, Speaking

Materials

- Pupil's Book Page 39
- Activity Book Page 29
- Yes/No response cards
- a ball
- Resource 24

Global Scale of English (GSE)

- **Reading:** Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets) (GSE 34). Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 34).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Yes/No response cards technique; Basketball technique
- Peer learning: pairwork; groupwork
- 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 clubs? Are you a member of any clubs? Would you like to join a space club?*

Presentation

- Explain that in this lesson pupils will learn to give personal information.
- Ask *What kind of information do you have to give when you join a club?* Pupils discuss in groups for one minute.

Practice

Pupil's Book

1 Look at the posters. What type of clubs are they?

- Refer pupils to page 39. Pupils discuss in groups of three or four and then raise their hands to offer answers.
- **Extension** Ask pupils comprehension questions about the posters: *When does the club meet? What time? What can you do at this club?*

2 3.13 Listen. What type of club does Mariam want to join?

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



3 3.14 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.



Extra activity Collaborative work

- Divide the class into two groups. One group is Mariam; the other is Laila. Play the audio and pause after each sentence. Pupils from each group repeat what they hear.

4 Choose a club to join!

- Place pupils in pairs and assign Pupil A and Pupil B. Pupil A wants to join a club and gives information and Pupil B asks for information. Then pupils swap roles. Tell pupils to use the dialogue in Activity 3 as a model.

Diversity

Challenge

- Have pupils perform their dialogues to the class.

Support

- Give pupils one minute to prepare their personal information before talking in pairs.

Extra activity TPR

- Assign the numbers 1–9 to all pupils in the class. Tell pupils that they stand up when they hear their number. But when you say 0 or double 0, all pupils must stand up: 1287 445006, 1976 032001, 9876 001234.

Pronunciation

5 3.15 Listen and read. Why is part of each word coloured? Listen again and repeat.

- Play the audio. Ask pupils why part of each word is coloured (to show the stressed syllables). Play the audio again, pausing after each word, for pupils to repeat.



Activity Book

1 Order the words to make sentences.

- Ask different pupils to read out their sentences.

Answer key 3 How do you spell your last name?; 5 What's your date of birth?; 7 What's your home phone number?

2 3.16 Listen and complete the conversation in Activity 1.

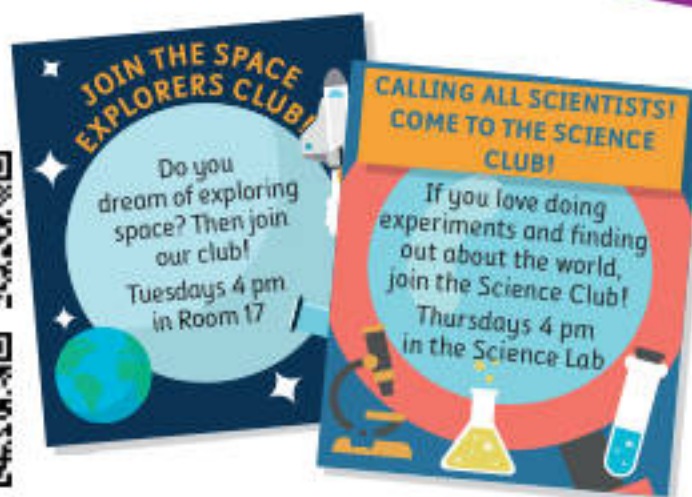
- Play the audio.



Girl: Hi! I'm interested in joining the Science Club.
 Boy: What's your name?
 Girl: Alia Asmar.
 Boy: How do you spell your last name?
 Girl: A-S-M-A-R.
 Boy: What's your date of birth?
 Girl: The fifteenth of January 2008.
 Boy: What's your home phone number?
 Girl: 4766 032821.
 Boy: Thanks very much. Welcome to the Science Club!

Answer key 2 Alia Asmar. 4 A-S-M-A-R. 6 The fifteenth of January 2008. 8 4766 032821.

- 1 Look at the posters. What type of clubs are they? **Space Club and Science Club**
- 2 Listen. What type of club does Mariam want to join? **the Space Explorers Club**
- 3 Listen, read and check.



Hello! I'm Mariam. I'm interested in joining the Space Explorers Club.

Mariam Rahhal.

R-A-H-H-A-L.

23/2/13 - that's the 23rd February, 2013.

1287 445006

Hi, Mariam! I'm Laila.
OK, what's your name?

How do you spell your last name?

Thanks. What's your date of birth?

OK. What's your home phone number?

Thanks. Welcome to the club!

- 4 Choose a club to join!

Gardening Club Maths Club
Science Club Gymnastics Club



I'm interested in joining ...
How do you spell your last name?
What's your date of birth?
What's your home phone number?
1287 445006 = one two eight seven
double-four five double-oh six

Pronunciation

- 5 Listen and read. Why is part of each word coloured? Listen again and repeat.

planet	spacesuit	rocket	satellite
astronaut	telescope	scientist	explorer



thirty-nine

39

- 3 Now design your own membership club card. In pairs, practise the conversation in Activity 1 using your card. Share.

- 4 3.17 Listen and read. Circle the stressed parts of the words. Then practise saying the words with your partner.



- Play the audio. Pupils circle the stressed part of each word.
- Pupils practise saying the words in pairs. Monitor and check.

Answer key 1 fifty, 2 thousand, 3 hundred, 4 twenty, 5 seventeen, 6 thirty, 7 number, 8 membership, 9 circle

Extra activity Fast finishers

- Pupils close their books and write down the questions Farid asked Alia in Activity 1. They try to remember the answers.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *When might you have to give personal information in English?*

Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** revision of unit vocabulary and grammar
- **Skills:** Reading, Writing, Listening, Speaking

Materials

- Pupil's Book Page 40
- Activity Book Page 30
- a ball
- sheets of A4 paper, enough for each pair of pupils
- Resource 28

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38).
- **Writing:** Can write some familiar words (GSE 20). Can label simple pictures related to familiar topics by copying single words (GSE 16).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can talk about plans for the near future in a simple way (GSE 38).

Assessment for Learning

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

Starting the lesson

- Write *satellite* and *space station* on the board. Ask *Where are satellites? Who makes them? What do we use them for?*
- Ask what they know about the space station. Encourage class discussion with questions, e.g. *Where is it? Does anyone live there?*

Presentation

- Explain that in this lesson pupils will read a text about the International Space Station.
- Write *muscles*, *spacewalk*, *orbits* and *tools* on the board. Read them out and have pupils repeat.
- Explain the meanings with sentences. Say the sentences and pause before each word so pupils can say the word:
We have muscles in our bodies. Look, this is an arm ... muscle.
You can walk in space. It is called a ... spacewalk.
A satellite that goes around the Earth ... orbits the Earth.
Finally, astronauts use ... tools to do work in space.

Diversity

Challenge

- Ask pupils extra questions: *What do astronauts wear for a spacewalk? What do we use muscles for?*

Support

- Point to the words on the board as you say the sentences. Speak slowly and clearly. Explain meanings in L1 if necessary.

Practice

Pupil's Book

1 Before you read What do astronauts do on the International Space Station?

- Refer pupils to page 40. Pupils discuss in pairs first. Using the Basketball technique, ask pupils for ideas. Accept all reasonable suggestions.

2 3.18 Listen and read.

- Ask pupils to find out if their ideas in Activity 1 were correct. Play the audio.
- Ask pupils to say which ideas they had also appear in the text.
- Check comprehension with questions. Ask *Does the ISS travel fast or slowly? (fast) Are the astronauts busy? (yes) What do they do when they aren't working? (read and take photos) Why do they exercise? (to keep their muscles strong)*



Extra activity Critical thinking

- Pupils work in pairs and find five words in the text connected to the theme of space and write them in their notebooks. Hand each pair a piece of paper. They write an activity on it with the words in a box and gapped sentences. They swap sentences with another pair and solve their activities.
- Pairs give each other feedback about their activities using the Two stars and a wish technique.

3 After you read Complete the sentences. Write one or two words.

- Give pupils a minute to complete the activity individually.
- Ask for feedback using the Lollipop stick technique.
- Pupils work in small groups and make a quiz about the ISS. They swap quizzes with other groups. They can use information in the text and/or look for information online.
- **Extension** Internet search key words: *NASA ISS*

Extra activity TPR

- Tell pupils that they are astronauts and they should mime what you describe. Say:
You put on your spacesuit.
You are floating in space doing a spacewalk.
You are fixing the space station with a toothbrush!
You are taking photos of the Earth.
You are sleeping in a space bed.
You are trying to catch your tools that are floating away!

Activity Book

1 After you read Look and write.

- Give pupils one minute to complete the activity. They compare answers with a partner.

Answer key 2 spacewalk, 3 tools, 4 muscles

2 Read and write True or False.

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

Answer key 2 True, 3 False, 4 True

3 Correct the false sentences in Activity 2.

- Pupils complete the activity individually.

Answer key There are 10 astronauts living on the ISS.

Reading

- 1 **Before you read** What do astronauts do on the International Space Station? **They find out about space.**



- 2 **Listen and read.**

LIFE ON THE INTERNATIONAL SPACE STATION

The International Space Station (ISS) is a satellite. It orbits the Earth once every 90 minutes, travelling at 28,000 kilometres per hour! But it's different from a normal satellite because about ten astronauts live on it.

The astronauts on the ISS have a lot of jobs to do every day. They do

experiments to find out more about space. They use special tools to fix the station, and if they need to fix something



outside, they put on their spacesuits and do a spacewalk! When they aren't working, astronauts read and take photos.

There's one more important thing for astronauts to do: exercise! People are weightless

in space, so their muscles don't work hard and can become very weak. Astronauts need to exercise for two hours a day!



- 3 **After you read** Complete the sentences. Write one or two words.

- The International Space Station is a **satellite** with astronauts on it.
- The astronauts **do experiments** every day to find out more about space.
- For a spacewalk they need to wear **spacesuits**.
- Exercise** is very important for astronauts because their muscles get weak in space.

40 forty

- 4 **Imagine you're a group of astronauts planning a trip to Mars. Decide as a group what nine personal things you want to take with you. All your group's things must fit in a box which is one metre high, wide and deep. Discuss and make a list. Write in your notebook and share with the class.**

- Place pupils in groups to complete the activity.
- Walk around the class monitoring groups.
- Ask different groups to talk about their boxes. Ask for class feedback for comparisons.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *What did you learn today? Do you think you can tell your family about the ISS? What interesting things will you tell them?*

Extra activity Fast finishers

- Pupils write ten favourite words from this lesson in their notebooks.

Objectives

- **Lesson aims:** to understand a listening task; to talk about plans for a trip to the ISS; to write a blog post by an astronaut
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Writing, Listening, Speaking

Materials

- Pupil's Book Page 41
- Activity Book Page 31
- a ball
- sheets of A4 paper, enough for each pupil
- Resource 32

Global Scale of English (GSE)

- **Reading:** Can identify the context of a short, simple text related to familiar situations (GSE 33).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can give an opinion in a structured discussion, if guided by questions (GSE 46).
- **Writing:** Can write short, simple personal emails/letters about familiar topics, given prompts (GSE 40).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Basketball technique; Happy / Sad face technique
- Peer learning: pairwork; Two stars and a wish technique; groupwork
- Independent learning: Learning diary

Starting the lesson

- **3.7** Play the song from Lesson 7 and encourage pupils to join in and do the actions they learnt.



Presentation

- Explain that in this lesson pupils will listen to an interview with an astronaut, talk about a plan to go to the ISS and then write a blog post about being an astronaut on the ISS.
- Using the Basketball technique, ask pupils to say what they remember about the International Space Station from Lesson 11.

Practice

Pupil's Book

Listening

- **3.19** Listen and complete the sentences.

- Refer pupils to page 41 and tell them to read the sentences in Activity 1 before they listen so they know what to listen for.
- Play the audio.
- Pupils compare answers with a partner.



Woman 1: Hello, everybody. Today, I am talking to Helen Robertson. She's a British astronaut on the International Space Station! Hello, Helen. Welcome to the programme.

Woman 2: Hello, Nicole.

Woman 1: So, Helen, you spent 247 days in space on the International Space Station, right?

Woman 2: Yes, that's right! I loved living in space. My favourite hobby was looking out of the window! I could see the rivers, the mountains and the oceans on Earth. It was so beautiful! I could also see the Moon, the planets and millions of stars. I didn't need a telescope!

Woman 1: There's one important question I want to ask you: where did you get your food from? You can't grow food in space!

Woman 2: The food came in rockets. Every few months a rocket arrived with fresh food and food in packets for the astronauts.

Woman 1: Wow! Food by rocket! Amazing! How big is that rocket?

Woman 2: It isn't very big – about seven metres tall. But it's full of food and other interesting things.

Diversity

Challenge

- Play the audio once. Pupils swap books. Play the audio again for pupils to check each other's work.

Support

- Play the audio once. Pupils compare answers with a partner. Play the audio again for pupils to check their work.

Speaking

- **2** Imagine you're an astronaut on the International Space Station. What will you do every day? What won't you do?

- Remind pupils to use *will* for this activity.
- Pupils work in pairs.
- After a set amount of time, change pupils' pairs and they repeat the activity.
- Ask different pupils to talk about their plans. Ask *Do you have the same ideas?* Ask for class feedback. Prompt with questions: *Who had the same idea? What will you do, (name)? Do you think that's a good idea? Why/Why not?*

Writing

- **3** Read. What is the blog post about?

- Give pupils a minute to read the text and find the answer.
- Check comprehension with questions. Ask *What's the astronaut's name? (Ali) How many meals a day do they have? (three) Why don't they have cakes and biscuits? (Because crumbs are a problem.)*

Extra activity TPR

- Using the Happy/Sad face technique, pupils respond to your questions: *Do you like the blog post? Are you ready to write a blog post?* Give more help as necessary.

- **4** Imagine you're an astronaut on the International Space Station. Write a blog post.

- Read the Writing tip to pupils. Tell pupils to find the question in the blog post.
- Read the plan to pupils. Pupils turn to their Activity Books.
- **Extension** Internet search key words: *NASA kids International Space Station*

Extra activity Critical thinking

- Hand a sheet of A4 paper to each pupil. Ask them to write a list of food that has crumbs and food that doesn't have crumbs. They then write a three-meal menu for a day on the space station.



Listening

1 Listen and complete the sentences.

- 1 Helen Robertson is a/an **British** astronaut.
- 2 Helen spent **247** days on the International Space Station.
- 3 On the ISS, Helen's favourite hobby was **looking out of the window**.
- 4 The astronauts got more food by **rocket**.
- 5 The rocket was about **seven** metres tall.

Speaking

2 Imagine you're an astronaut on the International Space Station. What will you do every day? What won't you do?

I'll get a packet of food ...

I won't forget to exercise ...



Writing

3 Read. What is the blog post about? **What astronauts eat.**

Hi, this is Astronaut Ali! My blog post today is about food. What do astronauts eat? In space, we have three meals a day, just like on Earth. But all our food is in bags. You need to add water to some types of food. We have a lot of different types of food, but we don't have food with a lot of crumbs, like biscuits or cakes. If we drop crumbs, they float around, and that's a problem!

tip Writing

Use questions to make your writing more interesting. Can you find the question in Ali's blog post?

4 Imagine you're an astronaut on the International Space Station. Write a blog post.

1 Plan

Choose from these topics: food, clothes, repairs, hobbies. Find out more about these topics on the ISS!

- What do you eat/wear/do?
- How is it different from on Earth?

2 Write

Hi, I'm ...
My blog post today is about ...
In space, we ...
Did you know ...?

3 Check your work ✓

- Used a question?

Activity Book, page 29

forty-one

41

Activity Book

1 Match the questions with the answers.

Answer key 2 d, 3 c, 4 a

2 Imagine you're an astronaut on the International Space Station. Write a blog post.

- Plan: Give pupils one minute to complete their notes. Monitor and help with ideas.
- Write: Pupils work individually to complete the report.
- Check your work: Write the following questions on the board:
Did you use questions? Did you use paragraphs? Did you use linking words? Did you use a capital letter at the start of each sentence? Did you use a full stop at the end of each sentence? Did you use the correct spellings? Was your writing clear?
Pupils evaluate their own work by answering the questions.
- Using the Two stars and a wish technique, pupils read and check each other's work.

Extra activity Fast finishers

- Pupils find the space vocabulary in the lesson and write the words in their notebooks.

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

Topic

Theme 6: Recreation

Scope and Sequence Matrix

Listening: understanding the main idea and specific details in oral texts describing people, places, and events; taking simple notes while listening; identifying one or more key ideas in an oral presentation or conversation; identifying the topic and setting of oral texts as well as participants and their roles; asking and answering questions to seek help, get information, or clarify something; using non-language-based clues to guess meaning (e.g. gestures, situation, relationships, etc.)

Speaking: taking turns in pair or group discussions; retelling stories and factual events using a variety of structures; partaking in long dialogues and exchanges; following rules for discussions (e.g. speaking one at a time about the topics under discussion)

Reading: expressing and justifying opinions on characters and events; reading and understanding short, simple stories and comic strips involving familiar, concrete situations written in a high-frequency everyday language

Writing: independently writing short texts (letters, memos, reminders, stories) using adequate spelling, punctuation, grammar, and organisation; using the writing process to write simple texts (e.g. short stories with pictures)

Viewing and presenting: viewing visual information and showing understanding by asking relevant questions; responding to a variety of oral presentations; interpreting visual cues to analyse and make inferences about the intended message; using body language to add meaning to oral presentation and to connect with audience

4

Off to the shops

Shops: butcher's, newsagent's, phone shop, greengrocer's, jeweller's, corner shop, fishmonger's, sports shop, shoe shop, pharmacy, gift shop, toy shop
Money and prices: money box, save, purse, spend, wallet, buy, birthday money, sell
Pronunciation: pay, payment, encourage, encouragement

1 How many shops do you know?



What doesn't belong in the picture?
 Can you find some coins and a tablet?
 How many people are carrying bags?
 What's the name of the building where the shops are?

42 forty-two

What doesn't belong in the picture? **the envelope (1)**
 Can you find some coins and a tablet? **coins (2), tablet (3)**
 How many people are carrying bags? **There are ten people carrying bags. (4)**
 What's the name of the building where the shops are? **a shopping centre**

Learning Outcomes and Performance Indicators

Listening: identify the main ideas and specific details in oral descriptions of people, places, and events; respond to questions before, during and after listening; respond to oral presentations, instructions or conversations through questions or statements; extract information from an oral text to do a task; identify the topic of oral texts; identify the setting, participants and plot of a short oral story; use clues to understand new or unfamiliar words when listening (context, illustrations, visual elements); ask and answer questions to seek help, get information, or clarify something

Speaking: speak intelligibly while making statements, asking questions, giving instructions and reporting events; retell stories and factual events based on visual input using 4–7 connected sentences that use a variety of structures (simple present, simple past, present progressive, simple future, questions, negatives, permission, suggestions, invitations); identify and use prefixes and suffixes (un-, dis-, ir-, -ful, -ment, -tion) and visual clues to infer the meaning of new vocabulary items

Reading: use various text features (captions, subheadings) to locate key facts or information in a text; skim and scan a text for main ideas and key details; identify the topic, main ideas(s), and key facts in a reading text; explain how specific images or illustrations clarify and contribute to a text

Writing: use correct sentence grammar, punctuation, and capitalisation; use simple and compound sentences to produce a variety of text types (letters, email, memos, reminders)

Viewing and presenting: start to demonstrate understanding of visual information by asking relevant questions; interpret visual cues in order to analyse and make inferences about the intention of the message; identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters; rehearse and deliver individually or in collaboration a visual presentation on familiar course theme topics; use body language to add meaning to oral presentations

Unit objectives

to talk about shops, money and prices

Language

Vocabulary	Shops <i>butcher's, newsagent's, phone shop, greengrocer's, jeweller's, corner shop, fishmonger's, sports shop, shoe shop, pharmacy, gift shop, toy shop</i> Money and prices <i>money box, save, purse, spend, wallet, buy, birthday money, sell</i>
Grammar	Relative clauses <i>have to/don't have to</i>
Functions	Asking for a price: <i>How much is (it)? It's (fifteen) dinars and (fifty) piastres.</i>
Pronunciation	Changing verbs to nouns using the suffix <i>-ment</i> : <i>pay – payment, encourage – encouragement</i>

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–12)

Mathematical, science and technological competences: order to complete a task (L. 3 and 4)

Digital competence: use Pupil's Book eBook (L. 1–12)

Social and civic competences: learn to be creative (L. 3 and 4); make suggestions about shops to visit (L. 12)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 9)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–12); use previous knowledge (L. 1); follow instructions (L. 1–12); personalisation of language learnt (L. 5 and 9)

Initiative and entrepreneurship: choose topic for the project (L. 9)

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 11); Problem solving (L. 3); Logical thinking (L. 1, 2, 3, 4 and 9); Finding information (L. 1, 2, 3, 4, 10, 11 and 12); Planning (L. 12); Reflecting on learning (L. 1–12)
Creativity	Designing a phone case (L. 3)
Communication	Describing what you can buy in shops (L. 1); Describing a person, place or thing (L. 5); Talking about what you have/don't have to do (L. 7 and 8); Talking about a shop (L. 9); Giving prices (L. 10); Functional dialogue (L. 10 and 12)
Collaboration	Project groupwork (L. 9); Acting out (L. 3)

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, English in action, CLIL
- Unit 4 Test
- End-of-semester 1 test

Objectives

- **Lesson aims:** to learn and use shops vocabulary
- **Target language:** *butcher's, newsagent's, phone shop, greengrocer's, jeweller's, corner shop, fishmonger's, sports shop, shoe shop, pharmacy, gift shop, toy shop*
- **Skills:** Listening, Speaking

Materials

- Pupil's Book Pages 42–43
- sheets of A4 paper, enough for each pair of pupils
- stopwatch
- Resource 4 A

Global Scale of English (GSE)

- **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly (GSE 24).
- **Speaking:** Can describe everyday activities in town (e.g. buying food at the supermarket, borrowing a book from the library), using simple language (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
- Independent learning: Summative questions technique

Starting the lesson

- Write *Shops* on the board. Ask *How often do you go to the shops? Who do you go with? What do you like buying?* Pupils raise their hands to answer.

Presentation

- Explain that in this lesson pupils will learn to talk about shops.

Practice

Pupil's Book

1 How many shops do you know?

- Refer pupils to page 42. Read the rubric and tell pupils to look at the pictures and find the shops. Give pupils an example: *Farid Shoes is a shoe shop*. Pupils work in pairs and find the shops they know.
- Using the Lollipop stick technique, ask pupils to name shops 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 the answers.
- **Extension** Ask pupils to look at page 42 again. Have them describe the picture in pairs, telling each other where the people in the picture are, what they are doing, and to name any objects or appearance words that they know, e.g. *mobile phone, moustache*.

2 4.1 Listen, point and repeat.

- Refer pupils to page 43. Tell pupils to count how many shops 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 shop:
You can buy meat/oranges/fish/medicine at this shop.
You go to this shop to buy a comic/pair of earrings/basketball/present.
You can get a mobile phone/all kinds of things/leather shoes/a doll at this shop.
- 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 42. Write the missing word.

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

Extra activity Creativity

- Pupils work in pairs. Give each pair a sheet of A4 paper. They draw an imaginary line of shops in a local shopping street and the favourite shops they would like there. They label each type of shop and present their shopping street to the class, e.g. *This is a sports shop. You can buy tennis balls here.*

4 You and your partner need to buy some things from the shops. Decide where you'll go.

- Place pupils in the same pairs for this activity. Ask different pupils to say what they can see in the pictures.
- Walk around the class monitoring pairs.

Extra activity TPR

- Assign four shops to each corner of the room: *fishmonger's, butcher's, toy shop and jeweller's*.
- Say (Name), *let's get some fish/some meat/a doll/a necklace*.
- The pupil goes to the correct shop. Repeat with other pupils and also change the shops.

Finishing the lesson

- Ask pupils to describe their favourite shop in groups of four.
- Using the Summative questions technique, ask pupils what they found difficult about the lesson.

Lesson 2 Activity Book

Objectives

- **Lesson aims:** to learn and use shops vocabulary
- **Target language:** *butcher's, newsagent's, phone shop, greengrocer's, jeweller's, corner shop, fishmonger's, sports shop, shoe shop, pharmacy, gift shop, toy shop*
- **Skills:** Writing

Materials

- Activity Book Page 32

Global Scale of English (GSE)

- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).



2 Listen, point and repeat.



butcher's



greengrocer's



fishmonger's



pharmacy



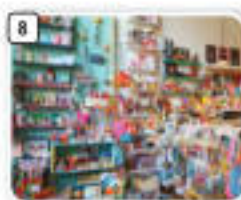
newsagent's



jeweller's



sports shop



gift shop



phone shop



corner shop



shoe shop



toy shop

3 Look for the words from Activity 2 in the picture on page 42. Write the missing word. corner shop

4 You and your partner need to buy some things from the shops. Decide where you'll go.



I need to buy a necklace for my sister.

We'll go to the jeweller's or the gift shop!

forty-three 43

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Peer learning: pairwork; groupwork

Starting the lesson

- Write some shop vocabulary on the board.
- Describe one shop using the language from the previous lesson.
- Pupils guess the right shop from the description.
- If you have time, pupils can continue with descriptions and their classmates guess.

Practice

1 Look at Pupil's Book page 42 and write.

- Give pupils one minute to complete the activity. Have pupils check their answers with their partners.

Answer key 1 He's posting a letter.; 2 He's got red curly hair, and he's tall and slim.

2 Look and write.

- Pupils complete the activity individually. They then talk about the things you can buy in the shops in pairs.
- Pupils work in groups and make spider webs in their notebooks for the *I'm learning* box in their Activity Books.

Answer key 2 butcher's, 3 pharmacy, 4 phone shop, 5 greengrocer's, 6 gift shop, 7 sports shop, 8 fishmonger's, 9 shoe shop, 10 jeweller's, 11 newsagent's, 12 corner shop

Extra activity Fast finishers

- Have pupils write down two lists: the shops they knew and the shops that are new words for them.

Finishing the lesson

- In groups of three or four, pupils close their books and write down the names of the shops and one thing you can buy in each shop.
- Ask *How many shops did you remember?*

Story

newsagent's (frame 1), toy shop (frame 5),
phone shop (frames 6-9)



1 Before you read Which shops can you see in the story?

2 Listen and read.



1 I have to buy a present for my mum. I'll get her a new mobile phone case. There's a case which she really likes in the phone shop.

Where's the phone shop?

It's upstairs. We have to go up the escalator.

2 This is amazing! What is it?

It's an escalator! It's a machine which carries you upstairs and downstairs!

How does it work?

3 Well, an escalator is actually three simple machines! It's got a wheel and a ...

4 BUMP

What an unkind man!

Are you OK?

5 Yes, I am, thanks. Come on, let's go to the phone shop.

6 Is this the phone case which your mum likes?

No, it isn't. She loves the one which has the comet on it. But I can't see it ...

7 This one?

Yes, that's it!

8 Hey, isn't that the man who walked into me earlier? What's he doing?

He's stealing those phones!

44 forty-four



3 Who is the thief? Go to page 58 to find out.

The third man in the line of four men: black T-shirt, blue jeans, trainers, moustache and blue bag.



4 After you read Number the sentences in the correct order to tell the story.

- a They go up the escalator.
- b The children see a man stealing a phone.
- c The children look for the thief outside the shop.
- d Bo tries to stop the thief.
- e A man walks into Katy.
- f They tell the shop assistant about the thief.

1
3
6
5
2
4

5 Act out the story.

Values

I can show good citizenship.

6 Design your own phone case! Tell your partner about it.

forty-five

45

Objectives

- **Lesson aims:** to listen to a story
- **Target language:** revision of shops vocabulary; *downstairs, escalator, phone case, upstairs*
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Pages 44–45
- a ball
- a mobile phone case
- sheets of A4 paper, enough for each pupil
- coloured pencils
- Resource 9

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **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; Happy/Sad face technique
- Peer learning: pairwork; groupwork; acting out

Starting the lesson

- Using the Basketball technique, ask pupils to say one shop each from Lesson 1.

Presentation

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

Practice

Pupil's Book

1 Before you read Which shops can you see in the story?

- Refer pupils to pages 44 and 45.

2 4.2 Listen and read.

- Pre-teach *downstairs, upstairs, escalator* and *phone case*. Write the words on the board and tell pupils they are in the story. To explain the meanings, draw an escalator and say *This is an escalator. Here is downstairs and here is upstairs*, pointing accordingly. Show pupils the phone case and say *Look, this is a phone case*.
- Play the audio.
- Check comprehension. Ask *Who is Hamed buying a present for? (his mum) Has Bo seen an escalator before? (no) What does the man steal? (phones)*



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 is the thief? Go to page 58 to find out.

- Pupils discuss in pairs.
- Using the Happy / Sad face technique, ask *Did you find the thief?*

4 After you read Number the sentences in the correct order to tell the story.

- 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 (Katy, Millie, Hamed, Bo and the thief).
- Pupils act out the story in groups.

6 Design your own phone case! Tell your partner about it.

- Give pupils sheets of A4 paper for their designs.
- Pupils describe their case to a partner. Monitor.
- **Extension** Internet search key words: *cool phone case images*

Extra activity Critical thinking

- Divide the class into four groups. Assign one shop from the story to each group. Give the groups one minute to make a list of things you can buy in their shop. Which group found the most words?

Extra activity TPR

- Pupils listen to the story and pretend to talk on the phone when they hear the word *phone*.

Finishing the lesson

- Ask pupils to retell the story in a round around the class.

Lesson 4 Activity Book

Objectives

- **Lesson aims:** to review a story
- **Target language:** revision of shops vocabulary; *downstairs, escalator, phone case, upstairs*
- **Skills:** Reading

Materials

- Activity Book Page 33

Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32).

How to work with stories

Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). 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.

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

- Ask pupils to tell you what happens in the story from the previous lesson. Replay the audio (track 4.2) if you have time.

Practice

1 After you read Look, read and order.

-  Use the Lollipop stick technique to check answers.

Answer key 1 How does it work?; 2 What an unkind man!; 3 What's he doing?; 4 Where did he go?

2 Circle the correct answer.

-  Pupils complete the activity individually. Have them check their answers in pairs.

Answer key 2 phone case, 3 stealing, 4 sports bag

3 Values Read and tick (✓). Which are examples of good citizenship?

-  Pupils tick and then compare answers with a partner.

Answer key 1 ✓, 4 ✓, 6 ✓

Extra activity Fast finishers

- Pupils find shopping words in the story and write them in their notebooks.

Finishing the lesson

-  Using the Summative questions technique, ask pupils what they learnt about machines and mechanisms (the escalator) from the story.

CLIL Link

In Unit 4, the story is based around the concept of compound machines and mechanisms (an escalator) from the Science curriculum.

The Discovery Team are shopping at the mall to buy a present for Hamed's mother when they have to take the escalator to go upstairs. Bo has never seen an escalator before and Katy explains to him how it works. When they arrive upstairs, a man bumps into Katy, and later they see him stealing phones at the phone shop.

To explore the concept of compound machines further, you can use Resource 9.

Objectives

- **Lesson aims:** to learn and use relative clauses
- **Target language:** *It's the man who we saw earlier. We're in the shop where my brother works.*
- **Skills:** Reading, Speaking

Materials

- Pupil's Book Page 46
- sheets of A4 paper/card, three for each pupil
- Resource 13 A

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can read aloud a short, simple story in a way that can be understood (GSE 35). Can describe someone's personality in a basic way, if guided by prompts (GSE 39). Can describe common everyday objects using simple language (GSE 31). Can describe where they live in a basic way (GSE 29).

Assessment for Learning

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

Starting the lesson

- Write *Stop, Thief!* on the board.
- Ask pupils what they remember from the story from Lesson 3. Prompt with questions: *What did Hamed buy? Who was the present for? What did Bo see for the first time?*

Presentation

- Explain that in this lesson pupils will learn to use relative clauses: *who, which* and *where* which give us more information about a person, thing or place.

Practice

Pupil's Book

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

- Refer pupils to pages 44–46.

2 4.3 Listen and repeat.

- Play the audio.
- Tell pupils to copy the sentences. Then they underline in red the word before the relative clause that the relative clause refers back to.
- Ask different pupils to say the sentences again with a new person, thing or place of their own choice.
- **Extension** Pupils look at the story on pages 44–45. They find the sentences with relative clauses in the story and write them in their notebooks.



3 Circle the correct word.

- Pupils complete the activity individually. They then compare answers with a partner.
- Check answers using the Lollipop stick technique.

Extra activity Critical thinking

- Pupils add number 6 to Activity 3 with their own idea.

4 In pairs, describe a person, place or thing. Your partner guesses.

- Pupils work in the same pairs. Monitor.

Diversity

Challenge

- Tell pupils that they should say two sentences each, for each relative clause.

Support

- Pupils brainstorm people, things and places as a class before completing the activity in pairs.

Extra activity TPR

- Hand each pupil three sheets of A4 paper/card. Pupils write *Person, Thing* and *Place* on the cards. Read out sentences with relative clauses from the lesson. Pupils hold up the correct card.

Finishing the lesson

- Put pupils in groups of three. Say sentence starters (or write them on the board) and ask the groups to finish them using *who, which* or *where*. Monitor groups and then check answers.

Lesson 6 Activity Book

Objectives

- **Lesson aims:** to learn and use relative clauses
- **Target language:** *It's the man who we saw earlier. We're in the shop where my brother works.*
- **Skills:** Writing, Listening, Speaking

Materials

- Activity Book Page 34

Global Scale of English (GSE)

- **Writing:** Can write some familiar words (GSE 20).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing. (GSE 30)
- **Speaking:** Can describe common everyday objects using simple language (GSE 31).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Peer learning: pairwork
- Independent learning: Summative questions technique

Starting the lesson

- Write *who, which* and *where* on the board. Ask pupils to tell you when each one is used.

Practice

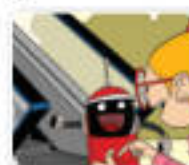
1 4.4 Listen and draw lines.

- Play the audio.



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

- 1 Isn't that the man who walked into me earlier? ☐
- 2 Is this the phone case which your mum likes? ☐
- 3 It's a machine which carries you upstairs and downstairs. ☒



2 Listen and repeat.

It's the man **who** we saw earlier. (person)
 That's the phone case **which** my mum wants. (thing)
 We're in the shop **where** my brother works. (place)



3 Circle the correct word.

- 1 That's the girl **who** / which / where bought a ball from the sports shop.
- 2 This is Sharp's Shoes. It's the shop **who** / which / **where** I buy all my shoes.
- 3 Look, that's the boy **who** / which / where lives next door to us!
- 4 Amer likes magazines **who** / **which** / where are about space.
- 5 Can you see that house? That's the house **who** / which / **where** my dad lived as a child.

4 In pairs, describe a person, place or thing. Your partner guesses.

It's a shop where you can buy medicine.

The pharmacy?

Yes!



46 forty-six

- 1 **Man:** Hi, Tara! What are you doing?
Girl: Hi, Grandpa! I'm looking at some photos. Look! Yesterday, I went shopping with my friends.
Man: Really? What are your friends' names?
Girl: The girl who's wearing a blue T-shirt is Salwa.
Man: The one who's holding a spacesuit costume?
Girl: Yes ... it's for the school play.
- 2 **Man:** What about the other girl in the toy shop?
Girl: You mean the girl who's next to Salwa?
Man: Yes, the one who's wearing a red T-shirt.
Girl: She's Dalia. She loves teddy bears!
- 3 **Girl:** My best friends, Fatima and Jameela, are buying magazines.
Man: So they're at the newsagent's.
Girl: That's right. Fatima is the girl who's holding a sports magazine.
Man: Is she the girl who's wearing glasses?
Girl: Yes, she is!
- 4 **Man:** So Jameela is the girl who is next to Fatima.
Girl: Yes. She's got a magazine which is about arts and crafts. She loves making models and drawing.
Man: I see.
- 5 **Man:** Is this the sports shop where our neighbour Ramzi works?
Girl: Yes, and these are two of my friends, Reem and Lubna. They're sisters.
Man: So is Reem the girl who is holding a football?
Girl: Yes, correct!
- 6 **Man:** What about Lubna? Is she the girl in a wheelchair, next to the shoe boxes?
Girl: No, she isn't. Lubna is the girl who's holding a baseball.
Man: I see. She's wearing a baseball cap which looks like yours.
Girl: Yes, we're in the same baseball team!

Answer key Dalia: girl holding a teddy bear; Fatima: girl holding a sports magazine; Jameela: girl holding a magazine about arts and crafts; Reem: girl holding a football; Lubna: girl holding a baseball

2 Complete the sentences with **who**, **which** or **where**.

- Pupils work individually.

Answer key 2 which, 3 who, 4 where, 5 who, 6 which

3 In pairs, look at Activity 1 and play a guessing game. Use **who**, **which** or **where**.

- Place pupils in pairs for this activity.

Finishing the lesson

- Using the Summative questions technique, ask *Do you understand how to use relative clauses?*

Objectives

- **Lesson aims:** to learn and use vocabulary connected to money and prices; to learn and use *have to/don't have to*; to learn and sing a song
- **Target language:** *money box, save, purse, spend, wallet, buy, birthday money, sell*
- **Skills:** Listening, Speaking

Materials

- Pupil's Book Page 47
- a ball
- 8 word cards with words and phrases written on each one: *buy, birthday money, money box, purse, save, sell, spend, wallet*
- Resources 4 B, 13 B, 17, 21

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can sing a basic song from memory (GSE 22). Can talk about everyday activities using simple language (GSE 32). Can talk about everyday activities using simple language (GSE 34).

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

- Ask *Where do people keep money?* and elicit answers.

Presentation

- Explain that in this lesson pupils will learn and use vocabulary connected to money and prices and they will learn to talk about what they *have to* and *don't have to* do. They will also sing a song.
- Stick the word cards on the board. Ask pupils to count how many words they already know. Explain to pupils that these are the new words for the lesson today.

Practice

Pupil's Book

1 4.5 Listen, point and repeat.

- Refer pupils to page 47.
- Play the audio.
- Practise the vocabulary to consolidate the meanings with these definitions. Pupils call out the word.
- *This is when you get something from a shop with money. (buy) You can save money in this. (money box) People put money in this and then put it in a handbag. (purse) This is when you keep money and add more to it for something special. (save) This is what you do with money when you use it in a shop. (spend) People usually keep their money in one of these. (wallet) This is money you receive from family for your birthday. (birthday money)*
- **Extension** Play *Hangman* 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 to compare.

2 4.6 & 4.7 Listen and sing.

- Play the song and tell pupils to 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.
- 4.7 Play the karaoke version of the song again and encourage pupils to sing.



3 4.8 Listen and repeat.

- Play the audio.
- Tell pupils *have to* means it is necessary to do something; you don't have a choice. Tell pupils to find *have to* and *don't have to* in the song.
- Ask *What do you have to do at school?*



4 In pairs, ask and answer.

- Ask three pupils to read out the examples.
- Place pupils in pairs for this activity. Monitor.

Diversity

Challenge

- Pupils can complete the activity in pairs without preparation. Ask different pairs to report their ideas to the class. Continue a class discussion.

Support

- Pupils brainstorm ideas as a class.

5 Pupil A: Activity Book, page 45.

Pupil B: Activity Book, page 47.

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

Extra activity TPR

- Place the word cards around the class. Read out the definitions from Activity 1 teacher's notes again. Ask different pupils to find the correct cards.

Finishing the lesson

- Write some of the vocabulary connected to money on the board but jumble the letters. Ask pupils to work out what the words are and write them correctly.
- Using the Summative questions technique, ask pupils what the most interesting part of the lesson was and to give reasons for their answers.

Lesson 8 Activity Book

Objectives

- **Lesson aims:** to learn and use vocabulary connected to money and prices; to learn and use *have to/don't have to*
- **Target language:** *money box, save, purse, spend, wallet, buy, birthday money, sell*
- **Skills:** Reading, Writing

Materials

- Activity Book Page 35

1 Listen, point and repeat.



money box



purse



wallet



birthday money



save



spend



buy



sell

2 Listen and sing.

I stood outside the toy shop,
And I saw a big, blue boat.
I have to spend my birthday
money,
So I can buy that boat!

I don't have to buy it now,
I can save money every day.
But I have to spend my birthday
money,
So I can buy that boat!

3 Listen and repeat.

I **have to** / He **has to** spend my/his birthday money.

I **don't have to** / He **doesn't have to** buy it now.

Do you **have to** buy that boat? Yes, I **do**. / No, I **don't**.

Does he **have to** buy that boat? Yes, he **does**. / No, he **doesn't**.

4 In pairs, ask and answer.

What do you
have to do at
home?

I have to tidy my room!

I don't have to tidy
my room, but I have
to help my mum.

5 Pupil A: Activity Book, page 45. Pupil B: Activity Book, page 47.

forty-seven 47

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 41).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

Assessment for Learning

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

Starting the lesson

- Ask pupils to tell you something they do or don't have to do at home.

Practice

1 Find and circle money words in the wordsnake.

- Pupils complete the activity individually. They then compare answers with a partner.

Answer key purse, buy, wallet, money box, sell, spend, save

2 Label the pictures. Use the words from Activity 1.

- Check feedback using the Lollipop stick technique.

Answer key 2 wallet, 3 purse, 4 save, 5 money box, 6 sell, 7 buy, 8 spend

3 Look at the pictures in Activity 2. Tell the story. What's the present?

- Pupils complete the activity in pairs.

4 Read and write the correct form of *have to*.

- Pupils work individually and check in pairs.
- Check answers using the Lollipop stick technique.
- **Extension** In pairs, pupils say what they have to and don't have to do tomorrow.

Answer key 2 doesn't have to; 3 doesn't have to, has to; 4 have to, don't have to

Extra activity Fast finishers

- Pupils copy the song but change the *big blue boat* to something they would like and draw a picture.

Finishing the lesson

- Ask *Do you like the song? Can you remember it without looking at the book?*
- Ask some fast finishers / different pupils for a different idea for a toy. Pupils sing the song with a different toy.
- **4.7** Play the karaoke version of the song again and encourage pupils to sing.



Objectives

- **Lesson aims:** to learn about corner shops in different countries
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Listening, Speaking

Materials

- Pupil's Book Page 48
- Activity Book Page 36
- a ball
- objects that you can buy at a corner shop (newspaper, magazine, stamps, cleaning products, stationery, ice cream wrapper)
- sheets of A4 paper, six 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). Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).

Assessment for Learning

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

Starting the lesson

- Write *Corner shop* on the board. Ask *What can you buy at a corner shop?* and elicit answers.

Presentation

- Explain that in this lesson pupils will talk about corner shops in different countries.
- Ask to guess which English-speaking countries they will read about. Write their ideas on the board.
- Introduce these words from the text. If available, show pupils the objects you brought in. Write the words on the board with the first letter missing. Pupils raise their hands to say the complete words: *newspaper, magazine, stamps, cleaning products, stationery, ice cream*.
- Ask *What would you buy from a corner shop from this list?* They come to the front, point to an object / word and say *I'd buy ...*

Culture notes

- There are fewer milk bars in Australia today than 30 years ago, but you can still find them in suburban areas.
- In North America you can usually find a convenience store at a petrol station.
- Corner shops usually open early and close late, so they are open when other shops are closed.

Practice

Pupil's Book

1 Before you read What do you buy from corner shops?

- Refer pupils to page 48 and read the question. Pupils discuss in pairs for one minute. Then ask for class feedback.
- Tell pupils to look at the photos. Ask *What can you see?*

2 4.9 Listen and read.

- Tell pupils to find different names for *corner shop* in the text.
- Play the audio all the way through.
- Check comprehension with questions. Ask *What other names did you find? (milk bar, dairy, bodega, convenience store) What countries did you read about? (the UK, Australia, New Zealand, North America/the USA) Look at the countries on the board. Did you guess these countries?*



3 After you read Activity Book, page 36.

- Pupils turn to page 36 in their Activity Books and complete the activities.

Extra activity Critical thinking

- Pupils work in pairs and write three more sentences about the text: two true and one false. They then read them to another pair who guess which are true.

4 In pairs, ask and answer.

- Place pupils in pairs for this activity.
- Ask different pairs to demonstrate a question and answer.

Diversity

Challenge

- Using the Basketball technique, ask pupils to say a key word from the text that is connected to the theme of shops. Pupils write the words in their vocabulary lists.

Support

- Write key words from the text on the board. Have pupils copy the words into their vocabulary lists.

Project

Make a TV advert for a corner shop!

- Divide pupils into groups of four.
- Explain that pupils should write a script for their advert and that there should be something for every pupil in the group to say.
- Each group presents their advert to the class.
- **Extension** Film the adverts on a mobile phone. Pupils watch their adverts.



Extra activity TPR

- Call out different things you can buy at a corner shop. Pupils mime they are using each thing, e.g. *newspaper, ice cream, pen, chocolate bar, carton of juice, a stamp*.



The world of the corner shop

Which shop will you go to when you need something quickly, or when you want to spend your money? Do you have to go to a supermarket or a shopping centre? Or will you go to a corner shop, where it's quick and easy to get what you need?



Most corner shops sell sweets, food, drinks, newspapers and magazines. In the UK, corner shops also sell stamps, cleaning products and stationery, such as pens and greetings cards.

In Australia, a traditional corner shop is called a *milk bar*. In New Zealand, it's called a *dairy*. In the past, milk bars and dairies sold a lot of milk and ice cream, and some were also cafés where you could eat and drink. Now they usually sell a lot of different foods and drinks, as well as milk and ice cream.

In North America, there are many different names for corner shops! In New York, a corner shop is often called a *bodega*. In other parts of the USA, it's a *convenience store*.

There are many names for corner shops, but one thing is the same: we all buy things from them!

Fun fact

Did you know that South Korea has more convenience stores for each person than any other country in the world?



1 **Before you read** What do you buy from corner shops?

2 **Listen and read.**

3 **After you read**

Activity Book, page 36.

4 **In pairs, ask and answer.**

- What does your corner shop sell?
- What do you like buying there?

48 forty-eight

food, drinks, newspapers

Project

Make a TV advert for a corner shop!

- 1 Work in groups.
 - Choose a name for your shop.
 - Decide what you sell in the shop.
 - Choose three things to say about your shop.
- 2 Plan and practise your TV advert.
- 3 Present your advert to the class.



Activity Book

1 **After you read** Read and write *True or False*.

- Check answers using the Basketball technique.

Answer key 2 False, 3 False, 4 True, 5 False, 6 True

2 **Open a corner shop!**

- Place pupils in groups of six for this activity.
- Hand six pieces of paper to each group. Each pupil draws one item you can buy at their shop.
- Ask for class feedback after pupils complete the activity.

Prompt with questions: *What does your shop sell? What are your prices? How much money did your shop make?*

Extra activity Fast finishers

- Pupils draw a shelf with products in a corner shop and label the items you can buy there.

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 ask for a price; to learn and practise changing verbs to nouns using the suffix *-ment*
- **Target language:** *How much is (it)? It's (fifteen) dinars and (fifty) piastres.*
- **Skills:** Reading, Writing, Listening, Speaking

Materials

- Pupil's Book Page 49
- Activity Book Page 37
- Yes/No response cards
- sheets of A4 paper, enough for each pupil
- Resource 25

Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **Writing:** Can write some familiar words (GSE 20).
- **Listening:** Can identify how much something costs in short, simple dialogues about the price of something, e.g. in a shop, if speech is slow and clear (GSE 31).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can act out a short dialogue or role play, given prompts (GSE 38).

Assessment for Learning

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

Starting the lesson

- Ask pupils questions for them to respond with their Yes / No response cards. Ask *Do you spend money on presents? Are you careful about prices? Do you buy things which are expensive / cheap? Do you like buying presents? Do you like getting presents?*

Presentation

- Explain that in this lesson pupils will learn to ask for prices.
- Ask *What do we call a shop where you can buy presents?* and elicit *gift shop*. Ask *What was the last present you bought? Who was it for?* Pupils raise their hands to offer answers.

Practice

Pupil's Book

1 What can you find in a gift shop?

- Refer pupils to page 49. Pupils think about ideas individually and then compare their answers in pairs.

2 4.10 Listen. How much is the present which Laith buys?

- Play the audio. Pupils raise their hands to offer answers. Do not confirm answers yet.
- **Extension** Internet search key words: *money in Jordan*



3 4.11 Listen, read and check.

- Play the audio again and 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.



Extra activity Collaborative work

- Divide the class into two groups. One group is Laith; the other is the shop assistant. Play the audio and pause after each sentence. Pupils from each group repeat what they hear in unison.
- Have different pupils stand up and read the dialogue.

4 Go shopping for presents for your family.

- Place pupils in pairs and assign Pupil A and Pupil B. Pupil A is a customer and asks for information and prices and Pupil B is the shop assistant. Then pupils swap roles. Use the dialogue in Activity 3 as a model.
- **Extension** Pupils repeat the activity with ideas of their own.

Diversity

Challenge

- Have pupils perform their dialogues to the class.

Support

- Give pupils one minute to prepare their ideas.

Extra activity TPR

- Play *Prices bingo*. Hand each pupil a sheet of A4 paper and tell them to draw a grid with six squares in it. They write six of these prices in the squares: 15.50 JD, 16.70 JD, 10.20 JD, 9.25 JD, 4.50 JD, 30.00 JD, 14.10 JD, 1.60 JD.
- Read out the prices in random order. When pupils hear a price in their grid, they cross it out. When they cross out all their prices, they stand up and shout *Bingo!*

Pronunciation

5 4.12 Listen and read. What do you notice about the coloured words?

- Play the audio. Play it again, pausing after each line, and have pupils repeat.
- Put pupils in pairs and have them discuss the coloured words. Ask them to identify the verbs and the nouns. See if they can think of more examples (*enjoy – enjoyment, agree – agreement, etc.*).



Activity Book

1 4.13 Listen and match. Then write.

- Play the audio.
- Check answers using the Lollipop stick technique.



- Boy: This magazine about video games is three dinars and fifty piastres.
- Girl: I'll buy this pizza. It's six dinars and ninety-nine piastres.
- Boy: This bag of apples is one eighty.
- Boy: How much is this football?
Man: It's five ninety-five.
- Woman: This pen is two dinars and thirty piastres.
- Girl: I'll buy the pack of shoelaces. It's four fifteen.

Answer key 2 f, 6.99 JD; 3 a, 1.80 JD; 4 b, 5.95 JD; 5 d, 2.30 JD; 6 e, 4.15 JD

- 1 What can you find in a gift shop?
- 2 Listen. How much is the present which Laith buys? **12.99 JD**
- 3 Listen, read and check.

Hi, can I look at a necklace which is in the window, please?

Sure. Which necklace would you like?

The one which has got the blue star on it.

Here it is.

How much is it?

It's fifteen dinars and fifty piastres.

Oh, I haven't got enough money. I've only got thirteen dinars.

How about the necklace which has a flower on it? That's twelve ninety-nine.

OK, that's a good idea. I'll have that one, please. Thank you!

My pleasure!



- 4 Go shopping for presents for your family.

Can I look at a necklace which is in the window, please?
How much is it?
It's fifteen dinars and fifty piastres. / It's fifteen fifty.
I'll have that one, please.
Thank you!
My pleasure!

Pronunciation

- 5 Listen and read. What do you notice about the coloured words?



I'll **pay** for the necklace.
I have coins for the **payment**.

I'll **encourage** my friends to walk to the sports shop. They need **encouragement** to walk!



forty-nine

49

- 2 You've got five dinars. Look at Activity 1. What two things can you buy?

Answer key apples, pen

- 3 4.14 Look and write. Listen and check. Say a sentence for each word. What makes each verb into a noun?

- Pupils complete the table with the words in the box.
- Play the audio to check answers.
- Put pupils in pairs and ask them to make sentences using the words. Monitor and help when necessary.
- Ask pupils how we change the verbs into nouns (we add the suffix -ment).

Answer key Verb: agree, amuse; Noun: payment, excitement

Extra activity Fast finishers

- Pupils write the questions for the shop assistant. Then they try to remember the answers.

Finishing the lesson

- Using the Summative questions technique, ask *Do you think you can ask for prices in English?*

Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** revision of unit vocabulary and grammar
- **Skills:** Reading, Writing, Listening

Materials

- Pupil's Book Page 50
- Activity Book Page 38
- a ball
- sheets of A4 paper, enough for each pair of pupils
- Resource 29

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can follow simple stories with basic dialogue and simple narrative (GSE 35). Can scan a simple text to find specific information (GSE 33). Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 38).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).
- **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; 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

Starting the lesson

- Write *trainers* on the board. Ask *What's the name of the shop where you can buy trainers? What's the word for a person who steals something? What's the name of the object which a woman often puts her money in?*
- Ask a pupil to write the three words on the board (*sports shop, thief, purse*). Say *We're doing a reading lesson today. What am I looking for?* Elicit key words that are in the reading text.

Presentation

- Explain that in this lesson pupils will read a text about some thieves in a shop. Ask pupils to predict what they think the story will be about, using the words on the board.
- Write *storeroom*, *detective* and *notice* on the board. Read them out and have pupils repeat.
- Explain the meanings with sentences:
Shops keep some items they sell in a storeroom.
A shop detective watches people so they don't steal things.
A shop detective looks carefully and notices everything.
- Ask pupils to add ideas to their predictions for the story with these new words.

Diversity

Challenge

- Ask pupils extra questions, e.g. *Is there a detective in your corner shop/sports shop? Have you ever noticed a thief in a shop?*

Support

- Point to the words on the board as you say the sentences. Speak slowly and clearly. Explain meanings in L1 if necessary.

Practice

Pupil's Book

1 Before you read What kind of text is it?

- Refer pupils to page 50. Using the Lollipop stick technique, ask pupils to quickly say what kind of text it is.

2 4.15 Listen and read.

- Ask pupils to find out if their prediction was correct. Play the audio.
- Check comprehension with questions. Ask *When did Tareq go to the sports shop? (on Saturday) What did the thieves steal? (some expensive trainers) Did they get away? (no) What happened? (The store detective shut them in the storeroom after putting her purse in there.)*



Extra activity Critical thinking

- Pupils work in pairs and find all the words in the text connected to the theme of shopping. They write the words in their notebooks. Hand each pair a sheet of A4 paper. They write an activity on it with the words in a box and gapped sentences. They swap sentences with another pair and solve their activities.
- Pairs give each other feedback about their activities, using the Two stars and a wish technique.

Extra activity TPR

- Tell pupils that they are at the sports shop and they should mime what you describe. Say
You are Tareq and you are trying on some trainers.
You are a thief and you are putting some trainers in a bag.
You are the shop assistant and you are looking for some trainers in the storeroom.
You are the shop detective and you are looking at your purse.
You are kicking your purse into the storeroom.
You are locking the thieves in the storeroom.
You are a thief and you are banging on the storeroom door.

3 After you read Tick (✓) the best summary.

- Read the Reading tip to pupils.
- Give pupils a minute to complete the activity.

Activity Book

1 After you read Complete the crossword.

- Give pupils one minute to complete the activity. They compare answers with a partner.

Answer key 2 storeroom, 3 notice, 4 detective, 5 thief

Reading

1 **Before you read** What kind of text is it? **an email**2 **Listen and read.**

Hi Ibrahim!

Guess what? On Saturday I saw a store detective catch some thieves! In the sports shop near us, there were some trainers which I really wanted. For months, I saved money. Finally, on Saturday Dad and I went to buy them. Dad and I were waiting for the shop assistant when a man and a woman came into the shop. We saw them put some expensive trainers into their bags before the shop assistant came out of the storeroom with the trainers for me. They were thieves!

I didn't know what to do. Then I noticed the woman nearby. She took out her purse, which had a lot of money in it. She opened her purse and counted the money loudly. The thieves watched her. Then she dropped her purse! As she walked away, she kicked it into the storeroom.

The thieves went straight into the storeroom to get the purse. Then the woman suddenly came back, quickly shut the storeroom door and shouted for help. It turned out the woman was a store detective! The police came and took the thieves away! Can you imagine?

From,
Tareq

3 **After you read** Tick (✓) the best summary.

- a Tareq saved money to buy some trainers. In the sports shop he saw thieves stealing expensive trainers. The store detective caught the thieves. The police came and took the thieves away.
- b Tareq saved money to buy some trainers. In the sports shop he saw thieves stealing expensive trainers. The police came and took the thieves away.

tip Reading

A summary should mention all the important points in the story. Which summary does that?



50 fifty

2 **Answer the questions.**

- Pupils complete the activity individually.
- Extension** Write the following on the board: 1 Saturday 2 Tareq 3 Dad 4 sports shop 5 trainers 6 a man and a woman 7 woman 8 purse. Pupils turn to page 50 of their Pupil's Books. They change information on the board to make their own version of the story and then retell it in pairs. Monitor and help.

Answer key 2 Tareq wanted to buy some trainers.; 3 The thieves put expensive trainers into their bags.; 4 She dropped her purse and kicked it into the storeroom.; 5 She was a store detective.; 6 The police took them away.

Extra activity Fast finishers

- Pupils write ten favourite words from this lesson in their notebooks.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Did you like Tareq's email? Did you believe his story? What do you think about thieves? Would you like to be a store detective/shop assistant? Why?*

Objectives

- **Lesson aims:** to understand a listening task; to talk about where you like to go shopping; to write an email to a friend about shops
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Listening, Speaking, Writing

Materials

- Pupil's Book Page 51
- Activity Book Page 39
- a ball
- sheets of A4 paper, enough for each group of pupils
- coloured pencils
- Resource 33

Global Scale of English (GSE)

- **Reading:** Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions (GSE 35).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).
- **Writing:** Can write short, simple descriptive texts giving information about common shops and amenities in their town, using basic linking words/phrases and given a model (GSE 45).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Basketball technique; Happy/Sad face technique
- Peer learning: pairwork; Two stars and a wish technique; groupwork
- Independent learning: Learning diary

Starting the lesson

- **4.7** Play the song from Lesson 7 and encourage pupils to join in and do the actions they learnt.



Presentation

- Explain that in this lesson pupils will listen to people talk about a shopping centre, talk about the shops they like and then write an email to a friend about the shops.
- Using the Basketball technique, ask pupils to name the shops they remember.

Practice

Pupil's Book

Listening

- **1** **4.16** Listen and write.

- Refer pupils to page 51 and tell them to read the information before they listen so they know what to listen for.
- Play the audio.



- 1 Man 1:** Hi, everyone. Here we are in Westport and it's time to go shopping! I'll tell you about the different shops in Westport. Firstly, the main shopping street is High Street. On High Street, there is also an indoor market, where you can buy clothes, pictures and shoes.
- Girl:** Can you buy food there?
- Man 1:** Oh, yes! There are a lot of cafés, and also a greengrocer's and a fishmonger's.
- 2 Man 1:** In the city centre, there's also a big shopping centre. It's called the Smith Centre.
- Boy:** How do you spell 'Smith'?
- Man 1:** S-M-I-T-H.
- Boy:** Thank you!
- 3 Girl:** Excuse me. I've got a headache. I have to find a pharmacy and buy some medicine.
- Man 1:** I'm sorry you're not feeling well. There's a pharmacy at the shopping centre. I can take you there.
- Girl:** Thank you.

Diversity

Challenge

- Ask *What can you buy at the indoor market? Why does the girl want to find a pharmacy?*

Support

- Write the questions above on the board for pupils to answer.

Speaking

- **2** Ask and answer where they like to go shopping.

- Pupils work in pairs.
- When they have talked about shops, pupils change partners and repeat the activity.
- Ask different pupils to talk about their preferences. Ask for class feedback. Prompt with questions: *Who likes going shopping in the market?*

Writing

- **3** Read. What does Mariam like to buy from the greengrocer's?

- Give pupils a minute to read the text and find the answer.
- Check comprehension with questions. Ask *What's the name of the street she likes? (Jacinto Street) What can you buy at the shopping centre? (clothes and presents) What is her favourite shop? (the toy shop)*

Extra activity TPR

- Using the Happy/Sad face technique, pupils respond to your questions: *Do you know how to write an email? Are you ready to write this email? Are you going to read the plan?*

- **4** Write an email to a friend suggesting some shops to visit where you live.

- Read the Writing tip and read the plan to pupils. Pupils turn to their Activity Books.

Extra activity Critical thinking

- Pupils write a list of items that a lot of people buy online.



Listening

1 Listen and write.

Shopping in Westport

Main shopping street: High Street

- 1 Indoor market has cafés, a greengrocer's, a **fishmonger's**
- 2 The shopping centre is called the **Smith** Centre.
- 3 For medicine: go to the **pharmacy** in the shopping centre.

Speaking

2 Ask and answer where they like to go shopping.

Where do you like to go shopping?

I like to go shopping in the sports shop and the gift shop.



Writing

3 Read. What does Mariam like to buy from the greengrocer's? **apples and pears**

Hi Nour,
You asked for some advice about good places to shop in my city. On Rainbow Street there are a lot of great shops and there's also a market where you can buy delicious food. There's a fishmonger's, a butcher's and a greengrocer's at the market. I love the apples and pears from the greengrocer's! There's a big shopping centre where you can buy clothes and presents. There are gift shops, a jeweller's, shoe shops and a big toy shop which is called Happy Toys. My favourite shop is the toy shop, of course!
From Mariam

tip Writing

We use an apostrophe after some shop names. That's because the *greengrocer's* is short for the *greengrocer's shop* = *shop of the greengrocer*.

4 Write an email to a friend suggesting some shops to visit where you live.

1 Plan

- Which shops should he/she visit?
- Are the shops at a shopping centre, at a market or on a street?
- What special things can he/she buy there?

2 Write

You asked for some advice about ...
At the market ...
At the shopping centre ...
I love ...

3 Check your work ✓

- Used an apostrophe correctly?

Activity Book, page 39.

fifty-one 51

Activity Book

1 Look and write 's to the shop names where necessary.

Answer key 2 fishmonger's, 4 greengrocer's, 5 newsagent's

2 Plan and write an email to a friend suggesting some shops to visit in your town.

- Plan: Give pupils one minute to complete their notes.
- Write: Pupils work individually to complete the email.
- Check your work: Write the following questions on the board: *Did you use apostrophes correctly? Did you use a capital letter at the start of each sentence? Did you use a full stop at the end of each sentence? Did you use linking words? Did you use the correct spellings? Was your handwriting clear?* Pupils evaluate their own work by answering the questions.
- Using the Two stars and a wish technique, pupils read and check each other's work.

Extra activity Creativity

- Put pupils in groups. Ask them to make a shopping map of their town to display in the classroom. Have a class vote on the best map.

Extra activity Fast finishers

- Pupils find the shopping vocabulary and write the words down.

Finishing the lesson

- Pupils write down what they achieved in their Learning diary: *Today I listened to ..., I described ... and I wrote an email about ...*

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar
- **Target language:** horse, turtle, monkey, parrot, kangaroo, rabbit; run, swim, jump, fly, climb, hop
- **Skills:** Speaking, Listening, Reading, Writing

Materials

- Pupil's Book Page 52
- Activity Book Page 40
- sheets of A4 paper, enough for each pupil
- stopwatch or timer

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

Global Scale of English (GSE)

- **Speaking:** Can name everyday objects, animals or people around them or in pictures using single words (GSE 18). Can express ability or lack of ability in relation to basic everyday actions (GSE 31).
- **Listening:** Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly (GSE 38).
- **Reading:** Can understand simple sentences, given prompts (GSE 24).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Mapping

Topic	Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
Theme 5: Welfare	Listening: asking and answering questions to seek help, get information, or clarify something Speaking: taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion) Reading: segmenting long texts into smaller sections and reading one section at a time Writing: using the writing process to write simple texts (e.g. short stories with pictures) Viewing and presenting: journaling regularly	Listening: respond to oral presentations, instructions or conversations through questions or statements; extract information from an oral text to do a task; identify the topic of oral texts Speaking: maintain the conversation (keep it going); speak with less preparation and guidance from the teacher and more improvisation; segment long texts into smaller sections and read one section at a time Reading: demonstrate understanding of message in stories, fables, or lesson Viewing and presenting: demonstrate how the words and pictures work together to convey a particular message

Starting the lesson

- Play Parachute with the vocabulary from Units 3 and 4.

Presentation

- Explain that in this lesson pupils will learn vocabulary related to animals and how they move. They will also learn comparative adverbs and superlative adjectives.

Practice

Pupil's Book

1 How many animals can you say? Which of them can ...

- Set a timer to one minute and have pupils say as many animals as possible. Go around the class and count as they say them and write them on the board. Then say the total number the class as a whole has said.
- Then using the list of animals on the board, ask *What can a (lion) do?* Pupils answer, e.g. *A lion can run, swim and climb.* Continue with all the animals on the board.

2 LC2.1 Read and say. Listen and number.

- Ask pupils to look at the words and photos. Read the words aloud and pupils repeat as they hear them. Read the words again but this time, not in the order on the page. Pupils repeat.



- Play the audio and pupils number the photos. Play the audio a second time if necessary.
- Check answers as a class using the Lollipop stick technique.
- In pairs, pupils describe one of the animals from Activity 2 for their partner to guess what animal it is, e.g. *This animal has got two legs. It can jump and run. It's brown. It eats grass. (kangaroo)*

- 1 It's a turtle.
- 2 It's a parrot.
- 3 It's a horse.
- 4 It's a kangaroo.
- 5 It's a rabbit.
- 6 It's a monkey.

3 LC2.2 Listen and match.

- Ask pupils to look at the pictures in Activity 3. Say an action word and have pupils mime it to reinforce the vocabulary.
- Play the audio. Pupils listen and draw lines to the correct animal. Play the audio again if necessary.
- **Extension** Pupils close their books. Elicit the names of the animals on page 52 and write them on the board. Have pupils choose one and say how it moves and what it can do.



- 1 This bird can talk loudly. It's a parrot.
- 2 This animal can jump easily. It's a kangaroo.
- 3 This animal can climb carefully. It's a monkey.
- 4 This animal can swim slowly. It's a turtle.
- 5 This animal can hop quietly. It's a rabbit.
- 6 This animal can run quickly. It's a horse.

Language booster 2

1 How many animals can you say? Which of them can ...

run swim jump fly climb hop ?

2 Read and say. Listen and number.



3

horse



1

turtle



6

monkey



2

parrot



4

kangaroo



5

rabbit

3 Listen and match.

1 Hello

talk

2

run

3

jump

4

swim

5

hop

6

climb

kangaroo

monkey

horse

parrot

rabbit

turtle

60 sixty

Extra activity Critical thinking

- Pupils write six columns on a sheet of A4 paper with the headings: *talk, run, jump, swim, hop, climb*. They complete the columns with animals that can do these movements. Point out they can repeat animals in the different columns. For example, they can write *horse* under *run, jump* and *swim*.

Activity Book

1 Look and write.

- Ask pupils to look at the words in the box. Ask a pupil to read them aloud.
 - Pupils complete the activity individually, writing the words from the box under the correct picture.
 - Check as a class.
- Answer key** 2 horse, 3 kangaroo, 4 turtle, 5 monkey, 6 rabbit

Diversity

Challenge

- In pairs, pupils practise spelling the words in Activity 1. One person spells an animal and the other says what it is. They can also say one thing that animal can do.

Support

- Review the animals again. Pupils write down the animals in their notebooks. They can illustrate them to show the meaning.

2 Read and circle the correct answer.

- Write *slowly, quickly, quietly, loudly, carefully* and *easily* on the board. Explain these are adverbs and are used to describe how something is done. Give an example: walk to the door slowly and then walk to the door quickly.
- Ask pupils to complete the activity individually. Check answers in pairs. Then ask pupils to read out the correct complete sentences.

Answer key 1 a, 2 b, 3 b, 4 a, 5 a, 6 a

3 Complete the sentences.

- Ask pupils to look at Activity 3. Tell pupils they take one word from each box to complete each sentence. Make sure pupils know what to do.
- Pupils complete the activity individually. Put pupils in groups and have them read out their sentences.

Answer key (possible answers) 2 A parrot flies easily/quickly.; 3 A turtle swims slowly/carefully.; 4 A monkey climbs easily/quickly/carefully.; 5 A rabbit hops quietly.; 6 A horse jumps easily.

Finishing the lesson

- Using the Summative questions technique, ask pupils what they think about what they have learnt today.
- Have pupils say the best thing about today's lesson. Encourage them to use *The best thing today was ...*

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar to say and write sentences with comparative adverbs and superlative adjectives
- **Target language:** horse, turtle, monkey, parrot, kangaroo, rabbit; run, swim, jump, fly, climb, hop
- **Skills:** Reading, Speaking, Writing, Listening

Materials

- Pupil's Book Page 53
- Activity Book Page 41
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- **Reading:** Can understand simple sentences, given prompts (GSE 24).
- **Speaking:** Can give simple reasons to explain preferences, given a model (GSE 35). Can make simple, direct comparisons between two people or things using common adjectives, given a model (GSE 38).
- **Writing:** Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model (GSE 30). Can write simple sentences about familiar things, given prompts or a model (GSE 32)
- **Listening:** Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly (GSE 38).

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

- Review the animals and movements from the previous lesson. Ask pupils to come to the front to mime an animal. The class guesses what it is.

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to animals and how they move. They will also learn comparative and superlative adverbs.

Practice

Pupil's Book

4 LC2.3 Read and write True or False. Listen and check your answers.

- Ask pupils to look at the example in Activity 4. Read the sentence aloud and explain that *more quickly* compares how a turtle and a dolphin swim.
- Play the audio and pupils check their answers. Have pupils correct the false sentences.

- 1 True or False? A turtle swims more quickly than a dolphin. It's False. A turtle swims more slowly than a dolphin.
- 2 True or False? A rabbit hops more easily than a panda. It's True.
- 3 True or False? A parrot talks more quietly than a frog. It's False. A parrot talks more loudly than a frog.

Diversity

Challenge

- Write prompts on the board: *bear/swim/more slowly/dolphin; kangaroo/jump/more easily/tiger; lion/run/more quickly/panda; parrot/talk/more loudly/frog.*
- In pairs, pupils take turns to say sentences, e.g. *A bear can swim more slowly than a dolphin.*

Support

- Review how different animals do things before doing Activity 4. Elicit sentences from pupils and write them on the board. Pupils copy them into their notebooks. Write, e.g. *A dolphin swims quickly. A rabbit hops easily. A parrot talks loudly. A monkey climbs easily.*

5 Think of animals you know. Make true sentences.

- **LC2.4** Tell pupils to look at the grammar box. Play the audio and ask pupils to repeat.
- Ask a pupil to read the speech bubble. Ask *Is this true?* (Yes)
- Pupils work in groups and say true sentences. Help pupils where necessary with their sentences.



6 Read the sentences. Tick (✓) the correct animal.

- Pupils look at the photos at the top of the table (*a turtle, shark, octopus*). Say *They are all quick. Which animal is the quickest?* Pupils tick the correct photo.
- Pupils work individually to complete the rest of the activity. Check as a class.

7 Talk in pairs. Which animal do you like best?

- **LC2.5** Play the audio and pupils repeat the sentences.
- Pupils look at the speech bubbles in Activity 4. Ask two volunteers to read them aloud.
- In pairs, pupils take turns to say sentences about the animals on pages 52 and 53. Monitor pupils are using the structure correctly.



Show what you know

- Ask pupils what they have learnt on Bo's Learning Club pages. Pupils answer the questions in pairs.
- Then they read and complete the Bo Reflection Box individually.

Activity Book

4 Read and circle the correct answer.

- Pupils look at Activity 4. Read out the animals and ask pupils to say one thing about them.
- Pupils complete the activity individually. Check answers by having pupils read out the complete sentences. Use the Lollipop stick technique.
- **Extension** Have pupils swap the animals in each sentence and say the new sentences, e.g. *A panda runs more slowly than a lion.*

Answer key 2 more slowly, 3 more quietly, 4 more easily, 5 more carefully

5 Read and write the animal.

- Read the words in the boxes and check pupils understand what they are.
- Pupils work in pairs and complete the activity. One reads the sentence and the other chooses the answer.
- Elicit the opposite superlative for each item and write them on the board. Pupils re-do the activity with the new superlatives. (*1 the quickest – a shark, 2 the quietest – a butterfly, 3 the slowest – a tortoise, 4 the loudest – a lion*)

Answer key 1 seahorse, 2 parrot, 3 lion, 4 panda

4 Read and write **True** or **False**. Listen and check your answers.

- 1 A turtle swims more quickly than a dolphin.
- 2 A rabbit hops more easily than a panda.
- 3 A parrot talks more quietly than a frog.



False

True

False

5 Think of animals you know. Make true sentences.



A rabbit hops more easily than a horse.



A parrot flies **more quickly** than a bee.
A seahorse swims **more slowly** than a dolphin.



6 Read the sentences. Tick (✓) the correct animal.

1 Which animal is the **quickest**?



2 Which animal is the **quietest**?



7 Talk in pairs. Which animal do you like best?

I like the parrot best.

Because it's beautiful.

Why?



The shark is **the quickest**.
I like the lion **best**.



Show what you know

Well done!

Can you name animals and say what they can do?

Can you compare what different animals can do?

Can you talk about the animal you like best?

☐
☐
☐


fifty-three

53

6 Draw, write and share about the animal you like best.

- Brainstorm the animals from the two lessons and write them on the board.
- Pupils choose one and draw and write about the animal they like best.
-  In pairs, they show each other their work.
- **Extension** Ask a pupil to come to the front of the class. The rest of the class asks questions to guess which animal the pupil has drawn and written about (e.g. *Does your animal live in the sea? Does your animal live on land? Can it fly? Can it fly more quickly than a ...?*).

Finishing the lesson

- Hand out A4 paper. Pupils divide each sheet into six and draw the animals from page 52. They colour and cut them out. Pupils then choose four animals and play animal bingo. When pupils hear their animal they turn it over. The winner is the first one to turn over all the animals.
-  Using the Summative questions technique, ask pupils what they think about what they learnt today.

Objectives

- **Lesson aims:** to learn about how plants keep us healthy
- **Target language:** carbohydrates, minerals, proteins, source, spinach, vitamins, wheat
- **Skills:** Reading, Writing, Listening, Speaking

Materials

- Pupil's Book Page 54
- English learners' dictionaries / online access to English learners' dictionary
- sheets of A4 paper, enough for each group of pupils
- Yes / No response cards
- Resource 34

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38).
- **Writing:** Can write some familiar words (GSE 20).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

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

Starting the lesson

- Write *Plants we eat* on the board. Ask pupils to raise their hands and name any plants they know that we eat. Tell pupils they will learn about different plants and what is in them.

Presentation

- Explain that in this lesson pupils will learn about how plants keep us healthy.
- Pre-teach these words. Write them on the board one at a time with definitions: *carbohydrates: these are in potatoes and pasta and they give us energy* *minerals: these are in food that keeps us healthy, like iron in greens* *proteins: these are in food like beans and they are good for our bodies* *source: this is where something comes from* *spinach: this is a green leaf plant – the one Popeye likes* *vitamins: these are in food that keeps us healthy, like vitamin C in oranges* *wheat: this is a grain we use to make bread*
- Read out the definitions and explain if necessary.

Practice

Pupil's Book

1 Think What do you know about keeping healthy?

- Refer pupils to page 54. Read the question. Pupils discuss for one minute in groups of four. They then raise their hands to offer ideas to the class.
- **Extension** Internet search key words: *kids health – healthy eating*

2 Learn LC2.6 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 is in peas and beans? (proteins)* *What is in apples, oranges and spinach? (vitamins and minerals)* *What is in pasta, bread and potatoes? (carbohydrates)*



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 meanings?*

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. Add translations to the definitions on the board for pupils to copy.

3 Check Write words from the text.

- Pupils work individually to complete the activity. They 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 definitions for words in the text. They can use a dictionary to do this. They swap work with another group and find each other's words.

Extra activity TPR

- Using their Yes/No response cards, pupils answer these questions and others you might want to add:
Does spinach have minerals?
Do plants keep us healthy?
Do we use potatoes to make pasta?
Are there carbohydrates in bread?
Is wheat a green vegetable?
Did you learn some new words today?
Do you like spinach?
Do you eat a lot of fruit and vegetables?

Extra activity Fast finishers

- Have pupils find the plant words in the text and write the words in their notebook.

Finishing the lesson

- Erase the definitions of the new words from the board. Have pupils raise their hands to say a definition for each word.
- Using the Summative questions technique, ask *What new information did you learn in this lesson?*



Science

How can plants keep us healthy?

Think

1 What do you know about keeping healthy?

Learn

2  Listen and read.source of vitamins
and minerals

How can plants keep us healthy?

Plants are important because they are a **source** of food. All fruit and vegetables come from plants and eating fruit and vegetables keeps us healthy. For example, beans and peas have got **proteins** in them.

source of
proteins

We need proteins to help our bodies grow and get better when we're hurt. When we eat oranges and apples or make them into a fruit drink, we get a lot of **vitamins** and **minerals** from them.

There are also vitamins and minerals in green vegetables, for example, in **spinach**. We need vitamins and minerals to keep our bodies and teeth strong.



spinach

To keep fit and healthy, we need to eat some **carbohydrates**, too. Carbohydrates give us energy. Potatoes are a source of carbohydrates, but we can also find them in pasta and bread. That's because pasta and bread come from **wheat** and wheat is a plant. When we eat fruit and vegetables every day, our bodies get some proteins, vitamins, minerals and carbohydrates.

So eating food from plants keeps us healthy!

source of
carbohydrates

wheat

check

3 Write words from the text.

- | | |
|---|------------------------------|
| 1 These keep our bodies and our teeth strong. | vitamins and minerals |
| 2 These give us energy. | carbohydrates |
| 3 This is a plant we can make into bread and pasta. | wheat |
| 4 These help our bodies to grow and get better when we're hurt. | proteins |
| 5 This vegetable gives us vitamins and minerals. | spinach |

How can plants keep us healthy?

Objectives

- **Lesson aims:** to learn about food groups
- **Target language:** *fats*
- **Skills:** Reading, Writing, Speaking

Materials

- Pupil's Book Page 55
- sheets of A4 paper/paper plates, enough for each group
- coloured pencils
- pictures or printouts of different foods for each group

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can scan a simple text to find specific information (GSE 38).
- **Writing:** Can write some familiar words (GSE 20).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

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 *Oranges and spinach* on the board. Ask *What things are in oranges and spinach that keep us healthy?* Elicit vitamins and minerals.
- Write *wheat* and then *beans* on the board and ask the same question. Elicit the answers *carbohydrates* and *proteins*.

Presentation

- Explain that in this lesson pupils will learn about another group in the food groups.
- Write *Fats* on the board. Ask pupils if they know what it means. If not, explain the meaning. Pupils could look up *fats* online if available.
- **Extension** Internet search key words: *fats in plants we eat*

Practice

Pupil's Book

- 1 **Let's practise!** Look at these four groups of food. Think! Write the two words that go into the 'fats' group.

- Refer pupils to page 55. Read the question and the different foods to pupils. Explain meanings if necessary.
- Pupils discuss in pairs. Ask for feedback using the Lollipop stick technique.

Diversity

Challenge

- Pupils say other foods for each group.

Support

- Call out other words and ask pupils which group they go in.

- 2 **Read and check. Were you right?**

- Pupils read the text individually.
- Ask for feedback using the Lollipop stick technique.

Show what you know

- **Make a healthy food plate with four types of food.**

- Place pupils in groups to complete the activity. Hand each group a sheet of A4 paper/paper plate, coloured pencils and pictures.
- Display the food plates. Ask pupils to look at each other's work and vote for their favourite one.

Extra activity Critical thinking

- Pupils read a fact file from another group and write questions like those in Activity 2 for the fact file. They hand the questions to another group to answer.

Extra activity TPR

- Call out the names of the different foods in this lesson. Pupils hold up their left hand for food from plants and their right hand for food from other sources.

Extra activity Fast finishers

- Have pupils write in their notebooks three things they learnt that they didn't know before these lessons.

Finishing the lesson

- Pupils close their books. Draw a spidergram on the board with the body titled *Plants*. Draw four different circles titled *Fats*, *Proteins*, *Carbohydrates* and *Vitamins/Minerals*. Have different pupils go to the board and write one food word each from the previous lessons in the correct circles.
- Using the Summative questions technique, ask *Did you remember what each food is a source of? Are you going to eat more plants? Why? Why not?*

Let's practise!

- 1 Look at these four groups of food. Think! Write the two words that go into the 'fats' group. **olive oil and nuts**



- 2 Read and check. Were you right?

Foods that are fats keep us warm. Some plants are a source of fats. Olive oil and some nuts are fats but to keep healthy, we shouldn't eat a lot of fat.

Show what you know

Make a healthy food plate with four types of food.

- 1 Brainstorm healthy foods for each part of the plate.
- 2 Draw a plate, or use a paper one, with the four food groups. Colour and label them.
- 3 Find pictures of two foods for each part of the plate.
- 4 Circle the foods that come from plants.
- 5 Compare your plate with three friends. Say why your plates are healthy.



Harvest Festival

Objectives

- **Lesson aims:** to learn about Harvest Festival
- **Target language:** harvest, grateful, tins, community, field, full moon
- **Skills:** Reading, Writing, Listening, Speaking

Materials

- Pupil's Book Page 56
- Activity Book Page 42
- sheets of A3 paper/card, enough for each group of pupils
- coloured pencils
- a box or basket for each group
- things to decorate the box, e.g. ribbons, tissue paper
- fruit, vegetables and food/photos of food
- 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 scan a simple text to find specific information (GSE 38). Can understand simple sentences, given prompts (GSE 24). Can guess the meaning of unknown words by linking them to words they already know (GSE 44).
- **Writing:** Can write some familiar words (GSE 20). Can create a poster to advertise an event or product, given a model (GSE 45).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can talk about basic personal experiences, using simple linking words (GSE 37).

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: Summative questions technique

Starting the lesson

- Write *Fruit and Vegetables* on the board. Ask different pupils to write the words they know on the board.
- Write *Harvest Festival* on the board. Say *Harvest is when the food on farms is ready and we collect it to eat.* Ask *What's the connection between fruit and vegetables and Harvest Festival?*

Presentation

- Explain that in this lesson pupils will learn about a festival that takes place in autumn called Harvest Festival.
- Write *tins*, *grateful* and *community* on the board. Explain the meanings:
You can buy fresh fruit and vegetables, but you can also buy them in metal tins. Do you like food in tins?
When someone cooks you a nice meal, you are happy, aren't you?
You say 'thank you' because you are grateful.
Your community is everyone who lives in your town or near you.
- A Harvest Festival is a festival for the whole community. A lot of schools around the world have a Harvest Festival.

Practice

Pupil's Book

1 F1.1 Listen and read.

- Refer pupils to page 56. Read the question. Tell pupils to find out what Diya takes to her Harvest Festival.
- Play the audio.
- Check comprehension with questions. Ask *What does Diya usually bring? (a big bag of apples) Where does she get the apples from? (a tree in her garden) Is this one of Diya's favourite festivals? (yes) Do you like her poem? 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, then compare answers. Ask for feedback from pairs using the Lollipop stick technique.

Extra activity Critical thinking

- Pupils work in groups of four. Hand a sheet of A3 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 Do you celebrate a harvest? What do you do?

- Pupils discuss in pairs. Then have pupils raise their hands to offer ideas. If pupils don't celebrate a harvest, or to promote class discussion, ask *What do you think of the idea of a Harvest Festival? What food would you like to share with your community? Who do you think you could share food with?*
- **Extension** Internet search key words: *Harvest Festival*

4 Make a Harvest Festival basket.

- Place pupils in groups.
- Hand groups all the materials they need.
- Display the baskets and have pupils talk about what they can see and like.
- **Extension** Internet search key words: *Harvest Festival basket images*



Extra activity TPR

- Using their Yes/No response cards, pupils answer these questions and any others you might want to add:
Is Harvest Festival in September/November?
Can you bring food/clothes from your garden/shops?
Does Diya usually bring apples/bananas/tins?
Is Harvest Festival Diya's favourite festival?
Is the moon at Harvest Festival time called a Harvest Moon/Festival Moon?
Does Diya talk about fields/shops/sharing in her poem?

Harvest Festival

1 Listen and read.



Harvest Festival is every year in September in India. Now we celebrate it in Jordan. At Harvest Festival, we celebrate because the **harvest** is finished and we are **grateful** that we have food on our tables. Everyone usually brings some food to school: it can be food from your garden or it can be food from a shop. In our garden we have an apple tree, so I usually bring a big bag of apples to school. Other people bring **tins** of food. Then we share the food with people in our **community**.



My name's Diya!
Harvest Festival is one of my favourite festivals!

Harvest poem

by Diya

Harvest our food from the fields.
Bring our food to our tables.
Share our food with others.
This is our Harvest Festival!

1 In September

2 Because they are grateful that they have food on their tables.

3 Food from their garden or a shop

4 They share it with people in their community.



The full moon at Harvest Festival time is called a Harvest Moon!

2 Answer the questions.

- 1 When is Harvest Festival?
- 2 Why does Diya's school celebrate Harvest Festival?
- 3 What do children bring to school?
- 4 What do they do with the food?

3 Do you celebrate a harvest? What do you do?

4 Make a Harvest Festival basket.



- 1 In groups, plan what to put in your Harvest Festival basket.
- 2 Find a box or basket and decorate it.
- 3 Bring fruits, vegetables and other food to school. If you can't bring real food, find photos.
- 4 Share the food with your classmates!

56 fifty-six

Activity Book

1 After you read Read and match.

- Ask for feedback using the Lollipop stick technique.

Answer key 2 grateful, f; 3 tins, e; 4 full moon, c; 5 field, a; 6 community, b

2 Complete the sentences with the words in Activity 1.

- Have pupils raise their hands to offer answers.

Answer key 2 grateful, 3 tins, 4 community, 5 full moon, 6 field

3 Make a Harvest Festival poster. Include a poem and the things to bring.

- Put pupils into groups of four. Give them materials.
- Give pupils time to write a poem. Encourage them to use the language from the lesson.
- Display the posters. Pupils discuss them.

Finishing the lesson

- Using the Summative questions technique, ask *What new information did you learn in this lesson? Did you enjoy making a Harvest Festival basket?*

Objectives

- **Lesson aims:** to learn about World Water Day
- **Target language:** *important, running water, raise money, sale, decorations, charity*
- **Skills:** Reading, Writing, Listening, Speaking

Materials

- Pupil's Book Page 57
- Activity Book Page 43
- sheets of A4 paper, enough for each group of pupils, or whiteboard and whiteboard software and computers
- coloured pencils/whiteboard markers
- 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 scan a simple text to find specific information (GSE 38).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can create a poster to advertise an event or product, given a model (GSE 45).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can make suggestions about what to do, using a few basic fixed expressions (e.g. *Let's, Why don't we ...?*) (GSE 42).

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: Summative questions technique

Starting the lesson

- Write *Water* on the board. Ask pupils to raise their hands and say words that they connect to water. Accept all reasonable suggestions.

Presentation

- Explain that in this lesson pupils will learn about a day called *World Water Day*. Write *World Water Day* on the board. Have a class vote for the month they think this day is celebrated in.
- Pre-teach the **words** *important, running water, raise money, sale, decorations* and *charity*. Write the words on the board. Explain the meanings by asking pupils to find the word:
These are colourful things you hang up for a party.
This is water that comes from a tap.
This is an organisation that helps people.
This means something makes a difference.
This is when you sell a product in exchange for money.

Practice

Pupil's Book

1 F2.1 Listen and read.

- Refer pupils to page 57. Read the question. Tell pupils to find out when World Water Day is.
- Play the audio.
- Check comprehension with questions. Ask *When is World Water Day? (22 March) How many people don't have running water? (millions) What did Farid and his classmates make this year? (posters)*



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 meanings?*

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 Finish the sentences.

- Pupils work individually to complete the activity. They 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 unfinished sentences based on the text. They swap work with another group and complete each other's sentences.

3 What can you do on World Water Day?

- Pupils discuss in pairs. Then have pupils raise their hands to offer ideas. To promote class discussion, ask *Do you agree? What else could you sell? What costumes can you wear? What would you put on posters?*
- **Extension** Internet search key words: *World Water Day*

4 Make a whiteboard presentation about saving water.

- Place pupils in groups.
- Hand groups all the materials they need and/or organise them depending on how they will do the presentation (paper on the board, drawings on the board or projection on the board).
- Have groups present their work to the class. Make sure all pupils in each group say something.
- **Extension** Internet search key words: *how to save water*



Extra activity TPR

- Using their Yes/No response cards, pupils answer these questions and any others you might want to add:
Is World Water Day in September/March? Did Farid's school make posters/whiteboard presentations? Did they sell biscuits/cakes/milk bottles/water bottles? Did they all wear red/blue? Did they raise money?

World Water Day

1 Listen and read.



On World Water Day, we think about water and how **important** it is. In Jordan, most people have clean **running water**, but millions of people all over the world don't have any. At our school, we **raise money** on World Water Day to help more people get clean water.

This year, we made posters about how you can save water, and put them around the school. Then we all dressed up in blue. We had a cake **sale**. We sold cakes with blue **decorations**. We sold water bottles that you can use again and again. In one day, we raised over 200 dinars! We sent the money to a **charity** that helps people get clean water.



Hello, I'm Farid! I think World Water Day is really important!



2 Finish the sentences.

- 1 World Water Day is on **the 22nd of March**
- 2 Many people in the world don't have **clean running water**
- 3 At Farid's school on World Water Day, they raise money to **help people get clean water**
- 4 They sold blue cakes and **water bottles you can use again and again**
- 5 They raised **over 200 dinars**

3 What can you do on World Water Day?

4 Make a whiteboard presentation about saving water.



- 1 In groups, think of three ways you can save water.
- 2 Draw and write about them.
- 3 Present your ideas to the class.

fifty-seven

57

Activity Book

1 After you read Match the pictures and write.

- Ask for feedback using the Lollipop stick technique.

Answer key 2 a sale, 3 b running water, 4 c decorations

2 Tick (✓) the things pupils did at Farid's school on World Water Day.

- Pupils work individually and check in pairs.

Answer key made posters, dressed up in blue, had a cake sale, used blue decorations for the cakes, raised money

3 In groups, make posters for World Water Day. Display them in school.

- Divide pupils into groups of four.
- Hand each group the materials they need.
- Give pupils time to design their posters. Encourage them to use language from the lesson.
- Display the posters for other pupils to see.
- Ask feedback questions about the posters, e.g. *Which posters do you like best? What's the same about the posters? What's different?*

Finishing the lesson

- Using the Summative questions technique, ask *What new information did you learn in this lesson? Did you enjoy making a whiteboard presentation?*

Unit 1 Pages 10–11



Unit 2 Pages 20–21



Unit 3 Pages 34–35



Unit 4 Pages 44–45



Unit 1

My mum is **shorter** than me.

She's **the shortest** person in our family!

I'm **more hard-working** than my best friend.

I'm **the most hard-working** person in the class!

I'm **good at** baking cakes.

I'm **not very good at** making pizza.

Katie is **great at** acting.

Harry's **terrible at** juggling!

Unit 2

Was everything very different ten years **ago**?

That computer **was** really big!

Did you **have** a phone ten years **ago**?

Yes, we **did**! We **had** a phone in the house, but we **didn't have** a mobile phone.

When I was one, I **could** walk but I **couldn't** talk.

Could you talk when you were two?

Yes, I **could**. / No, I **couldn't**.

Unit 3

It's Jack's graduation tomorrow. I'll **get** him a present later.

What **will** you **get** him? What about a book on space?

No, I **won't get** him a book. I think I'll **get** him a game.

How deep is the Grand Canyon?

It's 1,800 metres **deep**.

Unit 4

It's the man **who** we saw earlier. (person)

That's the phone case **which** my mum wants. (thing)

We're in the shop **where** my brother works. (place)

I **have to** / He **has to** save some money!

I **don't have to** / He **doesn't have to** buy it now.

Do you **have to** buy that boat?

Yes, I **do**. / No, I **don't**.

Does he **have to** buy that boat?

Yes, he **does**. / No, he **doesn't**.

Welcome

basketball – /'bɑːskɪtbɔːl/
beard – /bɪəd/
club – /klʌb/
curly – /'kɜːli/
dark – /dɑːk/
fair – /feə/
football – /'fʊtbɔːl/
go – /gəʊ/
granny – /'græni/
hair – /heə/
lesson – /'lesən/
long – /lɒŋ/
moustache – /mu'staːʃ/
play – /pleɪ/
science – /saɪəns/
short – /ʃɔːt/
straight – /streɪt/
swimming – /'swɪmɪŋ/
tennis – /'tenɪs/
visit – /'vɪzɪt/

Unit 1

bake – /beɪk/
ball – /bɔːl/
cake – /keɪk/
cheerful – /'tʃɪəfl/
confident – /'kɒnfɪdənt/
count – /kaʊnt/
experiment – /ɪk'sperɪmənt/
fix – /fɪks/
friendly – /'frendli/
hard-working – /'hɑːd'wɜːkɪŋ/
juggle – /'dʒʌɡl/
kind – /kaɪnd/
lazy – /'leɪzi/
make – /meɪk/
pizza – /'pɪtsə/
polite – /pə'laɪt/
quiet – /kwaɪət/
rude – /ruːd/
shy – /ʃaɪ/
spell – /spel/
throw – /θrəʊ/
tidy – /'taɪdi/
toy – /tɔɪ/
unfriendly – /ʌn'frendli/
unhappy – /ʌn'hæpi/
unlucky – /ʌn'lʌki/
unsafe – /ʌn'seɪf/
untidy – /ʌn'taɪdi/
unwell – /ʌn'wel/

Unit 2

call – /kɔːl/
carry – /'kæri/
computer – /kəm'pjʊtə/
describe – /dɪ'skraɪb/
description – /dɪ'skrɪpʃn/
email – /'iːmeɪl/
face – /feɪs/
hold – /həʊld/
inform – /ɪn'fɔːm/
information – /ɪnfə'meɪʃn/
keyboard – /'kiːbɔːd/
letter – /'letə/
make – /meɪk/
mobile phone – /'məʊbaɪl fəʊn/
mouse – /maʊs/
pen – /pen/
post – /pəʊst/
race – /reɪs/
sandwich – /'sænwɪdʒ/
send – /send/
shoelace – /'ʃuːleɪs/
smartwatch – /'smɑːrtwa:tʃ/
story – /'stɔːri/
study – /'stʌdi/
tablet – /'tæblət/
telephone – /'telɪfəʊn/
tell – /tel/
tie – /taɪ/
win – /wɪn/

Bo's Learning Club 1

build – /bɪld/
museum – /mjuː'ziːəm/
robot – /'rəʊbɒt/
rocket – /'rɒkɪt/

Unit 3

astronaut – /'æs.trə.nɔːt/
comet – /'kɒmɪt/
Earth – /ɜːθ/
explorer – /ɪk'splɔːrə/
fifty – /'fɪfti/
five – /faɪv/
hundred – /'hʌndrəd/
million – /'mɪljən/
Moon – /muːn/
planet – /'plænɪt/
satellite – /'sæt.əl.aɪt/
scientist – /'saɪəntɪst/
solar system – /'səʊlə sɪstəm/
space station – /'speɪs ,steɪʃn/
spacesuit – /'speɪs.suːt/
star – /stɑː/
Sun – /sʌn/

telescope – /'telɪskəʊp/
ten – /ten/
thousand – /'θaʊzənd/

Unit 4

birthday – /'bɜːθdeɪ/
butcher's – /'bʊtʃ.əz/
buy – /baɪ/
corner shop – /'kɔː.nə ʃɒp/
encourage – /ɪn'kʌrɪdʒ/
encouragement – /ɪn'kʌrɪdʒmənt/
fishmonger's – /'fɪʃ.mʌŋ.gəz/
gift – /ɡɪft/
greengrocer's – /'ɡriːŋ.ɡrəʊ.səz/
jeweller's – /'dʒuː.ə.ləz/
money – /'mʌni/
money box – /'mʌni bɒks/
newsagent's – /'njuːz.eɪ.dʒənts/
pay – /peɪ/
payment – /'peɪmənt/
pharmacy – /'fɑː.mə.si/
phone shop – /fəʊn ʃɒp/
purse – /pɜːs/
save – /seɪv/
sell – /sel/
shoe shop – /ʃuː ʃɒp/
spend – /spend/
sports shop – /spɔːts ʃɒp/
toy – /tɔɪ/
toy shop – /tɔɪ ʃɒp/
wallet – /'wɒlɪt/

Bo's Learning Club 2

climb – /klaɪm/
hop – /hɒp/
horse – /hɔːs/
jump – /dʒʌmp/
kangaroo – /'kæŋ.ɡə'ruː/
monkey – /'mʌŋki/
parrot – /'pærət/
quickly – /'kwɪkli/
rabbit – /'ræbɪt/
run – /rʌn/
slowly – /'sləʊli/
swim – /swɪm/
talk – /tɔːk/
turtle – /'tɜːtl/

Jordan **TEAM** Together Grade 5 Semester 1

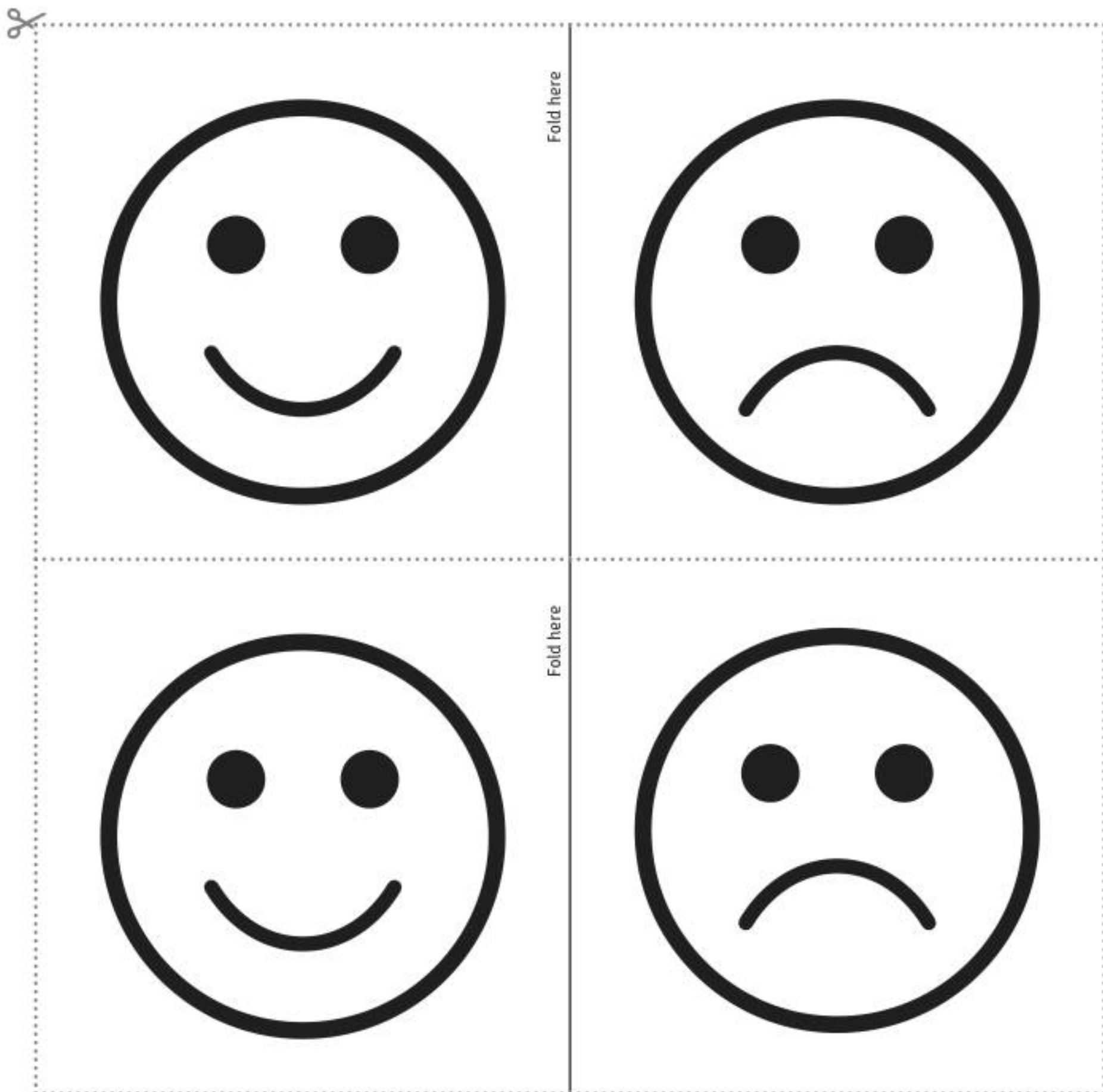
Extra resources

Contents

Happy/Sad face cards	134
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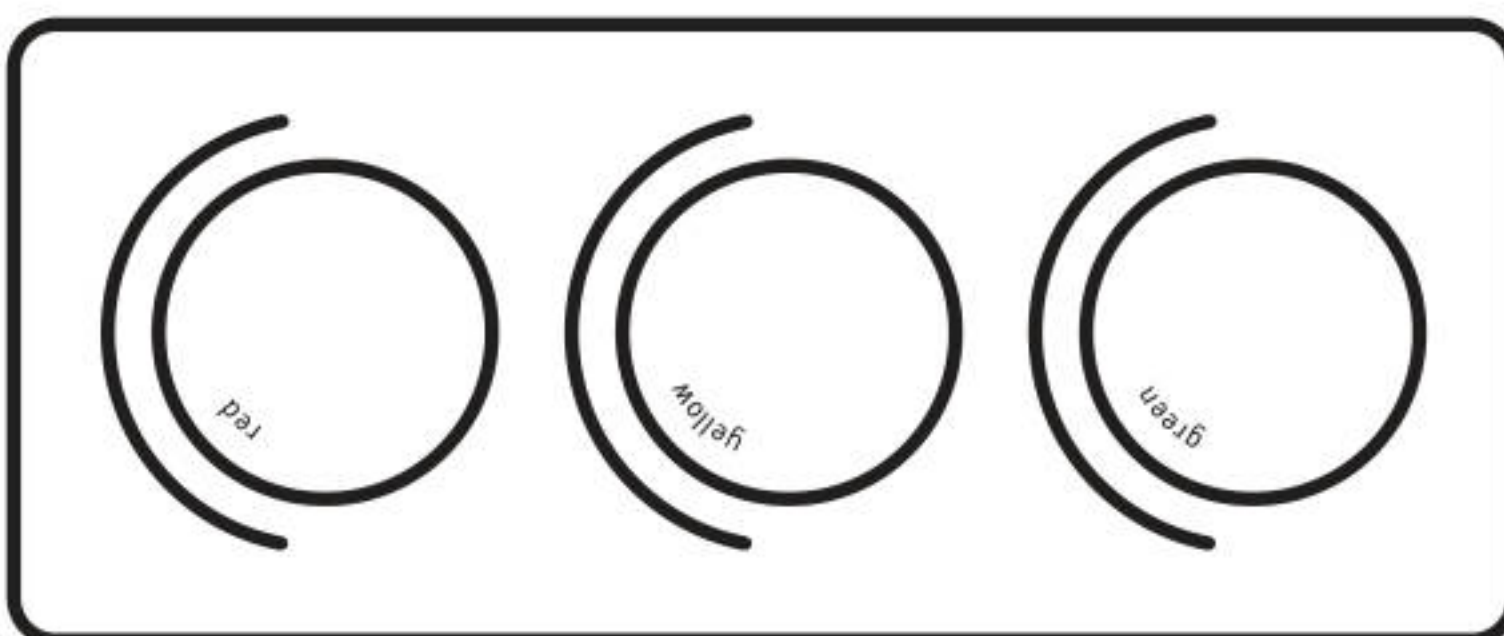
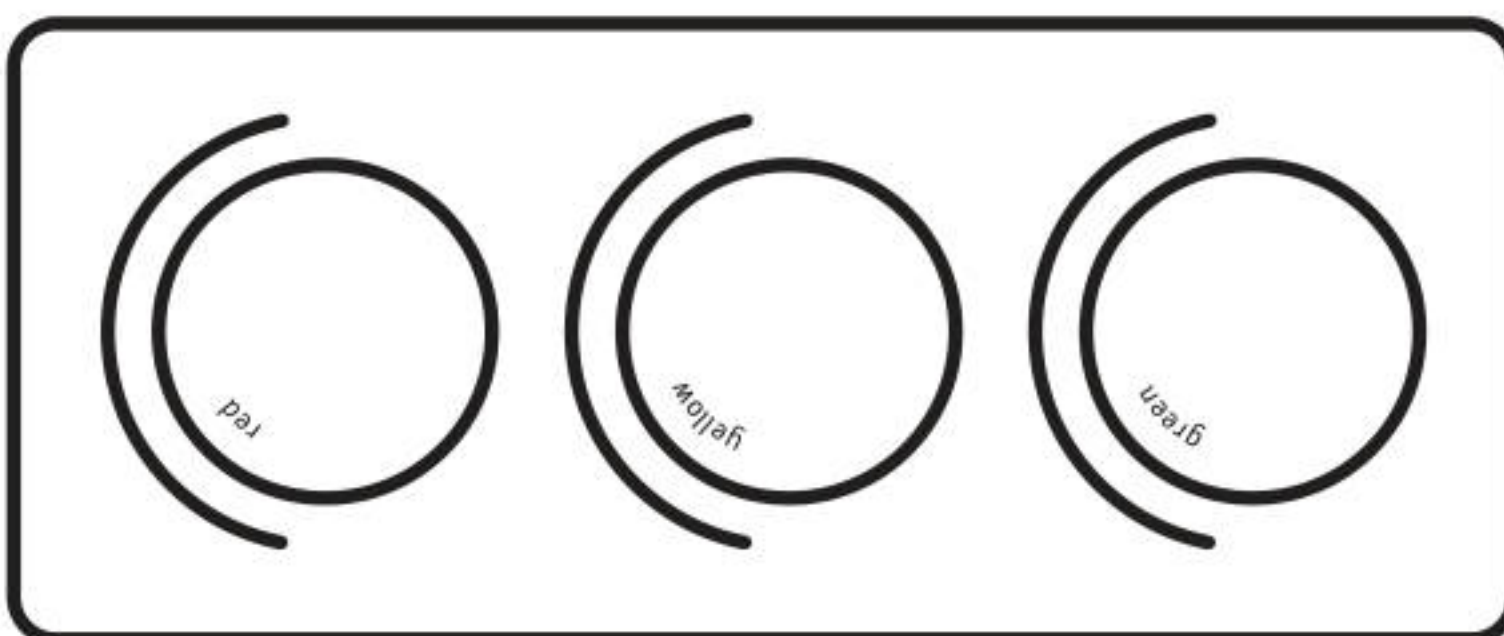
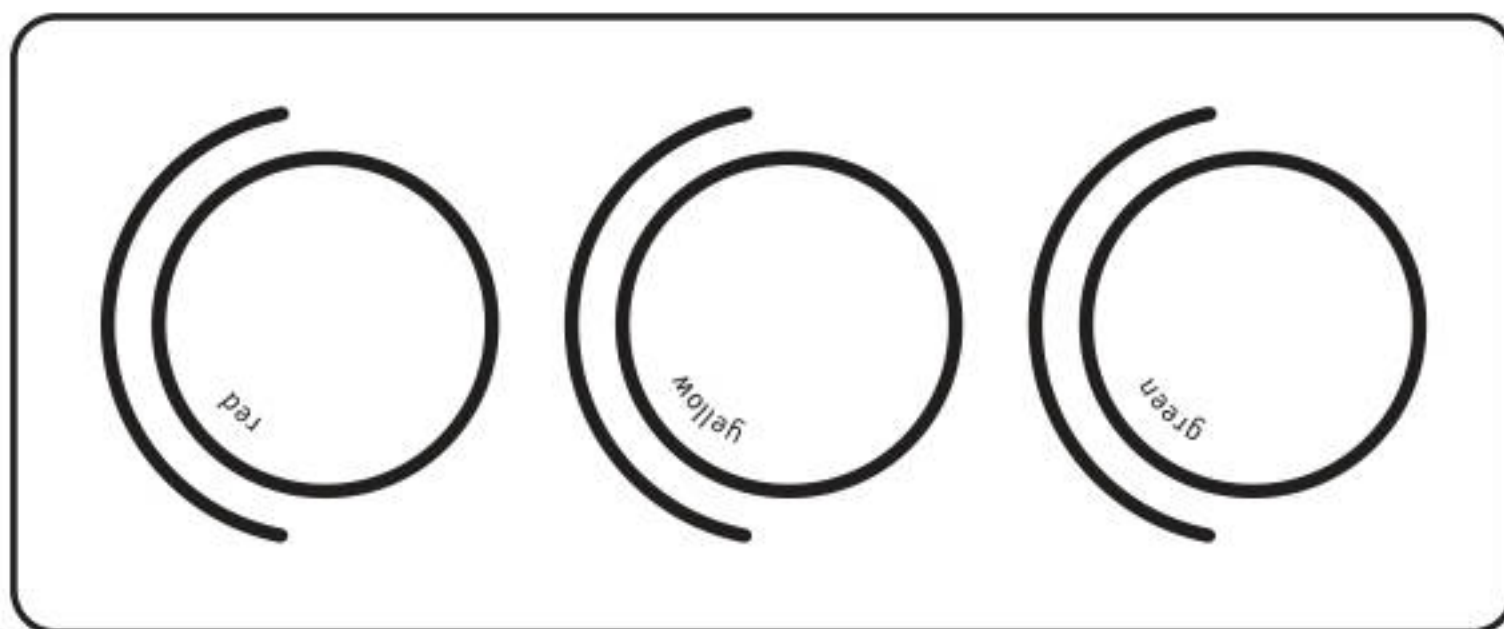
Happy/Sad face cards

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

Picture charades cards

Cut out and play.



straight hair	polite	study	spacesuit
bake a cake	gas	butcher's	turtle
a beard	lazy	smartwatch	money box
Sun	send an email	untidy	toy shop

Teacher note:

the words on these cards cover all of Semester 1, so you should play this game at the end of the book as a review activity.

Word charades cards

Cut out and play.



a moustache	juggle	win a race	telescope
build a robot	Saturn	wallet	monkey
dark hair	friendly	fishmonger's	comet
earn	post a letter	make a sandwich	keyboard

Teacher note:

the words on these cards cover all of Semester 1, so you should play this game at the end of the book as a review activity.

Don't say it! cards

Cut out and play.



beard X face X hair	spell X letters X words	tablet X computer X Wi-Fi	star X light X sky
make a pizza X bake X bread	Earth X planet X people	pharmacy X medicine X shop	parrot X talk X bird
email X computer X send	butcher's X meat X sell	go swimming X water X swimming pool	count X numbers X maths
friendly X people X friend	study X school X work	rocket X fly X space	sports shop X sport X clothes

Teacher note:

the words on these cards cover all of Semester 1, so you should play this game at the end of the book as a review activity.

Irregular verbs

Infinitive	Past simple
be	was/were
buy	bought
do	did
drink	drank
drive	drove
eat	ate
find	found
get	got
give	gave
go	went
have	had
hold	held
keep	kept
know	knew
lose	lost
make	made
put	put
ride	rode
run	ran
see	saw
sell	sold
send	sent
sing	sang
sleep	slept
stand	stood
take	took
tell	told
throw	threw
wear	wore
win	won
write	wrote

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

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Ministry of Education: 15

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