



# Jordan TEAM Together Grade 5 Semester 2









Teacher's Book with Digital Resources

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# Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening
<b>W</b> Welcome back Page 4	Talking about hobbies and technology	<b>Hobbies:</b> <i>bake a cake, do experiments, fix toys, juggle, make a pizza, throw a ball</i> <b>Technology:</b> <i>call, computer, email, keyboard, letter, mobile phone, smartwatch, study, tablet, telephone</i>	<b>Past simple</b> <i>I learnt how to cook.</i> <i>What did you do, Katy?</i>	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
<b>5</b> Animals in danger Page 8	Talking about sea animals and land animals	<b>Sea animals:</b> <i>dolphin, jellyfish, lobster, octopus, oyster, ray, seahorse, seal, shark, squid, turtle, whale</i> <b>Land animals:</b> <i>camel, gorilla, koala, lion, panda, parrot, polar bear, rhino</i> <b>Pronunciation:</b> <i>appear/disappear, like/dislike, agree/disagree, connect/disconnect</i>	<b>Past continuous</b> <i>The shark was looking for small sea animals.</i> <b>Past continuous vs past simple</b> <i>I was watching the koalas when the lion escaped.</i>	Following the sequence of events in a simple story or narrative, if told slowly and clearly; identifying basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly; identifying specific information in short, simple dialogues, if there is some repetition and rephrasing; understanding some details in longer dialogues on familiar everyday topics, if guided by questions or prompts
<b>6</b> Staying healthy Page 18	Talking about illnesses and healthy lifestyles	<b>Illnesses:</b> <i>a cold, a cough, a headache, a high temperature, a rash, a runny nose, a sore throat, a stomach ache, a toothache, an earache, dizzy, sick</i> <b>Healthy lifestyles:</b> <i>do exercise, eat a balanced diet, eat junk food, fit, healthy, relax, unfit, unhealthy</i> <b>Pronunciation:</b> <i>balanced/unbalanced, healthy/unhealthy, fit/unfit, regular/irregular, resistible/irresistible, responsible/irresponsible</i>	<b>should/shouldn't</b> <i>You should go to the doctor's!</i> <i>You shouldn't go to school.</i> <b>Infinitive of purpose</b> <i>He went to the supermarket to buy fruit.</i>	Following the sequence of events in a simple story or narrative, if told slowly and clearly; identifying basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly; identifying specific information in short, simple dialogues, if there is some repetition and rephrasing

## Bo's Learning Club: Language booster 3, Page 28

<b>7</b> Curtain up! Page 32	Talking about the theatre and entertainment	<b>Theatre:</b> <i>act, audience, backstage, cast, cheer, costumes, curtain, director, lighting, props, scenery, stage</i> <b>Entertainment:</b> <i>classical music, comic, concert, country music, festival, musical, poem, puppet show</i> <b>Pronunciation:</b> <i>cheerful, thankful, playful, fearful, peaceful, forgetful, careful, hopeful</i>	<b>Present perfect</b> <i>I've read Alice's Adventures in Wonderland. I haven't seen the film.</i> <i>He's seen Alice's costume somewhere, but he hasn't found it.</i>	Following the sequence of events in a simple story or narrative, if told slowly and clearly; identifying basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly; identifying specific information in short, simple dialogues, if there is some repetition and rephrasing
<b>8</b> Let's get creative! Page 42	Talking about machines and materials	<b>Household appliances:</b> <i>coffee machine, cooker, dishwasher, freezer, fridge, kettle, microwave, oven, sewing machine, toaster, vacuum cleaner, washing machine</i> <b>Materials:</b> <i>cotton, gold, leather, metal, paper, plastic, rubber, silver</i> <b>Pronunciation:</b> <i>begin, contain, decide, enjoy, recommend, understand, entertain, seeing, watching</i>	<b>Present perfect with ever/never</b> <i>Have you ever made chocolates? Yes, I have./ No, I haven't.</i> <i>She's never used the oven before.</i> <b>is/are made of</b> <i>What is it made of? It's made of plastic.</i> <i>What are they made of? They're made of gold!</i>	Following the sequence of events in a simple story or narrative, if told slowly and clearly; identifying basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly; identifying people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing

## Bo's Learning Club: Language booster 4, Page 52

**Festivals:** Youth Service Day, World Heritage Day, Pages 56–57

**Solve it,** Page 58

**Grammar reference,** Page 59

	Speaking	Reading	Writing	Pronunciation	Project	Viewing and presenting	Functions
	Talking about past events or experiences, using simple language; expressing their opinions on familiar topics, using simple language	Identifying specific information in a simple story; understanding the correct sequence of events; getting the gist of short, simple texts on familiar topics	Writing about past activities using simple language, given a model			Presenting a hobby to the class	
	Expressing their opinions on familiar topics, using simple language; talking about everyday activities using simple language; saying what they like or dislike about a simple story; describing where an animal lives in a simple way; asking a range of questions in guessing games to find the answer; telling a simple story	Following the sequence of events in short, simple cartoon stories that use familiar key words; identifying specific information in a simple story, if guided by questions; getting the gist of short, simple texts on familiar topics, if supported by pictures; extracting specific information in short texts on familiar topics; identifying main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions; scanning a simple text to find specific information	Writing simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model	<b>Identify and use the prefix dis- to infer meaning:</b> <i>appear/disappear, like/dislike, agree/disagree, connect/disconnect</i>	A spider diagram about an animal protection organisation	Presenting a sea animal to the class; presenting a spider diagram about an animal protection organisation	<b>Reminding someone to do something:</b> <i>Remember to change the cat's food and water every day.</i>
	Expressing their opinions on familiar topics, using simple language; talking about everyday activities using simple language; saying simple tongue-twisters and other types of playful language; acting out a short dialogue or role play, given prompts; asking a range of questions in guessing games to find the answer; giving simple advice, using fixed expressions; answering simple questions about habits and daily routines	Following the sequence of events in short, simple cartoon stories that use familiar key words; identifying specific information in a simple story, if guided by questions; getting the gist of short, simple texts on familiar topics, if supported by pictures; extracting specific information in short texts on familiar topics; identifying key information in short, simple factual texts from the headings and illustrations; scanning simple text to find specific information	Writing short, simple texts on familiar topics in linked sentences; writing simple sentences about what they/other people are doing	<b>Identify and use the prefixes un- and ir- to infer meaning:</b> <i>balanced/unbalanced, healthy/unhealthy, fit/unfit, regular/irregular, resistible/irresistible, responsible/irresponsible</i>	A healthy lunch	Designing and presenting a doctor's waiting room; presenting a healthy lunch to the class	<b>At the doctor's:</b> <i>What's the matter? I'm feeling sick.</i>

### Art: What do landscape paintings look like?

	Expressing their opinions on familiar topics, using simple language; saying simple tongue-twisters and other types of playful language; acting out a short dialogue or role play, given prompts; saying what they think will happen next in a simple story or play; asking a range of questions in guessing games to find the answer; talking about past events or experiences, using simple language; describing basic differences between two pictures showing familiar activities, using simple language	Following the sequence of events in short, simple cartoon stories that use familiar key words; identifying specific information in a simple story, if guided by questions; getting the gist of short, simple texts on familiar topics, if supported by pictures; scanning a simple text to find specific information; identifying key information in short, simple factual texts from the headings and illustrations; following simple stories with basic dialogue and simple narrative; identifying key parts of simple stories (e.g. beginning, middle, end)	Creating a poster to advertise an event or product, given a model; answering simple questions in writing about people or things using basic words or phrases; writing a simple story describing the main events, if supported by pictures; writing simple sentences about what they/other people are doing	<b>Identify and use the suffix -ful to infer meaning:</b> <i>cheerful, thankful, playful, fearful, peaceful, forgetful, careful, hopeful</i>	A poster for a new show	Making true and false sentences about what you've done; making and presenting a poster for a new show	<b>Describing clothes:</b> <i>The trousers are too long. The T-shirt is too small.</i>
	Expressing their opinions on familiar topics, using simple language; describing basic differences between two pictures showing familiar activities, using simple language; saying simple tongue-twisters and other types of playful language; acting out a short dialogue or role play, given prompts; talking about past events or experiences, using simple language; asking a range of questions in guessing games to find the answer; answering simple questions about habits and daily routines	Following the sequence of events in short, simple cartoon stories that use familiar key words; understanding the order in which events happen (e.g. in diary entries or a story); getting the gist of short, simple texts on familiar topics, if supported by pictures; extracting specific information in short texts on familiar topics; scanning a simple text to find specific information	Writing short, simple texts on familiar topics in linked sentences	<b>Produce two and three syllable words with the correct stress (verbs and verbs with -ing):</b> <i>begin, contain, decide, enjoy, recommend, understand, entertain, seeing, watching</i>	A class book about traditional crafts	Making and presenting a book about traditional Jordanian crafts	<b>Explaining that something doesn't work:</b> <i>Can you help me? You need to turn it on.</i>

### Social Studies: How are the continents different?

# 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.

## 21<sup>st</sup> century skills

One of the features of *Jordan Team Together* is the focus on 21<sup>st</sup> 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 21<sup>st</sup> century skills. These activities are easily identifiable with the following icons:

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

Other 21<sup>st</sup> 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

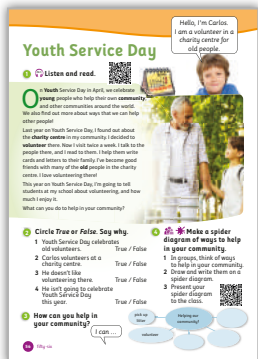
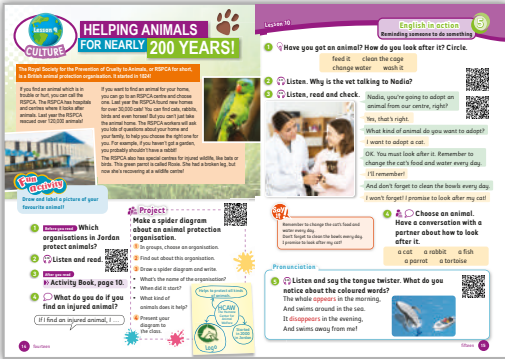
*Jordan Team Together* supports teachers who work with mixed-ability classes in a number of ways. The Teacher's Book includes teaching tips for mixed-ability classes, labelled **Diversity: Support/Challenge** and **Extra activity: Fast finishers**.

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.

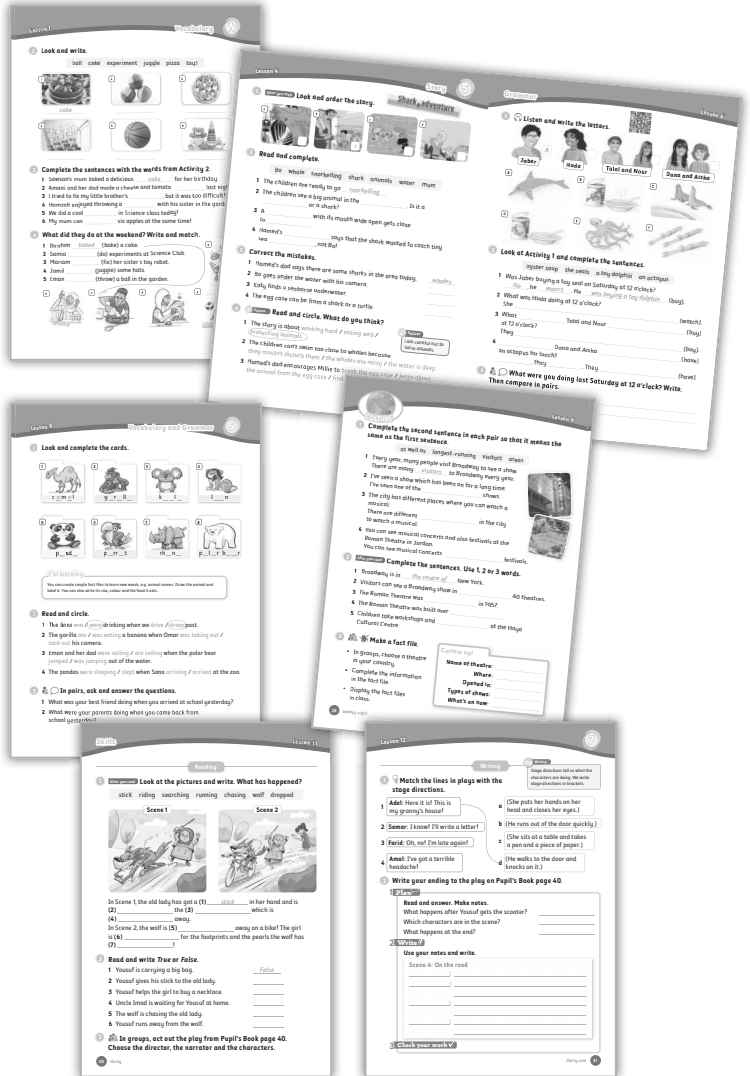
## Pupil's Book

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: *Youth Service Day*, *World Heritage Day*.



## 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.



## Teacher's Book

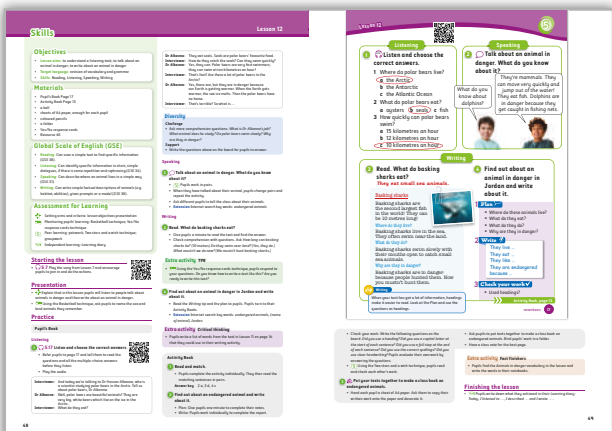
The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson plan is clearly structured into stages:

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

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

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

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



## Class Audio

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

## Tests

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

The worksheets and audio are available online.



## Photocopiable resources

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

## Interactive e-book

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

## QR codes

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

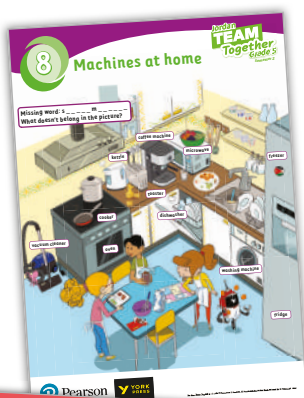
## Posters

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

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

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

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



There are 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

# Unit walkthrough

## Lesson 1

**Think!** activity to activate pupils' previous knowledge

Photographic vocabulary presentation

**5 Animals in danger**

Sea animals: dolphin, jellyfish, lobster, octopus, oyster, ray, seahorse, seal, shark, squid, turtle, whale  
 Land animals: camel, gorilla, koala, lion, panda, parrot, polar bear, rhino  
 Pronunciation: appear/disappear, like/dislike, agree/disagree, connect/disconnect

1 How many sea animal words do you know?

2 Listen, point and repeat.

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

4 Write the words in the table.

Animals which have to breathe air.	Animals which have got legs.	Animals which have got a shell.

5 Work with a partner. Play a memory game!

I went to Aqaba aquarium, and I saw a jellyfish!  
 I went to Aqaba aquarium, and I saw a jellyfish and a turtle!  
 I went to Aqaba aquarium, and I saw a jellyfish, a turtle and a seahorse!

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

Stories available in audio format

**Story Shark adventure**

1 Before you read How many sea animals can you find in the story?

2 Listen and read.

3 Which animal was growing in the egg case? Go to page 58 to find out.

4 After you read Look at the story and write the names. Who ...

5 Act out the story.

6 Find out about a sea animal. Does it lay eggs or does it have live babies? Share with the class.

Lesson 4 is the accompanying Activity Book lesson.

**Solve** activities encourage curiosity and stimulate critical thinking

21<sup>st</sup> century skills activities in every lesson

Social Studies or Science topics embedded in every story

**Lessons 5 and 7**

Grammar box with recorded phrases

Photographic vocabulary presentation

Song to teach vocabulary and grammar in context

**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

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

Work on pronunciation through fun activities

Useful phrases at a glance

Model dialogue to help pupils learn new language in natural contexts

Skills section for integrated skills practice

Recorded text

Scaffolded step-by-step instructions for the writing task

The image shows a lesson page for 'SAVE THE BELUGA WHALES!' with the following sections:

- Reading:** 'What do you know about the Arctic?' and 'Listen and read.' It includes a QR code for a recorded text and a model text about beluga whales. The text describes how a ship named the Moskva helped beluga whales escape from a frozen channel by playing music.
- Listening:** 'Listen and choose the correct answers.' It includes three multiple-choice questions about polar bears.
- Speaking:** 'Talk about an animal in danger. What do you know about it?' It includes a speech bubble about dolphins and a question about what pupils know about dolphins.
- Writing:** 'Read. What do basking sharks eat?' and 'Find out about an animal in danger in Jordan and write about it.' It includes a 'Plan' section with bullet points and a 'Write' section with a writing tip.

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.

Accompanying activities for both lessons are in the Activity Book.

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

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

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

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

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

## The Global Scale of English



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

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

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

For more information about how using the GSE can support your planning and teaching, the assessment of your learners, and in selecting or creating additional materials to supplement your core programme, please go to [www.english.com/gse](http://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.
<b>Accomplished (Level 1): content, language and delivery</b>	Stays on topic all the time and speaks clearly. Body language is appropriate.
<b>Developing (Level 2): content, language and delivery</b>	Stays on topic most of the time and speaks clearly but mispronounces some words. Body language is appropriate most of the time.
<b>Beginning (Level 3): content, language and delivery</b>	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)
<b>Content</b>	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.
<b>Language</b>	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.
<b>Delivery</b>	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.



# How to work with projects

by Magdalena Custodio Espinar

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

## Collaborative work

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

## Cooperative work

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

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

To apply successful project work in the classroom, you should:

- Keep a flexible project schedule and involve pupils in project design when possible. Promote parent involvement.
- Prepare pupils by having them 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.



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

## 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?	I'm sorry.
I understand/I don't understand.	Can you help me?
Excuse me ...	I'm ready.
	I'm finished.

## Ending the lesson

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

## Word card games

### Draw the word

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

## Games with songs

### Sing and respond

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

### Sing and stand in the correct order

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

### Performances

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

## TPR activities

### What does the picture present?

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

### Alternative bingo

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

### Catch and say it!

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

### Pass the ball

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

### The ball is burning

Pupils standing in a circle throw a ball to one another and name words from a vocabulary set. The ball shouldn't be caught when somebody says the 'forbidden' word (previously agreed), e.g. *lemonade* if the vocabulary set is food. If despite that somebody catches the ball, he/she kneels or squats down and continues playing. When he/she catches the ball properly in the next turn, he/she stands up.

### Guessing game: pictures

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

### Simon says

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

## Team games

### Picture charades

Divide the class into two teams. Invite one representative of each team to the front of the classroom. Show each of them the same word card or whisper to them the same word. Pupils draw pictures on the board presenting the word. The team which is the first to guess the meaning of the picture and provide the correct word scores one point. 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 2, 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 2, 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 target vocabulary words or expressions for their team to identify. A set of ready-made word charades cards can be found on page 138. (Teacher note: the words on these cards cover all of Semester 2, 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

**Hobbies:** bake a cake, do experiments, fix toys, juggle, make a pizza, throw a ball  
**Technology:** call, computer, email, keyboard, letter, mobile phone, smartwatch, study, tablet, telephone

## 1 Listen and read.



**1** How were your holidays? Great! We went to see Granny and Grandpa. It was amazing. Why? They've got all this new technology!

**2** I love this computer. Before I wrote letters, but now I just send emails. And this smartwatch I bought is fantastic. I can make telephone calls and play games.

**3** What about you, Hamed? I didn't do much. I learnt how to bake a cake. And I fixed some toys!

**4** What did you do, Katy? I went to a holiday club. Science Club was great. We did amazing experiments.

**5** Maybe you can fix my tablet! I'm not sure I can do that! Hello everyone! Look at me! Throw me another ball!

**6** Hey, where's Bo? I can juggle five balls at the same time! We can see what Bo learnt to do in the holidays! It looks like we all learnt something this summer!

How many balls is Bo juggling?  
How many different types of technology can you see?

**4** four

How many balls is Bo juggling? **He's juggling five balls.**  
How many different types of technology can you see? **There are six – mobile phone, computer, keyboard, mouse, smartwatch, tablet.**



## Unit objectives

to talk about hobbies and technology

## Language

<b>Vocabulary</b>	<b>Hobbies</b> <i>bake a cake, do experiments, fix toys, juggle, make a pizza, throw a ball</i> <b>Technology</b> <i>call, computer, email, keyboard, letter, mobile phone, smartwatch, study, tablet, telephone</i>
<b>Grammar</b>	Past simple

## Key competences

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

**Digital competence:** use Pupil's Book eBook (L. 1–3)

**Social and civic competences:** learn to be creative (L. 2 and 3)

**Cultural awareness and expression:** raise awareness of cultural similarities and differences (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. 1–3); personalisation of language learnt (L. 1–3)

## 21<sup>st</sup> Century Skills for Learning and Innovation

<b>Critical thinking</b>	Remembering information (L. 1 and 2); Reflecting on learning (L. 1 and 2)
<b>Creativity</b>	Describing forms of technology (L. 3)
<b>Communication</b>	Talking about hobbies (L. 1)
<b>Collaboration</b>	Acting out (L. 1)

## Evaluation

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

## Mapping

Topics	Theme 4: Science and technology	Theme 6: Recreation
<b>Scope and Sequence Matrix</b>	<p><b>Listening:</b> understanding the main idea and specific details in oral texts describing people, places and events; 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</p> <p><b>Speaking:</b> taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion)</p> <p><b>Reading:</b> reading and understanding short, simple stories and comic strips involving familiar, concrete situations written in a high-frequency everyday language</p> <p><b>Writing:</b> using adequate spelling, punctuation, grammar and organisation</p> <p><b>Viewing and presenting:</b> viewing visual information and showing understanding by asking relevant questions</p>	
<b>Learning Outcomes and Performance Indicators</b>	<p><b>Listening:</b> 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)</p> <p><b>Speaking:</b> speak intelligibly while making statements, asking questions, giving instructions and reporting events</p> <p><b>Reading:</b> 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 idea(s) and key facts in a reading text</p> <p><b>Writing:</b> use correct sentence grammar, punctuation and capitalisation</p> <p><b>Viewing and presenting:</b> start to demonstrate understanding of visual information by asking relevant questions</p>	

## Objectives

- **Lesson aims:** to revise hobbies and technology; to recall the characters with a story
- **Target language:** *bake a cake, do experiments, fix toys, juggle, make a pizza, throw a ball*
- **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).

## 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

- Ask *What are the names of the Discovery Team members? What do you know about them? Who's your favourite? Why?*
- Place pupils in groups. Ask them to brainstorm hobbies. Write them on the board.
- Call out these hobbies one at a time. Ask pupils to respond to the ones they do using the Yes/No response cards: *bake a cake, do experiments, fix toys, juggle, make a pizza, throw a ball*. Ask pupils if they do any other hobbies.

## Presentation

- Explain that in this lesson pupils will meet the Discovery Team again and revise hobbies, as well as some forms of technology.

## Practice

### Pupil's Book

#### 1 W1 Listen and read.

- Refer pupils to page 4. Ask pupils to look at the pictures and to raise their hands to say who and what they can see.
- Play the audio.
- Ask *What hobbies did you hear? (bake a cake, fix toys, do experiments, throw a ball, juggle) What technology words did you hear? (computer, emails, smartwatch, tablet)*



- Check comprehension. Ask *What can Granny do on her smartwatch? (make calls and play games) Can Hamed fix Katy's tablet? (He's not sure.) What club did Katy go to? (Science Club)*
- Pick up the stopwatch and explain that pupils have fifteen seconds to answer the question and find the different types of technology.
- Check answers using the Lollipop stick technique or the Basketball technique.

#### 2 Read the sentences and write the missing words.

- Before pupils begin, remind them who the characters are by asking questions, e.g. *Who is Bo? (He's the robot.), etc.*
- Pupils work individually and compare ideas in pairs.
- Check answers using the Lollipop stick technique or the Basketball 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 pupils to listen to and practise.
- 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 can use the book.

#### 4 W2 Listen and write *Fatima or Amal*.

- Play the audio. Pupils write their answers.
- Play the audio to check answers then check answers as a class.



- Amal:** What did you do at the weekend, Fatima?  
**Fatima:** I did lots of things! It was my little brother's birthday, so I helped mum to bake baklava. What about you, Amal?  
**Amal:** I didn't do much. I practised juggling. I'm still not very good at it! Did you do anything else?  
**Fatima:** Well, it's the Science Fair soon, so I practised doing experiments. You can do all sorts of great things with this science kit I've got.  
**Amal:** Wow, Fatima, that sounds great!  
**Fatima:** It was! What did you do yesterday?  
**Amal:** Nothing exciting. Oh, wait! I helped my brother to fix his toy robot. He was so happy when it worked.  
**Fatima:** That's great!

#### 5 Describe a hobby. Your partner guesses.

- Write more examples of hobbies on the board (e.g. *drawing, cycling, swimming, travelling, reading, playing board games, etc.*).
- Place pupils in pairs.
- Monitor pupils, helping where necessary.
- Use the Lollipop stick technique or the Basketball technique to choose pairs to act out their dialogues for the class.

### Extra activity Critical thinking

- Place pupils in groups. Ask *Which hobbies do you think are best for connecting with other people? Why?* Pupils discuss the question in groups. Ask for ideas.

#### 6 Write about your favourite hobby. Share with the class.

- Pupils work individually to write about their favourite hobby. Brainstorm what they could write about (how often they do it, if they do it alone or in a group, why they like it, etc.).

2 Read the sentences and write the missing words.

- 1 Millie went to see her Granny and Grandpa.
- 2 Hamed learnt how to bake a cake and to fix toys.
- 3 Katy did amazing experiments in Science Club.
- 4 Bo learnt how to juggle.
- 5 Bo wants someone to throw him another ball.

3  Act out the story.

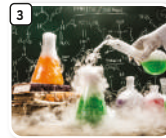
4  Listen and write *Fatima* or *Amal*.



Amal



Amal



Fatima



Fatima

5  Describe a hobby. Your partner guesses.

You make this in the oven.  
It's got tomatoes and cheese  
on top. It's delicious!

Yes!

Make a pizza?

6  Write about your favourite hobby. Share with the class.

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five 5

-  Using the Two stars and a wish technique, have pupils read each other's work.
-  Use the Lollipop stick technique or the Basketball technique to choose pupils to read aloud their texts.


### Activity Book

1 Look, read and match.

- Explain to pupils that they will use their Activity Books throughout the course both to consolidate and extend the Pupil's Book lessons and as separate lessons where indicated.
- Pupils work individually and check answers in pairs.


Answer key 2 d, 3 a, 4 c

2 Look and write.

- Pupils complete the activity individually.
-  Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 juggle, 3 pizza, 4 experiment, 5 ball, 6 toys

3 Complete the sentences with the words from Activity 2.

-  Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 2 pizza, 3 toys, 4 ball, 5 experiment, 6 juggle

4 What did they do at the weekend? Write and match.


- Pupils work individually.
- Check answers as a class.

Answer key 2 did, b; 3 fixed, d; 4 juggled, a; 5 threw, e

### Extra activity Fast finishers

- Pupils write the answers to the questions 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 review the Past simple
- **Skills:** Reading, Writing, Listening, Speaking

## Materials

- Pupil's Book Page 6
- Activity Book Page 4
- a ball
- Yes/No response cards
- True/False response cards

## 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).
- **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 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; Traffic light cards technique; Basketball technique; True/False response cards technique; Yes/No response cards technique
- Peer learning: pairwork; Three facts and a fib technique
- Independent learning: Summative questions technique

## Starting the lesson

- Ask pupils what they remember from the story: *What did Hamed/Millie/Katy/Bo do during the summer holidays?*

## Presentation

- Explain that in this lesson pupils will use the Past simple. Ask pupils if they can remember what we use the Past simple for (completed actions in the past).

## 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.
- **Extension** Ask pupils to say who said the other sentences in Activity 1 (*Hamed, Millie*).

#### 2 W3 Listen and repeat.

- Play the audio.
- Draw pupils' attention to *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 verb (*learnt*). 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.



#### 3 W4 Put the pictures in the correct order. Listen and check.

- Pupils look at the pictures and think about what they see.
- Play the audio.
- Check pupils know what to do by using the Traffic light cards technique. Play the audio again if necessary.
- **Extension** Play the audio again and ask comprehension questions: *Where did they buy the ingredients? (at the supermarket) Who made the bread part of the pizza? (Mum) Was Laith good at throwing the pizza? (no) Why didn't Laith put olives on the pizza? (He doesn't like them.) How long did Laith's mum put the pizza in the oven for? (10 minutes) How many slices did Laith eat? (three)*



My name's Laith, and I kind of learnt how to make pizza at the weekend. I love pizza, so I asked Mum to help me make one because she knows how to do it.

First, we went to the supermarket to buy the ingredients. When we got home, we made the dough – that's the bread part of a pizza. Well, I didn't make it, Mum did. She also tried to teach me to throw the dough in the air like they do in pizza restaurants. I wasn't very good at it! Once the dough was ready, I put all the ingredients on top. I didn't put on any olives because I don't like them. After that, Mum put the pizza in the oven. In 10 minutes, it was ready. I ate three large slices! But I didn't eat it all. The whole family enjoyed it!

#### 4 Complete the email. Write the correct form of the verbs in brackets.

- Elicit the meaning of *seaside* (an area by the sea that people visit for a day or for a holiday).
- Pupils do the activity individually and compare answers with a partner.
- Check answers using the Lollipop stick technique or the Basketball technique.

### Extra activity Critical thinking

- Pupils work in pairs and, using the Three facts and a fib technique, they write three sentences about the email: two true and one false. They read them to another pair who use their True/False or Yes/No response cards to say which ones are true and which is false.

#### 5 Write one true and one false sentence about what you did at the weekend. Your partner guesses which one is true.

- Place pupils in pairs to complete the activity.
- Use the Lollipop stick technique or the Basketball technique to choose pupils to read aloud their sentences to the class. The class guesses if they are true or false.

### Activity Book

#### 1 Look and write sentences.

- Give pupils a moment to look at the pictures. Ask *What can you see?* and elicit answers.
- Use the Traffic light cards technique to check that pupils have understood what they have to do.
- Check answers using the Lollipop stick technique or the Basketball technique.

**Answer key** 2 Amal didn't bake a cake. She made a pizza. 3 Zeinab didn't write an email. She wrote a letter. 4 Kareem juggled. He didn't throw a ball.

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

- 1 I'm not sure I can do that!
- 2 They've got all this new technology!
- 3 I can juggle five balls at the same time!



2 Listen and repeat.

I <b>learnt</b> how to cook.	What <b>did</b> you do, Katy?
I <b>didn't do</b> much.	How <b>were</b> your holidays?



3 Put the pictures in the correct order. Listen and check.



4 Complete the email. Write the correct form of the verbs in brackets.

send forward attach - □ ×

Hi Millie,

This is Grandpa! How (1) was (be) your weekend? Did you (2) have (have) a good time? Granny and I (3) went (go) to the seaside in Aqaba. It was lovely. We (4) ate (eat) a lovely lunch and (5) had (have) ice creams after. There (6) were (be) a lot of people there. Next, we (7) visited (visit) a museum. We (8) didn't get (not get) home until late. I (9) sent (send) some emails when we got back, but Granny (10) didn't play (not play) games on her smartwatch – she was too tired.

Anyway, got to go, more emails to send!

Love,  
Grandpa

5 Write one true and one false sentence about what you did at the weekend. Your partner guesses which one is true.

\_\_\_\_\_

\_\_\_\_\_

6 six

Diversity

Challenge

- Have pupils complete Activity 1 individually.

Support

- Tell pupils to work in pairs to complete Activity 1.

2 Order the words to make sentences.

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

**Answer key** 2 Did you do experiments yesterday? 3 I didn't fix my toys at the weekend. 4 I threw a ball with my best friend last night.

Extra activity Fast finishers

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

Finishing the lesson

- Using the Summative questions technique, ask *Do you understand the grammar?*

# Vocabulary

## Objectives

- **Lesson aims:** to recall types of technology
- **Target language:** *call, computer, email, keyboard, letter, mobile phone, smartwatch, study, tablet, telephone*
- **Skills:** Reading, Listening, Speaking

## 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 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; Basketball technique; Traffic light cards technique; Exit slips
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Play a game with the vocabulary from the lesson. Divide the class into two teams. Ask a pupil from one of the teams to stand with their back to the board, facing his/her team. Write a word from the lesson on the board. Explain that the pupil with their back to the board is not allowed to look at the word. His/Her team needs to find a way to make their player say the word. They can define, explain, mime, give clues (it's got ten letters, etc.). The player has one minute to guess the word. If they can guess the word, they get a point. Then it's the other team's turn.

## Presentation

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

## Practice

### Pupil's Book

#### 1 W5 Listen, point and repeat.

- Write *Technology* on the board.
- Place pupils in pairs. Hand a sheet of A4 paper to each pupil and ask them to write down as many types of technology as they can in one minute. Ask pupils how many types they were able to write. The pupil with the most words wins.
- Pupils refer to page 7.
- Play the audio. Pupils listen, point and repeat.



#### 2 W6 Listen and tick (✓).

- Ask pupils to look at Activity 2. Ask pupils to say what they can see in the pictures.
- Tell pupils they are going to listen to dialogues.



- Play the audio for pupils to tick the correct object.
- Use the Traffic light cards technique to check that pupils have understood what they have to do.
- Check answers using the Lollipop stick technique or the Basketball technique.

#### 1 What did Sami use to do his homework?

- Mum:** Sami?  
**Sami:** Yes, Mum?  
**Mum:** Did you do your homework?  
**Sami:** Well, I started doing it on the computer. But then Dad needed to use it for work.  
**Mum:** So, how did you do it?  
**Sami:** I used my tablet!  
**Mum:** Good thinking!

#### 2 What did Fadi's dad buy at the weekend?

- Boy:** Hey Fadi! Did you have a good weekend?  
**Fadi:** Oh, yes! I went shopping with my dad.  
**Boy:** Great! Did you buy anything?  
**Fadi:** No, I didn't, but I got my mobile phone fixed. But guess what?  
**Boy:** What?  
**Fadi:** My dad bought a smartwatch!  
**Boy:** Oh, that's nice. I'd like a smartwatch, too!

#### 3 What did Abeer send to her grandpa?

- Dad:** Abeer, did you write to Grandpa yesterday? It was his birthday.  
**Abeer:** I did! I wrote to him three days ago.  
**Dad:** Why did you write to him three days ago? His birthday was yesterday.  
**Abeer:** Yes, but remember his computer doesn't work.  
**Dad:** Ah, that's right.  
**Abeer:** So I wrote him a letter and a card and posted them.  
**Dad:** Great!

## 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.

#### 3 Make questions and ask your partner.

- Place pupils in pairs. Have them write the questions before they begin.
- Use the Traffic light cards technique to check that pupils have understood what they have to do.
- Monitor pupils, helping where necessary.
- Use the Lollipop stick technique or the Basketball technique to choose pairs to act out their questions and answers.

## Activity Book

### 1 Complete the crossword.

- Pupils work individually to complete the crossword.
- Check answers using the Lollipop stick technique or the Basketball technique.

**Answer key** Across: 2 study, 3 computer, 6 call, 8 tablet, 9 mobile phone; Down: 2 smartwatch, 4 email, 5 keyboard, 7 telephone

### Extra activity Fast finishers

- Pupils write their ten favourite words from the Welcome unit in their notebooks.

### 2 W7 Listen and match. Which is their favourite?

- Play the audio.
- Pupils compare answers with a partner.
- Play the audio again for pupils to confirm answers.





1 Listen, point and repeat.



call



computer



email



keyboard



letter



mobile phone



study



smartwatch



tablet



telephone

2 Listen and tick (✓).



1 What did Sami use to do his homework?



2 What did Fadi's dad buy at the weekend?



3 What did Abeer send to her grandpa?



3 Make questions and ask your partner.

study for a test    use a smartwatch    play games on a tablet  
 write an email    send a letter    call a friend  
 make a call with a mobile phone    do homework on a computer

Did you study for a test at the weekend?

Yes, I did. What about you?

I did, too!

• Check answers using the Lollipop stick technique or the Basketball technique.

Answer key 1 d, 2 e, 3 a

- 1 **Ali:** Hi, I'm Ali. I like lots of technology. I really like my mobile phone, but my favourite is my tablet. I use it to do art and all kinds of other interesting things.
- 2 **Noura:** Hi, I'm Noura. My favourite technology item is unusual. I love talking with my cousins, but they live in the countryside and don't have the Internet. They do have a telephone, though. So, my favourite is the telephone because I use it to talk to my cousins!
- 3 **Abbas:** Hello. My name's Abbas. I really like my computer because I use it a lot for my homework to find out about things. But my favourite is my smartwatch. It can do so many things.

3 Describe three items in your notebook. In pairs, read and guess.

- Read out the example in the speech bubbles aloud.
- Monitor pupils while they're writing their descriptions.
- Place pupils in pairs and have them read and guess their descriptions.

Finishing the lesson

- Using the Summative questions technique, ask pupils if they found the lesson easy or difficult. You can also use Exit slips to have pupils evaluate the lesson.

# Mapping

## Topics

**Theme 4:** Environment

**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:** taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion); writing short speeches on how one can contribute positively to one's community

**Reading:** identifying and using prefixes, suffixes and visual clues to infer the meaning of new words; reading and understanding short, simple stories and comic strips involving familiar, concrete situations written in a high-frequency everyday language; segmenting long texts into smaller sections and reading one section at a time; 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; interpreting visual cues to analyse and make inferences about the intended message

# 5

## Animals in danger

**Sea animals:** dolphin, jellyfish, lobster, octopus, oyster, ray, seahorse, seal, shark, squid, turtle, whale  
**Land animals:** camel, gorilla, koala, lion, panda, parrot, polar bear, rhino  
**Pronunciation:** appear/disappear, like/dislike, agree/disagree, connect/disconnect

### 1 How many sea animal words do you know?



What doesn't belong in the picture?  
 Who is ready to go snorkelling?  
 Find thirteen stars on the boat.  
 What number can you find?

8 eight

What doesn't belong in the picture? **The book doesn't belong. (1)**  
 Who is ready to go snorkelling? **Hamed and Millie are ready to go snorkelling. (2)**  
 Find thirteen stars on the boat. **(circled in the picture)**  
 What number can you find? **13504 (3)**

## 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; begin to compare oral input (story vs. conversation)

**Speaking:** speak intelligibly while making statements, asking questions, giving instructions and reporting events; speak with less preparation and guidance from the teacher and more improvisation; 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 idea(s) and key facts in a reading text; explain how specific images or illustrations clarify and contribute to a text; summarise fiction and non-fiction texts

**Writing:** use correct sentence grammar, punctuation and capitalisation; write texts using a range of sentence connectives

**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; design posters and charts, using shapes, colours, symbols, layout and fonts to achieve particular effects



## Unit objectives

to talk about sea animals and land animals

## Language

<b>Vocabulary</b>	<b>Sea animals</b> <i>dolphin, jellyfish, lobster, octopus, oyster, ray, seahorse, seal, shark, squid, turtle, whale</i> <b>Land animals</b> <i>camel, gorilla, koala, lion, panda, parrot, polar bear, rhino</i>
<b>Grammar</b>	Past continuous Past continuous vs Past simple
<b>Functions</b>	Reminding someone to do something: <i>Remember to (change the cat's food and water).</i>
<b>Pronunciation</b>	Identify and use the prefix <i>dis-</i> to infer meaning: <i>appear/disappear, like/dislike, agree/disagree, connect/disconnect</i>

## Key competences

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

**Mathematical, science and technological competences:** order pictures (L. 4)

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

**Social and civic competences:** learn to be creative (L. 3, 9 and 12); learn to remind people to do something (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, 9 and 10)

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

## 21<sup>st</sup> Century Skills for Learning and Innovation

<b>Critical thinking</b>	Predicting (L. 11); Problem solving (L. 3); Logical thinking (L. 1, 3 and 9); Defining and describing (L. 1, 3, 7 and 9); Finding information (L. 1, 3, 5, 10, 11 and 12); Planning (L. 12); Reflecting on learning (L. 1–12)
<b>Creativity</b>	Writing about a sea animal (L. 3)
<b>Communication</b>	Remembering words (L. 1); Describing what animals were doing (L. 5); Answering questions (L. 7); Talking about animals (L. 9 and 10); Reminding people (L. 10); Functional dialogue (L. 10 and 12)
<b>Collaboration</b>	Project groupwork (L. 9); Acting out (L. 3)

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 5 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, English in action, CLIL
- Unit 5 Test

# Vocabulary

## Objectives

- **Lesson aims:** to learn and use sea animals vocabulary
- **Target language:** *dolphin, jellyfish, lobster, octopus, oyster, ray, seahorse, seal, shark, squid, turtle, whale*
- **Skills:** Speaking, Reading





## Materials

- Pupil's Book Pages 8–9
- sheets of A4 paper, enough for each pair of pupils
- stopwatch
- a ball
- Resource 35 A


## Global Scale of English (GSE)

- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can take part in basic games that use fixed expressions or rhymes (GSE 22).
- **Reading:** Can understand short, simple descriptions of objects, people and animals, if supported by pictures (GSE 27).

## Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation; Key question technique
-  Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Exit slips
-  Peer learning: pairwork; groupwork
-  Independent learning: Summative questions technique; portfolio

## Starting the lesson

-  Write *Animals* on the board. Ask *What's your favourite animal? Do you have a favourite animal which lives in the sea? What is it?* Pupils raise their hands to answer.






## Presentation

-  Explain that in this lesson pupils will learn to talk about sea animals.

## Practice

### Pupil's Book


#### 1 How many sea animal words do you know?

-  Refer pupils to page 8. Read the rubric and tell pupils to look at the picture and find the animals they know. Pupils work in pairs and tell each other the animals they know.
-  Using the Lollipop stick technique, ask pupils to name sea animals they know.
-   Place pupils in different pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class by having pupils raise their hands to give answers.
- **Extension**  Ask pupils to look at page 8. Have them describe the picture in pairs, telling each other where the people in the picture are and what they are doing, and to name any objects or colours that they know, e.g. *blue sea, boat*.

#### 2 5.1 Listen, point and repeat.

- Refer pupils to page 9. Tell pupils to count how many animals they know.
- Play the audio.




- Tell pupils to look at the photos 1–12 and practise the new vocabulary. Tell pupils to give you all the possible answers for each definition:
- *It's grey, it swims and it hasn't got arms or legs.* (*dolphin, whale, shark*)
- *It has tentacles instead of legs.* (*octopus, jellyfish, squid*)
- *It has a shell.* (*turtle, oyster, lobster*)
- *It is dangerous.* (*shark, ray*)
-  Place pupils in pairs. Have pupils say a word to their partner for them to point to the correct picture. Then they swap.

## Diversity



### Challenge

- Play the audio again. Have pupils repeat without looking at the book. Ask different pupils to then spell out the words orally.


### Support

-  Divide the class into two groups. Play the audio again for each group to listen and repeat.



#### 3 Look for the words from Activity 2 in the picture on page 8. Which word is missing from page 8?

-   Give pupils one minute to work in pairs to find the animals in the picture and write the missing word. Check answers using the Lollipop stick technique or the Basketball technique.


#### 4 Write the words in the table.

-  Pupils work in pairs to complete the activity. Explain that some sea animals can go in more than one column.
- Ask different pairs to give one answer for each category.
- **Extension** Internet search key words: *sea animals, sea creatures, ocean animal facts*




## Extra activity Creativity

-   Pupils work in pairs. Give each pair a sheet of A4 paper. They draw their favourite sea animals from the lesson and label them. They can display their work on the classroom wall or put it in their portfolios.

#### 5 Work with a partner. Play a memory game!

-  Place pupils in the same pairs for this activity.
- Move around the classroom monitoring pairs.
- Play the game again as a class.

## Finishing the lesson

-  Place pupils in groups. Assign a sea animal to each group. Call out the animals. When groups hear their animal, they stand up and mime it.
-   Using the Summative questions technique, ask pupils *What have you learnt today?* You can also use Exit slips to have pupils evaluate the lesson.

## Lesson 2 Activity Book

## Objectives

- **Lesson aims:** to learn and use sea animals vocabulary
- **Target language:** *dolphin, jellyfish, lobster, octopus, oyster, ray, seahorse, seal, shark, squid, turtle, whale*
- **Skills:** Writing

## Materials

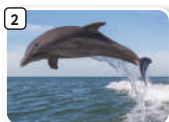
- Activity Book Page 6
- Pupil's Book Page 8
- sheets of A4 paper, enough for each pupil



2 Listen, point and repeat.



whale



dolphin



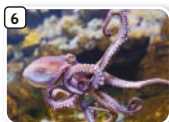
shark



seal



jellyfish



octopus



squid



lobster



oyster



seahorse



turtle



ray

3 Look for the words from Activity 2 in the picture on page 8. Which word is missing from page 8? **whale**

4 Write the words in the table.

Animals which have to breathe air.	Animals which have got legs.	Animals which have got a shell.
<b>whale</b>	<b>octopus</b>	<b>lobster</b>
<b>dolphin</b>	<b>lobster</b>	<b>oyster</b>
<b>seal, turtle</b>	<b>turtle*, seal*</b>	<b>turtle</b>

5 Work with a partner. Play a memory game!



I went to Aqaba aquarium, and I saw a jellyfish!

I went to Aqaba aquarium, and I saw a jellyfish and a turtle!

I went to Aqaba aquarium, and I saw a jellyfish, a turtle and a seahorse!



nine 9

\* Turtles have webbed feet, while sea turtles have flippers, not feet. Seals are pinnipeds, which means 'fin feet'. Some pupils may perceive them as 'legs'.

## Global Scale of English (GSE)

- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). Can write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model (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

- Pupils play *Sea Animals Bingo!* Hand each pupil a sheet of A4 paper and tell them to draw six squares in a grid. Pupils draw different sea animals in each square. Call out the sea animals for pupils to cross out the ones they have. When a pupil crosses out all his/her animals, he/she calls out *Bingo!*

## Practice

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

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

**Answer key** 1 She's holding a net. 2 It's called the *Jordanstar*.

2 Look, write and count.

- Pupils complete the activity individually. They then compare answers with a partner.
- Pupils work in groups and make vocabulary lists in their notebooks for the *I'm learning* box in their Activity Books.

**Answer key** 1 dolphin (2), 2 seal (2), 3 whale (1), 4 ray (5), 5 jellyfish (6), 6 squid (7), 7 octopus (5), 8 turtle (2), 9 seahorse (3), 10 shark (1), 11 oyster (8), 12 lobster (4)

3 Find and circle the odd one out. Write why.

- Pupils work individually to complete the activity. They then compare ideas with a partner.
- Check answers using the Lollipop stick technique.

**Answer key** 2 octopus – An octopus hasn't got a shell. 3 jellyfish – A jellyfish doesn't breathe air. 4 dolphin – A dolphin hasn't got a shell/legs.

### Extra activity Fast finishers

- Have pupils find the words that they didn't sort in their Pupil's Book Activity 4. They think of a category for each sea animal.

## Finishing the lesson

- Pupils close their books and work in pairs. Give them one minute to write down the names of sea animals.
- Using the Summative questions technique, ask *How many animals did you remember?*

# Story

10 (identifiable) fish, 3 seahorses, 1 ray, 4 squid, 1 shark



1 Before you read How many sea animals can you find in the story?

2 Listen and read.



## Shark adventure

1 OK, kids. We heard there were some humpback whales here today. They were swimming this way. But if you see a whale, remember, don't get too close! Whales are endangered animals!

2 Can I come?

The whales were swimming over there. Why don't you fly over the water with your camera?

OK! I love flying!

3

4 What's this? It was floating down there.

Is it a fish?

I don't think so. Let's ask my mum.

5 Back on the boat ...

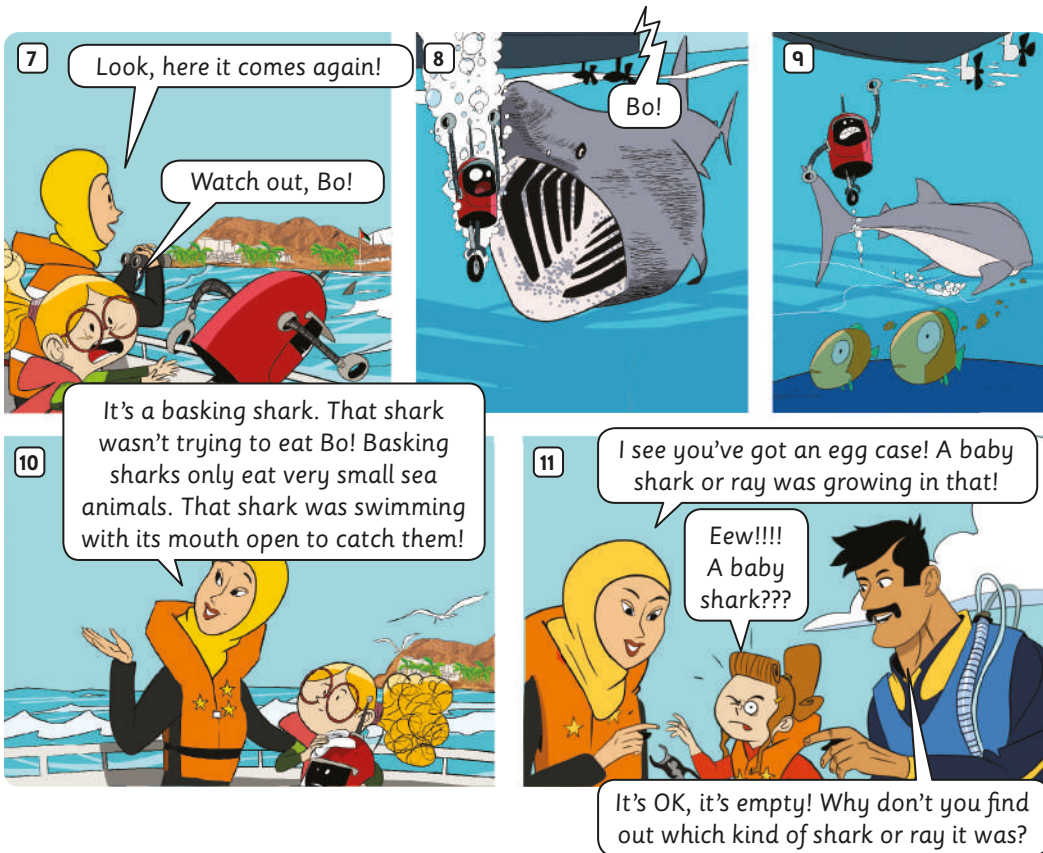
Look! It's a shark!

Or is it a whale?

6 Was it a whale? What was it doing? How quickly was it swimming?

It was swimming more slowly than a whale, and it didn't come up for air.

10 ten



3 Which animal was growing in the egg case?

Go to page 58 to find out. **A blonde ray was growing in the egg case.**



4 **After you read** Look at the story and write the names. Who ...

- |                                   |  |
|-----------------------------------|--|
| 1 uses a camera? <u>Bo</u>        | 4 is talking about whales? <u>Dad</u>        |
| 2 finds an egg case? <u>Katy</u>  | 5 is snorkelling? <b>Hamed, Katy, Millie</b> |
| 3 falls into the water? <u>Bo</u> | 6 is flying? <u>Bo</u>                       |



I am careful not to harm animals.

5 Act out the story.

6 Find out about a sea animal. Does it lay eggs or does it have live babies? Share with the class.

# Story

## Objectives

- **Lesson aims:** to listen to, analyse and act a story
- **Target language:** revision of sea animals vocabulary; *endangered*
- **Skills:** Reading, Listening





## Materials

- Pupil's Book Pages 10–11
- a ball
- Happy/Sad face cards
- sheets of A4 paper, enough for each pupil
- Resource 39


## 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). Can act out parts of a picture story, using simple actions and words (GSE 30).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).


## Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Basketball technique; Happy/Sad face cards technique; Lollipop stick technique
-  Peer learning: acting out; pairwork; groupwork
-  Independent learning: Summative questions technique

## Starting the lesson

-  Using the Basketball technique, ask pupils to say one sea animal each from Lesson 1.

## Presentation

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

## Practice

### Pupil's Book

### 1 Before you read How many sea animals can you find in the story?

- Refer pupils to pages 10 and 11.

### 2 5.2 Listen and read.

- Write *endangered* on the board and ask pupils to find a word inside this word (*danger*). Ask *What does danger mean?* and elicit answers.
- Play the audio.
- Check comprehension. Ask *Which animal is endangered?* (*whale*) *What does Bo do?* (*flies over the whales with his camera*) *What did the kids see swimming near them?* (*a basking shark*)



## 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 Which animal was growing in the egg case? Go to page 58 to find out.

-  Pupils discuss in pairs.
-  Using the Happy/Sad face cards technique, ask *Did you find what animal was growing in the egg case?*


### 4 After you read Look at the story and write the names. Who ...

-  Pupils work individually to complete the activity. Check answers using the Lollipop stick technique or the Basketball technique.

### 5 Act out the story.

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


## Values

-  Pupils think about the value individually and then discuss in pairs.
- Discuss the value as a class.
- Ask *Why is it important to be kind to animals? How can we protect animals? If you see an animal in trouble, what should you do? How do you show respect to animals?*


### 6 Find out about a sea animal. Does it lay eggs or does it have live babies? Share with the class.

- Give pupils a sheet of A4 paper for their work.
- Pupils describe their sea animal to the class.
- **Extension** Internet search key words: *sea animals, sea creatures, ocean animal fact*

## Extra activity Critical thinking

-  Pupils swap work from Activity 6 with a partner and write two questions about the animal for extra information. Pupils find answers to their partner's questions.

## Finishing the lesson

- Assign *shark* or *whale* to different pupils. Play the story. Pupils stand up when they hear their animal.
-  Using the Summative questions technique, ask pupils what their favourite part of the story was and to give reasons for their answers.

## Lesson 4 Activity Book

## Objectives

- **Lesson aims:** to review a story
- **Target language:** revision of sea animals vocabulary; *endangered*
- **Skills:** Reading

## Materials

- Activity Book Page 7

## Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can understand the main themes of a simplified story (GSE 36). Can understand the correct sequence of events in a simple story or dialogue (GSE 37).

## 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
-  Peer learning: pairwork
-  Independent learning: Summative questions technique

## Starting the lesson

- Ask pupils if they have been snorkelling before. Ask *Where did you go? Did you enjoy it? What sea animals did you see?*

## Practice

### 1 After you read Look and order the story.

- Give pupils one minute to complete the activity.

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

### 2 Read and complete.

- Pupils complete the activity individually.


**Answer key** 2 water, whale; 3 shark, Bo; 4 mum, animals

### 3 Correct the mistakes.

- Pupils complete the activity individually.

**Answer key** 2 flies over, 3 an egg case, 4 ray

### 4 Values Read and circle. What do you think?


-  Pupils write and then compare answers with a partner.

**Answer key** 2 they mustn't disturb them, 3 learn about the animal from the egg case

## Extra activity Fast finishers

- Pupils find words in the story connected to the sea and write them in their notebooks.

## Finishing the lesson

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

### CLIL Link

In Unit 5, the story is based around the concept of living organisms and their vital functions (reproduction in sharks and manta rays) from the Science curriculum.

The Discovery Team find a blonde ray egg case in the sea, but they don't know what it is at first. Back on the boat, a basking shark approaches when Bo falls into the water very near it and Katy worries, but Hamed's mum explains that this shark eats very small sea animals, so it isn't dangerous.

To explore the concept of living organisms further, you can use Resource 39.

## Grammar

## Objectives

- **Lesson aims:** to learn and use the Past continuous
- **Target language:** *The shark was looking for small sea animals.*
- **Skills:** Reading, Listening, Speaking





## Materials

- Pupil's Book Page 12
- Resource 45 A
- a ball

## Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **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 talk about an event in the past using fixed expressions, given a model (GSE 37).


## Assessment for Learning

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

## Starting the lesson


- Write *Shark adventure* on the board. Ask *What sea animals did the kids see? What did they find? What was in the egg case?* Ask pupils what else they remember from the story from Lesson 3. Prompt with questions, e.g. *What do basking sharks eat? Which sea animal is endangered? Why did Bo fly?*

## Presentation

-  Explain that in this lesson pupils will learn to use the Past continuous.
- Write *The dolphin was swimming*. Read the sentence and have pupils repeat. Circle *The dolphin* and underline *was swimming*. Ask *What's the animal?* and *What's the verb?* Explain that we use *was/were* and the verb with *-ing* to talk about things that were happening at a particular time. Say *At 7 o'clock yesterday, I was eating breakfast.*

## Practice


## Pupil's Book


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

- Refer pupils to pages 10–11.

- 2  **5.3 Listen and repeat.**

- Play the audio.

- 3  **5.4 Listen and point to the correct picture.** What were the sea animals doing? There are two pictures you don't need.

- Ask pupils to describe what they can see in the pictures.
- Play the audio. Pupils work individually and check in groups.
-  Check answers using the Lollipop stick technique or the Basketball technique.



**Girl:** I went to the aquarium at the weekend. I saw so many sea animals! It was great!

**Boy:** What did you see there?

**Girl:** I saw some seals. They were amazing.

**Boy:** What were they doing?

**Girl:** They were swimming, and one seal was jumping out of the water!

**Boy:** What else did you see?


**Girl:** I saw some rays and sharks. The rays were swimming in a small pool. The sharks were eating their lunch.


**Boy:** What were the sharks eating? Were they eating other fish?

**Girl:** No, they weren't. They were eating meat!

**Boy:** Cool!


**Girl:** And we also saw some seahorses. They were really small and colourful. They weren't swimming. They were holding onto plants.

- 4  **Hani visited the aquarium on Saturday. What were the animals doing when he arrived at 11 o'clock? In pairs, look, ask and answer.**


-  Pupils work in pairs. Monitor the pairs.

## Diversity


## Challenge

-  Pupil A asks a question with *What ...* about the picture and Pupil B answers. Then they swap roles.

## Support

-  Pupils take turns to say an affirmative sentence about the picture.

## Finishing the lesson

- Say sentences in the Past continuous and pupils mime: *You were swimming/sleeping/eating, etc.*
-  Using the Summative questions technique, ask pupils how we form the Past continuous and what we use it for. You can also use Exit slips to have pupils evaluate the lesson.

## Lesson 6 Activity Book

## Objectives

- **Lesson aims:** to learn and use the Past continuous
- **Target language:** *He was buying a toy dolphin.*
- **Skills:** Listening, Writing





## Materials

- Activity Book Page 8

## Global Scale of English (GSE)

- **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).
- **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: Lollipop stick technique
-  Peer learning: pairwork
-  Independent learning: Summative questions technique



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

- 1 A baby shark or ray was growing in that!
- 2 That shark wasn't trying to eat Bo!
- 3 It was swimming more slowly than a whale.

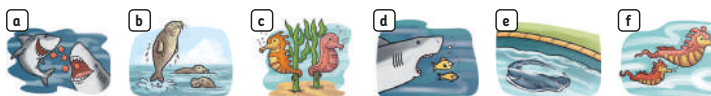


2 Listen and repeat.

What was the shark doing?  
The shark was looking for small sea animals. It wasn't looking for big fish.



3 Listen and point to the correct picture. What were the sea animals doing? There are two pictures you don't need.



a eating meat      b swimming and jumping onto plants      c holding  
d swimming in a small pool      e      f

4 Hani visited the aquarium on Saturday. What were the animals doing when he arrived at 11 o'clock? In pairs, look, ask and answer.

jump out of the water    catch a small fish    climb out of the tank  
eat fish    look out of the water    walk along the bottom of the tank



What were the seals doing at 11 o'clock?

They were eating fish!

12 twelve

Starting the lesson

- On the board, write *What were you doing at 7 o'clock yesterday evening?*
- Place pupils in pairs and have them ask and answer. Monitor pupils, helping where necessary.

Practice

1 5.5 Listen and write the letters.

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



**Jaber:** I've got an idea! Let's see if we were doing the same thing at the same time!  
**Huda:** That sounds fun ... so Jaber, what were you doing last Saturday at 12 o'clock?  
**Jaber:** Well ... I was buying a present for my sister's birthday at the toy shop in town. She loves dolphins and seals, so I bought her a toy dolphin.  
**Huda:** Oh! How fun!  
**Jaber:** What about you, Huda?  
**Huda:** Hmm ... I was having fun with my family at the aquarium in town. There were dolphins, octopi, seals. At 12 o'clock, I was watching the seals.  
**Jaber:** That sounds exciting! What about you, Talal and Nour? Were you at the aquarium, too?  
**Talal:** Oh, no! But we were with our family as well.

**Nour:** Yes, and we were shopping in town. At around 12 o'clock, we were buying a big octopus at the fishmonger's.

**Jaber:** Wow! What about you, Dana and Aisha? Were you in town?

**Dana:** Oh, yes ... but we weren't shopping. We were having lunch at a restaurant.

**Jaber:** And what were you having? An octopus?

**Aisha:** Ha, ha! No! We were having oyster soup! Yummy!!

**Answer key** Huda C, Talal and Nour E, Dana and Aisha D

2 Look at Activity 1 and complete the sentences.

**Answer key** 2 was watching the seals; 3 were, buying, were buying an octopus; 4 Were, having, No, weren't, were having oyster soup

3 What were you doing last Saturday at 12 o'clock? Write. Then compare in pairs.

- Place pupils in pairs for this activity. Monitor.

Extra activity Fast finishers

- Pupils write down the story from Pupil's Book Activity 4.

Finishing the lesson

- Using the Summative questions technique, ask pupils if they understand how to use the Past continuous.

### Objectives

- **Lesson aims:** to learn and use land animals vocabulary; to compare the Past continuous and the Past simple; to learn and sing a song
- **Target language:** *camel, gorilla, koala, lion, panda, parrot, polar bear, rhino; I was watching the koalas when the lion escaped!*
- **Skills:** Listening, Speaking

### Materials

- Pupil's Book Page 13
- eight cards with words: *camel, gorilla, koala, lion, panda, parrot, polar bear, rhino*
- eight cards with pictures (drawings or printouts): *camel, gorilla, koala, lion, panda, parrot, polar bear, rhino*
- Resources 35 B, 45 B, 49, 53

### 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 an event in the past using fixed expressions, given a model (GSE 37).

### Assessment for Learning

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

### Starting the lesson

- Ask pupils *What is your favourite sea animal? What is your favourite land animal?* and elicit answers.

### Presentation

- Explain that in this lesson pupils will learn and talk about land animals and they will learn how to use the Past continuous and the Past simple together. They will also sing a song.
- Stick the picture cards on the board. Ask pupils to raise their hands and say which animals they know. Point and say the animals and have pupils repeat. Explain to pupils that these are the land animals for the lesson today.

### Practice

#### Pupil's Book

#### 1 5.6 Listen, point and repeat.

- Refer pupils to page 13.
- Play the audio.
- Practise the vocabulary. Pupils call out the animals:  
*Which animal can fly? (parrot)*  
*Which animal climbs trees? (gorilla, panda, koala)*  
*Which animal is a big cat? (lion)*  
*Which animal lives in the desert? (camel)*  
*Which animal has a horn on its nose? (rhino)*  
*Which animal lives on ice? (polar bear)*
- **Extension** Internet search key words: *facts for kids – camel, gorilla, koala, lion, panda, parrot, polar bear, rhino*



### Extra activity Collaborative work

- Have pupils take it in turns to say a word to their group for their group members to point to the correct picture.

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

- Ask pupils to look at the pictures and raise their hands to say which animals they can see (*parrot, bee, gorilla, polar bear, camel*).
- Play the song and tell pupils to listen only this time.
- Read out the song one line at a time and have pupils repeat as a class.
- Play the song again and encourage pupils to join in.
- 5.8 Play the karaoke version of the song again and encourage pupils to sing.



#### 3 5.9 Listen and repeat.

- Play the audio.
- Tell pupils *I was eating breakfast when the phone rang*. Write this sentence on the board as you say it. Ask *Which words are in the Past continuous/Past simple?* and elicit answers. Ask *Which words are for something that was happening/happened?* and elicit answers.



#### 4 In pairs, ask and answer questions about the song.

- Ask two pupils to read out the examples.
- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.

### Diversity

#### Challenge

- Pupils can complete the activity in pairs without preparation. After the activity, ask different pairs to demonstrate one question and answer.

#### Support

- Before completing the activity, write the examples on the board. Underline the Past continuous in the examples and circle the Past simple and point out that we use the Past simple after *when*.

#### 5 Pupil A: Activity Book, page 44.

#### Pupil B: Activity Book, page 46.

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

### Extra activity TPR

- Place the word cards and picture cards around the room. Divide the class into two groups. Assign *word* to one group and *picture* to the other group. Say the animal words and have a pupil from each group find the correct card.

### Finishing the lesson

- Call out an animal and have pupils mime it.
- Using the Summative questions technique, ask pupils *What have you learnt today? Did you find the lesson difficult or easy?* You can also use Exit slips to have pupils evaluate the lesson.

### Lesson 8 Activity Book

### Objectives

- **Lesson aims:** to learn and use land animals vocabulary; to review the Past continuous and the Past simple
- **Target language:** *lion, rhino, gorilla, panda, camel, parrot, koala, polar bear; The lions were drinking when we drove past.*
- **Skills:** Writing, Speaking

## 1 Listen, point and repeat.



lion



rhino



gorilla



panda



camel



parrot



koala



polar bear

## 2 Listen and sing.



I was walking along the path through the hills,  
When seven gorillas jumped out of the trees.

I was watching the gorillas playing in the forest,  
When seven large parrots arrived with seven large bees.

I wasn't looking at those bees flying high in the sky,  
Because seven big camels started to play.

I was watching those camels when I heard a noise,  
And seven polar bears arrived in a sleigh.

The bears weren't there anymore,  
When I woke up! It was a brand new day!



## 3 Listen and repeat.

What **were** you doing when the lion **escaped**?

I **was watching** the koalas when the lion **escaped**! I **wasn't watching** the lion!



## 4 In pairs, ask and answer questions about the song.

What were you doing when the gorillas jumped out of the trees?

I was walking along the path.

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

thirteen 13

## Materials

- Activity Book Page 9
- a ball

## Global Scale of English (GSE)

- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).
- **Speaking:** Can sing a basic song from memory (GSE 22). Can talk about an event in the past using fixed expressions, given a model (GSE 37).

## Assessment for Learning

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

## Starting the lesson

- Play *Backs to the board* with the land animals vocabulary.

## Practice

## 1 Look and complete the cards.

- Pupils complete the activity individually. They then compare answers with a partner.

- Pupils make fact files as suggested in the *I'm learning* box. They use the Internet to search for ideas.

**Answer key** 2 gorilla, 3 koala, 4 lion, 5 panda, 6 parrot, 7 rhino, 8 polar bear

## 2 Read and circle.

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique or the Basketball technique.

**Answer key** 2 was eating, took out; 3 were sailing, jumped; 4 were sleeping, arrived

## 3 In pairs, ask and answer the questions.

- Place pupils in pairs.
- Monitor pupils, helping where necessary.
- Ask volunteer pairs to ask and answer the questions for the class.

## Extra activity Fast finishers

- Pupils copy one verse of the song from the Pupil's Book into their notebooks and draw a picture to match.

## Finishing the lesson

- Using the Summative questions technique, ask *Do you like the song? Can you remember it without looking at the book?*
- **5.8** Play the karaoke version of the song again and encourage pupils to sing.



## Objectives

- **Lesson aims:** to learn about the RSPCA (Royal Society for the Prevention of Cruelty to Animals)
- **Target language:** revision of vocabulary and grammar; *wildlife, in trouble, injured, rescue, recover*
- **Skills:** Reading, Speaking, Listening

## Materials

- Pupil's Book Page 14
- Activity Book Page 10
- a ball
- Happy/Sad face cards
- sheets of A4 paper, enough for each group of pupils
- 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).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Basketball technique; Happy/Sad face cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Ask pupils if they know of any organisations that protect or help injured animals. Ask them why it's important to protect animals.

## Presentation

- Explain that in this lesson pupils will talk about an organisation in the UK called *the RSPCA*.
- Write *RSPCA = Royal Society for the Prevention of Cruelty to Animals* on the board. Elicit the meaning of *cruelty* and *prevention*. Say *If you hurt or don't look after an animal, it is called cruelty. When you stop something before it happens, that is called prevention.*
- Introduce these words from the text and explain meanings: *wildlife* (not pets), *in trouble* (having a problem), *injured* (hurt, like a broken leg), *rescue* (save), *recover* (get better).

## Culture notes

- The RSPCA is a charity that operates in England and Wales. It supports the welfare of animals. It is funded by donations.

## Practice

### Pupil's Book

### 1 Before you read Which organisations in Jordan protect animals?

- Refer pupils to page 14 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 5.10 Listen and read.

- Tell pupils to find different animals while they read.
- Play the audio and have pupils read along in their books.
- Check comprehension with questions: *What does the RSPCA have for injured animals? (hospitals and centres) How many animals did they rescue last year? (over 120,000) How many cats did they find homes for? (30,000 cats)*



## Fun activity

- Pupils draw and label a picture of their favourite animals.
- Pupils present their drawings to the class.

### 3 After you read Activity Book, page 10.

- Pupils turn to page 10 in their Activity Books and complete the activities.

## Extra activity Critical thinking

- Pupils work in pairs and find all the numbers in the text. They write down the figures, say the numbers to each other and then write the numbers in words.

### 4 What do you do if you find an injured animal?

- Place pupils in pairs for this activity.
- Ask different pairs to say what they do. Promote class discussion with questions, e.g. *Do you agree? What would you do instead? What else can you do? Has anyone ever found an injured animal? What did you do?*

## Diversity

### Challenge

- Using the Basketball technique, ask pupils to say a key word from the text that is connected to the theme of animals. 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. Explain meanings if necessary.

## Project

### Make a spider diagram about an animal protection organisation.

- Divide pupils into groups of four.
- Explain that pupils should write at least one idea each in their spider diagram.
- Monitor and help groups.
- Each group presents their spider diagram to the class. Make sure every pupil says something.
- **Extension** Internet search key words: *Animal protection organisations/societies in Jordan, RSPCA*



## Extra activity TPR

- Call out things that people do to animals. Pupils respond with their Happy/Sad face cards; a happy face for good treatment and a sad face for cruelty: *hit, hurt, injure, chase, throw stones, don't feed, leave in the street, pet, feed, cuddle, look after, play ball, walk, keep warm, give water*



# HELPING ANIMALS FOR NEARLY 200 YEARS!



The Royal Society for the Prevention of Cruelty to Animals, or RSPCA for short, is a British animal protection organisation. It started in 1824!

If you find an animal which is in trouble or hurt, you can call the RSPCA. The RSPCA has hospitals and centres where it looks after animals. Last year the RSPCA rescued over 120,000 animals!

If you want to find an animal for your home, you can go to an RSPCA centre and choose one. Last year the RSPCA found new homes for over 30,000 cats! You can find cats, rabbits, birds and even horses! But you can't just take the animal home. The RSPCA workers will ask you lots of questions about your home and your family, to help you choose the right one for you. For example, if you haven't got a garden, you probably shouldn't have a rabbit!



The RSPCA also has special centres for injured wildlife, like bats or birds. This green parrot is called Roxie. She had a broken leg, but now she's recovering at a wildlife centre!



## Fun Activity

Draw and label a picture of your favourite animal!

1 **Before you read** Which organisations in Jordan protect animals?

2 **Listen and read.**



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

4 **What do you do if you find an injured animal?**

If I find an injured animal, I ...

14 fourteen

## Project

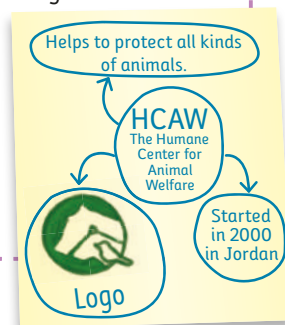
### Make a spider diagram about an animal protection organisation.



- 1 In groups, choose an organisation.
- 2 Find out about this organisation.
- 3 Draw a spider diagram and write.

- What's the name of the organisation?
- When did it start?
- What kind of animals does it help?

4 Present your diagram to the class.



### Activity Book

1 **Look and complete the sentences.**

- Pupils complete then compare with a partner.

**Answer key** 2 trouble, 3 protection, rescued, 4 wildlife, look after

2 **After you read** Complete the sentences. Use 1, 2 or 3 words.

- Check answers using the Basketball technique.

**Answer key** 2 than 120,000 animals, 3 centre, 4 cats, 5 your family

### Extra activity Creativity

- Pupils look at Activity 1 again and think of a different animal and change the text.
- Ask them to retell their new texts to the class.
- Write the following ideas on the board to help: *Animals: cat, turtle, bird, koala, parrot, hamster, rabbit, horse; Injured body parts: tail, wings, teeth, shell*

### Extra activity Fast finishers

- Pupils copy out the song from Lesson 7 and change the animals.

### Finishing the lesson

- Using the Summative questions technique, ask *What did you learn today?* and have pupils raise their hands to offer answers.

# English in action

## Objectives

- **Lesson aims:** to learn to remind someone to do something; to identify and use the prefix *dis-* to infer meaning
- **Target language:** *Remember to (change the cat's food and water); appear/disappear, like/dislike, agree/disagree, connect/disconnect*
- **Skills:** Reading, Listening, Speaking

## Materials

- Pupil's Book Page 15
- Activity Book Page 11
- Yes/No response cards
- a ball
- Resource 57

## Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).
- **Speaking:** Can talk about everyday activities using simple language (GSE 32). 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; Lollipop stick 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 *Have you got a cat? Have you got a fish? Have you got a parrot? Have you got a rabbit? Have you got a different animal from these ones?*

## Presentation

- Explain that in this lesson pupils will learn to remind someone to do something and identify and use the prefix *dis-* to infer meaning.
- Write these verbs on the board: *feed, clean, change, wash, take*. Ask pupils to predict sentences about looking after pets, using the verbs that they think will be in the lesson.
- Ask different pupils to write their ideas on the board.

## Practice

### Pupil's Book

- 1 **Have you got an animal? How do you look after it? Circle.**
  - Refer pupils to page 15. Pupils discuss in pairs and then raise their hands to offer answers.
- 2 **5.11 Listen. Why is the vet talking to Nadia?**
  - Play the audio. Pupils raise their hands to offer answers. Do not confirm answers yet.
- 3 **5.12 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 Nadia; the other is the vet. 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 to the class.

- 4 **Choose an animal. Have a conversation with a partner about how to look after it.**

- Place pupils in pairs to complete the activity.
- Walk around the class monitoring pairs.
- **Extension** Pupils repeat the activity in different pairs.

## Diversity

### Challenge

- Have pupils act out their conversation to the class.

### Support

- Give pupils one minute to prepare their ideas before talking.

## Extra activity TPR

- Read out the ways of looking after a cat from Activity 1. Pupils mime the actions you say: *Remember to feed the cat, etc.*

## Pronunciation

- 5 **5.13 Listen and say the tongue twister.**

### What do you notice about the coloured words?

- Ask pupils to say what they can see in the picture.
- Ask pupils what they notice about the coloured words. Explain that the prefix *dis-* means 'not' or 'opposite of'. Tell them that we can add *dis-* to some words to change their meaning.
- 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 to their partner as fast as they can.
- **Extension** Place pupils in groups of four. Ask them to think of other words that the prefix *dis-* can be added to.

## Activity Book

- 1 **Complete the sentences in your notebook so that they mean the same.**

- Pupils do the activity individually. Pupils raise their hands to offer answers.
- Check answers using the Lollipop stick technique or the Basketball technique.

**Answer key** 2 to change the water every three days, 3 to look after my fish, 4 to feed the fish in the morning every day

- 2 **5.14 Complete the dialogue with the new sentences in Activity 1. Listen and check.**

- Pupils work in pairs to complete the activity.
- Play the audio.

**Man:** So, Salwa, you're going to adopt an animal from the animal centre, right?  
**Salwa:** Yes, I am.  
**Man:** What kind of animal do you want to adopt?  
**Salwa:** I want to adopt some fish.  
**Man:** OK. About the food ... Remember to feed the fish in the morning every day.  
**Salwa:** I'll remember!  
**Man:** And one more thing. Don't forget to change the water every three days.  
**Salwa:** I won't forget! I promise to look after my fish!

1 Have you got an animal? How do you look after it? Circle.

feed it    clean the cage  
change water    wash it

2 Listen. Why is the vet talking to Nadia?  
**Nadia wants to adopt a cat and the vet is giving her advice.**

3 Listen, read and check.



Nadia, you're going to adopt an animal from our centre, right?

Yes, that's right.

What kind of animal do you want to adopt?

I want to adopt a cat.

OK. You must look after it. Remember to change the cat's food and water every day.

I'll remember!

And don't forget to clean the bowls every day.

I won't forget! I promise to look after my cat!



Say it!

Remember to change the cat's food and water every day.  
Don't forget to clean the bowls every day.  
I promise to look after my cat!

4 Choose an animal.  
Have a conversation with a partner about how to look after it.

a cat    a rabbit    a fish  
a parrot    a tortoise

Pronunciation

5 Listen and say the tongue twister. What do you notice about the coloured words?

The whale **appears** in the morning,  
And swims around in the sea.  
It **disappears** in the evening,  
And swims away from me!



**They're opposites (by adding the prefix dis- to some words, we can make them opposite/negative).**

fifteen 15

**Answer key** 2 Remember to feed the fish in the morning every day.; 3 Don't forget to change the water every three days.; 4 I promise to look after my fish!

3 5.15 Write the negative forms. Listen and check.

- Pupils do the activity individually.
- Play the audio to check answers.
- Pupils write sentences for both forms of each word in their notebooks. Monitor pupils, helping where necessary.



like – dislike, agree – disagree, honest – dishonest, obey – disobey, connect – disconnect, appear – disappear

**Answer key** 1 dislike, 2 disagree, 3 dishonest, 4 disobey, 5 disconnect, 6 disappear

Extra activity Fast finishers

- Pupils write the reminders the vet gave Nadia.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *What do your mum and dad remind you to do? Do they have to remind you often?*

## Objectives

- **Lesson aims:** to read and analyse an article about whales
- **Target language:** revision of unit vocabulary and grammar; *save, ocean, emergency, frightened, calming, reach*
- **Skills:** Reading, Speaking





## Materials

- Pupil's Book Page 16
- Activity Book Page 12
- a ball
- some classical music
- Resource 61

## Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions (GSE 41).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can briefly say what they like or dislike about a simple story (GSE 32).



## Assessment for Learning

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

## Starting the lesson

- Write *Whales* on the board. Have pupils raise their hands and tell you things they know about whales.

## Presentation

-  Explain that in this lesson pupils will read a text about whales in trouble. Before reading the text, ask pupils to predict what problem they think the whales had.
-  Write *save, ocean, emergency, frightened, calming and reach* on the board. Ask pupils to work in pairs and think of words that mean the same thing for each word. Check answers using the Lollipop stick technique (*rescue, sea, dangerous situation, scared, relaxing, get to*).
- Ask pupils to add ideas to their predictions for the story with these new words.

## Diversity

### Challenge

- Ask pupils extra questions: *Have you heard of beluga whales? What do you know about beluga whales? Do you think they are big or small? Do you think they live in cold or hot oceans?*


### Support

- Give pupils some extra information before they read: *The text is about beluga whales. They live in cold oceans.*

## Practice

### Pupil's Book

#### 1 Before you read What do you know about the Arctic?


-  Refer pupils to page 16. Pupils discuss in pairs first. Using the Lollipop stick technique, ask pupils for ideas. Accept all reasonable suggestions.

#### 2 5.16 Listen and read.



- Ask pupils to find out if their prediction was correct. Play the audio.
- Check comprehension with questions. Ask *Where do beluga whales stay? (in the open ocean) Where did a group of whales get trapped? (under the ice) What did the captain do to make the whales follow the ship? (He played calming classical music.)*




### Extra activity Critical thinking

-  Pupils work in pairs and find all the nouns and verbs in the text connected to the theme of whales and the ocean. They write the words in their notebooks under two separate headings.
- **Extension** Ask pupils to say what tense the verbs are in.


#### 3 After you read Write the paragraph number for each summary.

- Pupils complete the activity individually. They then compare answers with a partner.
-  Check answers using the Lollipop stick technique or the Basketball technique.
-  In groups, pupils can find out more about different whales and then present their information to the class.

### Extra activity TPR



-  Assign the role of whales to some pupils and the role of the ship to some other pupils. Read the text and have pupils mime out the event. Play some classical music to add to the miming.
- Repeat with other groups. Have a class vote for the best miming.

#### 4 What did you like about this article? What surprised you?

-  Pupils discuss in pairs.
- Ask for class feedback.



### Activity Book

#### 1 After you read Match the words and the pictures.

-  Give pupils one minute to complete the activity. They compare answers with a partner.
-  Check answers using the Lollipop stick technique or the Basketball technique.


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

#### 2 Correct the underlined mistakes.

-  Pupils work individually and check in pairs.
-  Check answers using the Lollipop stick technique or the Basketball technique.

**Answer key** 2 winter, 3 ship, ice, 4 channel, ship, 5 under, 6 followed, 7 days, 8 safe

#### 3 In groups, draw four pictures and make a poster of the story about the beluga whales. Display your posters in class and retell the story.

-  Place pupils in groups and ask them to draw four pictures and make a poster of the story about the beluga whales.
- Walk around the class monitoring pairs.



Possible answers: it's mainly ocean, in summer it doesn't get dark, many animals live there (Arctic foxes, Arctic hares, reindeers, seals, etc.), the Inuit people live there, it's getting warmer

Reading

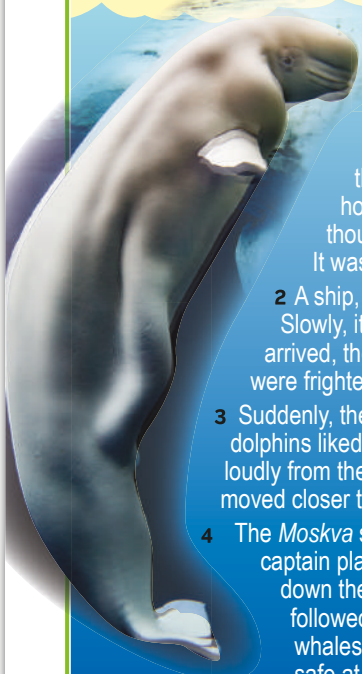
1 Before you read What do you know about the Arctic?

2 Listen and read.



It's very cold! There are polar bears ...



## SAVE THE BELUGA WHALES!



- 1 Beluga whales are white whales that live in the Arctic Ocean. In winter, they stay in the open ocean, away from the sea ice. But some years ago, a group of them became trapped under the ice. There was only one hole in the ice where they could come up to breathe. But thousands of whales all needed to breathe at the same hole! It was an emergency!
- 2 A ship, the *Moskva*, started breaking the ice to get to the whales. Slowly, it made a channel to them. But when the *Moskva* finally arrived, the whales didn't want to swim into the channel. They were frightened of the ship!
- 3 Suddenly, the captain of the *Moskva* had an idea. He knew that dolphins liked music, so he started playing calming classical music loudly from the ship. When he was playing classical music, the whales moved closer to the ship!
- 4 The *Moskva* started moving down the channel, stopped, and the captain played music. The whales came closer. The ship moved down the channel, stopped, and played music again. The whales followed. It took many days, but finally the *Moskva* and the whales reached the open ocean. The beluga whales were safe at last!

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

- a The whales reached the open sea. 4
- b The captain had a good idea. 3
- c A ship made a channel through the ice to the whales. 2
- d The beluga whales were trapped. 1

4 What did you like about this article? What surprised you?

I liked how ...

I was surprised that ...

16 sixteen

- Place two groups together and have them compare and talk about their posters.
- Display the posters on the wall.
- Have pupils look at the posters on display and give their classmates feedback using the Two stars and a wish technique.

Extra activity Fast finishers

- Pupils write ten favourite words from this lesson in their notebooks. They write the meanings or draw pictures next to the words.

Finishing the lesson

- Pupils close their books. They work in pairs and tell each other what happened to the beluga whales. They take turns to say a sentence.
- Walk around the class monitoring pairs.
- Using the Thought-provoking questions technique, ask *Did you remember everything? What did you learn about beluga whales? What do you think about the captain's idea?*

## Objectives

- **Lesson aims:** to understand a listening task; to talk about an animal in danger; to write about an animal in danger
- **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
- coloured pencils
- a folder
- Yes/No response cards
- Resource 65


## Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can describe where an animal lives in a simple way (GSE 31).
- **Writing:** Can write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model (GSE 38).

## Assessment for Learning



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

## Starting the lesson

-  **5.7** Play the song from Lesson 7 and encourage pupils to join in and do the actions.



## Presentation

-  Explain that in this lesson pupils will listen to people talk about animals in danger and then write about an animal in danger.
-  Using the Basketball technique, ask pupils to name the sea and land animals they remember.

## Practice

### Pupil's Book

### Listening

-  **5.17** Listen and choose the correct answers.

- Refer pupils to page 17 and tell them to read the questions and all the multiple-choice answers before they listen.
- Play the audio.



**Interviewer:** And today we're talking to Dr Hassan Albanna, who is a scientist studying polar bears in the Arctic. Tell us about polar bears, Dr Albanna.

**Dr Albanna:** Well, polar bears are beautiful animals! They are very big, white bears which live on the ice in the Arctic.

**Interviewer:** What do they eat?

- Dr Albanna:** They eat seals. Seals are polar bears' favourite food.  
**Interviewer:** How do they catch the seals? Can they swim quickly?  
**Dr Albanna:** Yes, they can. Polar bears are very fast swimmers; they can swim at ten kilometres an hour!  
**Interviewer:** That's fast! Are there a lot of polar bears in the Arctic?  
**Dr Albanna:** Yes, there are, but they are in danger because our Earth is getting warmer. When the Earth gets warmer, the sea ice melts. Then the polar bears have no home.  
**Interviewer:** That's terrible! So what is ...

## Diversity

### Challenge


- Ask more comprehension questions: *What is Dr Albanna's job? What animal does he study? Do polar bears swim slowly? Why are they in danger?*

### Support

- Write the questions above on the board for pupils to answer.

## Speaking

-  **2** Talk about an animal in danger. What do you know about it?


-  Pupils work in pairs.
- When they have talked about their animal, pupils change pairs and repeat the activity.
- Ask different pupils to tell the class about their animals.
- **Extension** Internet search key words: *endangered animals*

## Writing

- **3** Read. What do basking sharks eat?

- Give pupils a minute to read the text and find the answer.
- Check comprehension with questions. Ask *How long can basking sharks be? (10 metres) Do they swim near land? (Yes, they do.) What mustn't we do now? (We mustn't hunt basking sharks.)*

## Extra activity TPR

-  Using the Yes/No response cards technique, pupils respond to your questions: *Do you know how to write a text like this? Are you ready to write this text?*

- **4** Find out about an animal in danger in Jordan and write about it.

- Read the *Writing tip* and the plan to pupils. Pupils turn to their Activity Books.
- **Extension** Internet search key words: *endangered animals, (name of animal) Jordan*

## Extra activity Critical thinking

- Pupils write a list of words from the text in Lesson 11 on page 16 that they could use in their writing activity.

## Activity Book

- **1** Read and match.

- Pupils complete the activity individually. They then read the matching sentences in pairs.

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

- **2** Find out about an endangered animal and write about it.

- Plan: Give pupils one minute to complete their notes.
- Write: Pupils work individually to complete the report.



## Listening

- 1 Listen and choose the correct answers.
- Where do polar bears live?
    - the Arctic
    - the Antarctic
    - the Atlantic Ocean
  - What do polar bears eat?
    - oysters
    - seals
    - fish
  - How quickly can polar bears swim?
    - 15 kilometres an hour
    - 12 kilometres an hour
    - 10 kilometres an hour

## Speaking

- 2 Talk about an animal in danger. What do you know about it?

What do you know about dolphins?

They're mammals. They can move very quickly and jump out of the water! They eat fish. Dolphins are in danger because they get caught in fishing nets.



## Writing

- 3 Read. What do basking sharks eat?  
**They eat small sea animals.**

Basking sharks

Basking sharks are the second largest fish in the world! They can be 10 metres long!

Where do they live?

Basking sharks live in the sea. They often swim near the land.

What do they do?

Basking sharks swim slowly with their mouths open to catch small sea animals.

Why are they in danger?

Basking sharks are in danger because people hunted them. Now you mustn't hunt them.

**tip** Writing

When your text has got a lot of information, headings make it easier to read. Look at the Plan and use the questions as headings.

- 4 Find out about an animal in danger in Jordan and write about it.

## 1 Plan

- Where do these animals live?
- What do they eat?
- What do they do?
- Why are they in danger?

## 2 Write

They live ...  
They eat ...  
They like ...  
They are endangered because ...

## 3 Check your work

- Used headings?

Activity Book, page 13.

seventeen

17

- Check your work: Write the following questions on the board: *Did you use a heading? 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? Did you use clear handwriting?* 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.

3 Put your texts together to make a class book on endangered animals.

- Hand each pupil a sheet of A4 paper. Ask them to copy their written work onto the paper and decorate it.

- Ask pupils to put texts together to make a class book on endangered animals. Bind pupils' work in a folder.
- Have a class vote for the best page.

**Extra activity Fast finishers**

- Pupils find the *Animals in danger* 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 ...*

# Mapping

## Topics

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

**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; expressing, and justifying, opinions on characters and events; skimming and scanning a text for main ideas and key details, graphing them; distinguishing facts from opinions

**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

# 6

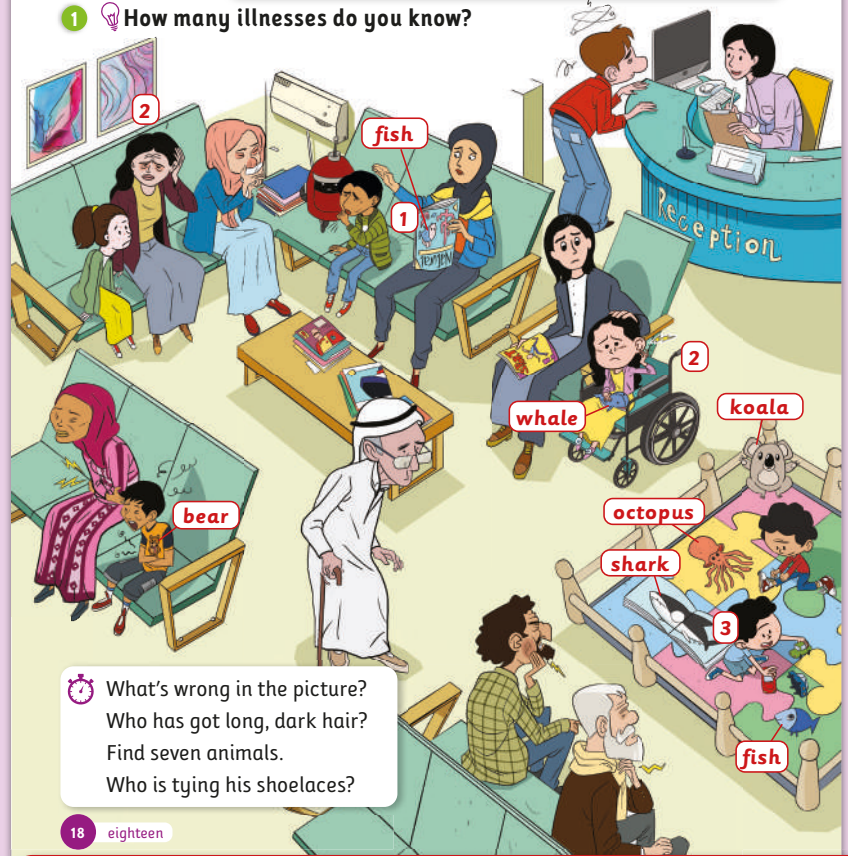
## Staying healthy

**Illnesses:** a cold, a cough, a headache, a high temperature, a rash, a runny nose, a sore throat, a stomach ache, a toothache, an earache, dizzy, sick

**Healthy lifestyles:** do exercise, eat a balanced diet, eat junk food, fit, healthy, relax, unfit, unhealthy

**Pronunciation:** balanced/unbalanced, healthy/unhealthy, fit/unfit, regular/irregular, resistible/irresistible, responsible/irresponsible

### 1 How many illnesses do you know?



- ⌚ What's wrong in the picture?
- Who has got long, dark hair?
- Find seven animals.
- Who is tying his shoelaces?

18 eighteen

- ⌚ What's wrong in the picture? **Hamed's mum's magazine is upside down. (1)**
- Who has got long, dark hair? **The woman with her hand on her ear and the girl in the wheelchair. (2)**
- Find seven animals.
- Who is tying his shoelaces? **The boy in the play area. (3)**

## 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; take longer turns in pair and group work

**Reading:** identify and use prefixes and suffixes (*un-*, *dis-*, *ir-*, *-ful*, *-ment*, *-tion*) and visual clues to infer the meaning of new vocabulary items; 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 idea(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, emails, memos, reminders)

**Viewing and presenting:** respond to a variety of oral presentations including stories, poems and rhymes with confidence; 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 talk about illnesses and healthy lifestyles

## Language

<b>Vocabulary</b>	<b>Illnesses</b> <i>a cold, a cough, a headache, a high temperature, a rash, a runny nose, a sore throat, a stomach ache, a toothache, an earache, dizzy, sick</i> <b>Healthy lifestyles</b> <i>do exercise, eat a balanced diet, eat junk food, fit, healthy, relax, unfit, unhealthy</i>
<b>Grammar</b>	<i>should/shouldn't</i> Infinitive of purpose
<b>Functions</b>	At the doctor's: <i>I'm feeling (sick).</i>
<b>Pronunciation</b>	Identify and use the prefixes <i>un-</i> and <i>ir-</i> to infer meaning: <i>healthy/unhealthy, fit/unfit, regular/irregular, resistible/irresistible, responsible/irresponsible</i>

## Key competences

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

**Mathematical, science and technological competences:** order sentences (L. 3)

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

**Social and civic competences:** learn to be creative (L. 3, 9 and 12); learn to tell a doctor what the matter with you is (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, 9 and 12)

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

## 21<sup>st</sup> Century Skills for Learning and Innovation

<b>Critical thinking</b>	Predicting (L. 11); Problem solving (L. 3); Logical thinking (L. 1, 3 and 9); Defining and describing (L. 1, 3, 7 and 9); Finding information (L. 1, 3, 5, 10, 11 and 12); Planning (L. 12); Reflecting on learning (L. 1–12)
<b>Creativity</b>	Designing a doctor's waiting room (L. 3)
<b>Communication</b>	Describing how you feel (L. 1); Giving advice (L. 5); Answering questions (L. 7 and 10); Talking about staying healthy (L. 9, 10 and 12); Talking to the doctor (L. 10); Functional dialogue (L. 10)
<b>Collaboration</b>	Project groupwork (L. 9); Acting out (L. 3)

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the Lesson plans)
- Unit 6 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, English in action, CLIL
- Unit 6 Test

# Vocabulary

## Objectives

- **Lesson aims:** to learn and use illnesses vocabulary
- **Target language:** *a cold, a cough, a headache, a high temperature, a rash, a runny nose, a sore throat, a stomach ache, a toothache, an earache, dizzy, sick*
- **Skills:** Speaking

## Materials

- Pupil's Book Pages 18–19
- stopwatch
- a ball
- Resource 36 A

## Global Scale of English (GSE)

- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can describe basic symptoms to a doctor, using gestures to support the meaning (GSE 35).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Exit slips
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Write *Health* on the board. Explain the meaning if necessary. Ask *Is health important? What do you do for your health?* Pupils raise their hands to answer.

## Presentation

- Explain that in this lesson pupils will learn to talk about illnesses.
- Ask *Do you ever get ill? What do you do when you get ill? How do you feel?*

## Practice

### Pupil's Book

#### 1 How many illnesses do you know?

- Refer pupils to page 18. Read the rubric and tell pupils to look at the picture and find the illnesses they know. Pupils work in pairs and tell each other the illnesses they know.
- Using the Lollipop stick technique, ask pupils to name illnesses they know.
- Place pupils in different 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 18 again. Have them describe the picture in pairs, telling each other where the people in the picture are, what they are doing, and naming any objects, animals or appearances that they know, e.g. *fish, beard*.

#### 2 6.1 Listen, point and repeat.

- Refer pupils to page 19. Tell pupils to count how many illnesses they knew.
- Play the audio.
- Tell pupils to look at the pictures and practise the new vocabulary. Read out the words, do a mime and have pupils copy the mime and repeat the word: *I've got a cold/a cough/a headache/a high temperature/a rash/a runny nose/a sore throat/a stomach ache/a toothache/an earache. I feel dizzy/sick.*
- Have pupils say an illness to their partner for them to point to the correct picture. Then they swap.



## Diversity

### Challenge

- Play the audio again. Have pupils repeat without looking at the book. Ask different pupils to then spell out the words orally.

### Support

- Divide the class into two groups. Play the audio again for each group to listen and repeat.

#### 3 Look for the words from Activity 2 in the picture on page 18. Which word is missing from page 18?

- Give pupils one minute to work in pairs to find the illness words and write the missing word. Check answers using the Lollipop stick technique or the Basketball technique.

#### 4 6.2 Listen, read and say.

- Play the audio. Have the class repeat.
- Play the audio again. Choose different pupils to repeat.



## Extra activity Critical thinking

- Pupils write a list of illnesses that they get. Then they compare lists with a partner and talk about the illnesses using adverbs of frequency.
- Ask different pairs to report back to the class, e.g. *My friend sometimes has a cold, but she's never sick.*

#### 5 In pairs, play a guessing game.

- Place pupils in pairs for this activity.
- Play the game again as a class.

## Finishing the lesson

- Say sentences for the illnesses with *I've got* and have pupils point to the correct part of their bodies.
- Using the Summative questions technique, ask pupils *What have you learnt today? Did you find the lesson difficult or easy?* You can also use Exit slips to have pupils evaluate the lesson.

### Lesson 2 Activity Book

## Objectives

- **Lesson aims:** to learn and use illnesses vocabulary
- **Target language:** *a cold, a cough, a headache, a high temperature, a rash, a runny nose, a sore throat, a stomach ache, a toothache, an earache, dizzy, sick*
- **Skills:** Writing

## Materials

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

2  Listen, point and repeat.

## I've got



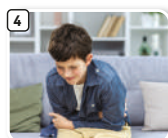
a cold



a headache



a sore throat



a stomach ache



a high temperature



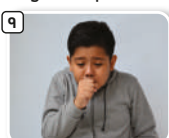
a toothache



a runny nose



an earache



a cough



a rash



dizzy



sick

## I feel

3  Look for the words from Activity 2 in the picture on page 18.Which word is missing from page 18? **a high temperature**4  Listen, read and say.


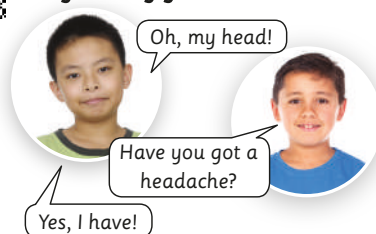
a I've got a sore throat!

d I've got a cough!

b I've got a runny nose!

e I've got a cold!

c I feel dizzy!





5  In pairs, play a guessing game.

nineteen 19

## Global Scale of English (GSE)

- **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; groupwork
-  Independent learning: Summative questions technique

## Starting the lesson

- Brainstorm the names of the illnesses and write them on the board.
- Describe the illnesses, e.g. *This is when your throat hurts. This is when you feel like everything is turning around, etc.*
- Pupils guess the illness from the description.


## Practice

1  Look at Pupil's Book page 18 and write.

- Pupils work individually and check in pairs.


**Answer key** 1 It's about sharks/sea animals/animals.  
2 She's reading a magazine.

## 2 Look and complete.

-  Pupils work in groups to make vocabulary lists and drawings in their notebooks for the *I'm learning* box.

**Answer key** 2 rash, 3 sore throat, 4 toothache, 5 earache, 6 stomach ache, 7 headache, 8 cough, 9 runny nose, 10 high temperature, 11 sick, 12 dizzy

3  What's the matter? Look at Activity 2 and write.




- Pupils work individually to complete the activity. They then compare ideas with a partner.
-  Check answers using the Lollipop stick technique.

**Answer key** 2 rash, 3 dizzy, 4 earache, 5 high temperature

## Extra activity Fast finishers

- Hand pupils a sheet of A4 paper. Have pupils make their own word search with the illness words. They can swap with other fast finishers.

## Finishing the lesson

-  Place pupils into groups. Hand each group a sheet of A4 paper. Pupils play *Hangman* in their groups with the illness words.
-  Pupils close their books and work in pairs. Give them one minute to write down the illnesses.
-  Using the Summative questions technique, ask *How many illnesses did you remember? Did you spell them correctly?*

dizzy, rash, earache, feel sick, runny nose, cold, cough, high temperature



1 Before you read How many illnesses can you find?

2 Listen and read.



### A high temperature

1 What happened, Hamed?  
I was playing football when suddenly ...

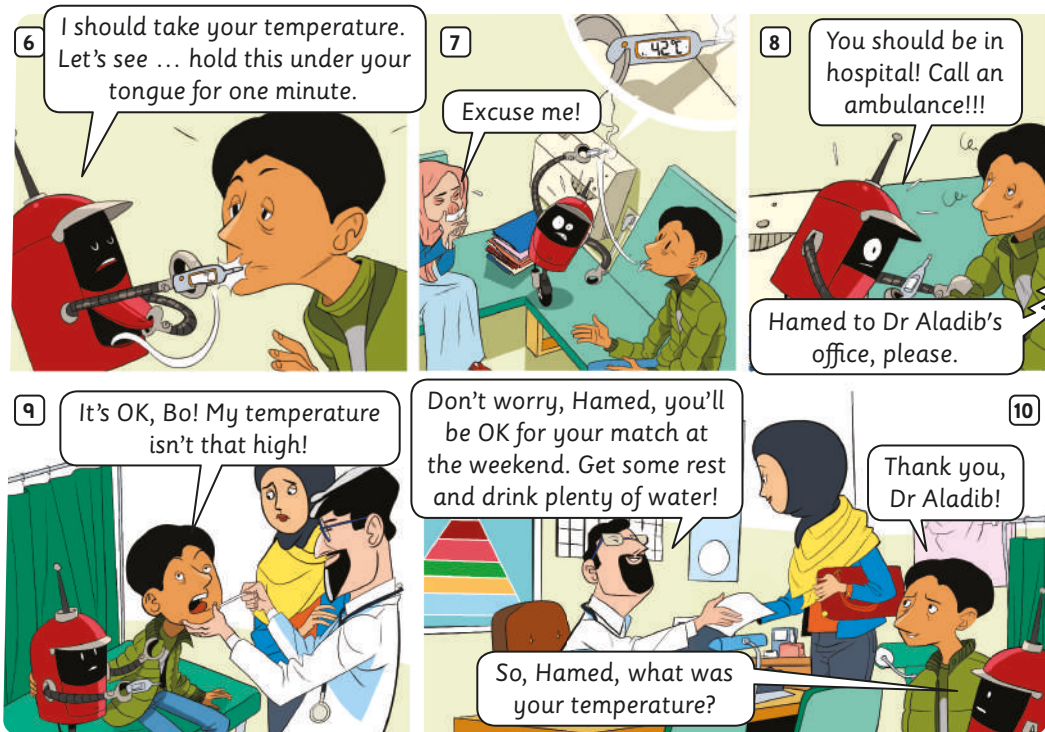
2 Are you OK, Hamed?  
I don't feel very well. I feel dizzy.  
You shouldn't play football when you're feeling dizzy.

3 You should go to the doctor's.  
I don't want to be ill! I'm going to Amman to watch the big football match this weekend!  
Bo, you should stay with Hamed and wait for his mum.

4 Do you feel dizzy now?  
Not now, but I felt dizzy at school!  
Have you got a runny nose?  
No, I haven't.

5 Do you feel sick?  
No, I don't.  
Have you got a cough?  
Yes, I have!!!





3 Did Hamed have a high temperature? Go to page 58 to find out. **No, he didn't. It was 37.5°C, which isn't very high.**

4 **After you read** Write the words to complete the sentences.

- At school, Hamed feels dizzy.
- At the weekend, Hamed is going to watch a big football match.
- Mum and Bo go with Hamed to the doctor's.
- Bo takes Hamed's temperature.
- Bo thinks Hamed should be in hospital.
- The doctor tells Hamed to rest and drink plenty of water.

5 Act out the story.

Values

I help my friends when they are ill.

6 Design the perfect doctor's waiting room! What things are there? Share your waiting room with the class.

# Story

## Objectives

- **Lesson aims:** to listen to, analyse and act a story
- **Target language:** revision of illnesses vocabulary; *hospital, ambulance*
- **Skills:** Reading, Speaking, Listening





## Materials

- Pupil's Book Pages 20–21
- a ball
- Happy/Sad face cards
- sheets of A4 paper, enough for each pupil or pair of pupils
- coloured pencils
- Resource 40


## 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).
- **Speaking:** Can act out parts of a picture story, using simple actions and words (GSE 30).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

## Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Basketball technique; Happy/Sad face cards technique; Lollipop stick technique
-  Peer learning: pairwork; groupwork; acting out
-  Independent learning: Summative questions technique

## Starting the lesson

-  Using the Basketball technique, ask pupils to say one illness each from Lesson 1.

## Presentation

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

## Practice

### Pupil's Book

#### 1 Before you read How many illnesses can you find?

- Refer pupils to pages 20 and 21.

#### 2 6.3 Listen and read.

- Write *hospital* and *ambulance* on the board. Say *You go to hospital when you are very ill. Sometimes you call an ambulance to take you there.*
- Play the audio.
- Check comprehension. Ask *Did Hamed have to go to hospital in an ambulance? (no) What sport was Hamed playing when he felt dizzy? (football) What has Hamed got? (a cough) What's the doctor's name? (Dr Aladib)*



## Diversity



### Challenge

- Before pupils open their books, tell them the title of the story. Pupils predict what might happen.


### Support

- Pre-teach other words that pupils might have problems with.


#### 3 Did Hamed have a high temperature? Go to page 58 to find out.

-  Pupils discuss in pairs.
-  Using the Happy/Sad face cards technique, ask *Did you find the answer?*


#### 4 After you read Write the words to complete the sentences.

-  Check answers using the Lollipop stick technique or the Basketball technique.


## Extra activity Critical thinking

-  Pupils work in pairs and write two incomplete sentences to add to Activity 4. They swap sentences with another pair and complete each other's sentences.


#### 5 Act out the story.

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



## Values

-  Pupils think about the value individually and then discuss in pairs.
- Discuss the value as a class.
- Ask *Why is it important to help friends when they are ill? What can you do to help? How would you feel if a friend helped you when you were ill?*

#### 6 Design the perfect doctor's waiting room! What things are there? Share your waiting room with the class.

-  Give pupils or pairs a sheet of A4 paper.
- Pupils present their waiting room to the class.

## Finishing the lesson

-  Read the story again. When pupils hear an illness word, they hold up a sad face.
-  Using the Summative questions technique, 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 illnesses vocabulary
- **Skills:** Reading

## Materials

- Activity Book Page 15
- a ball

## Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can understand the main themes of a simplified story (GSE 36). Can understand the correct sequence of events in a simple story or dialogue (GSE 37).

## 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; Basketball technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Summative questions technique

## Starting the lesson

- Ask pupils to tell you what happens in the story from the previous lesson. Play the audio again if necessary.


## Practice

### 1 After you read Look, read and order.

-  Pupils check their answers in groups.


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

### 2 Circle the answers from the story.

-  Check answers using the Lollipop stick technique or the Basketball technique.


**Answer key** 1 dizzy, 2 high temperature, in hospital, 3 better, get some rest, water

### 3 Read and write True or False.

-  When pupils have finished, ask them to correct the false sentences. They can check their answers in pairs.

**Answer key** 2 True, 3 False, 4 False; (3 Bo puts the thermometer under Hamed's tongue. 4 Hamed's real temperature is 37.5°C.)

### 4 Values Read and tick (✓). How should you help others when they're ill at school?


-  Pupils compare their answers in pairs.

**Answer key** 3 ✓, 5 ✓, 6 ✓

### Extra activity Fast finishers

- Pupils find words connected to the illnesses in the story and write the words in their notebooks.

## Finishing the lesson

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

### CLIL Link

In Unit 6, the story is based around the concept of health and illness from the Science curriculum.

Hamed feels dizzy while playing football, so he goes to the doctor with his mum and Bo. Bo tries to find out what's wrong with him by taking his temperature. But right after doing so he holds the thermometer too close to the heater and thinks that Hamed's temperature is too high. He thinks that Hamed should be in hospital. However, the doctor examines Hamed and says that he's fine. He only needs to get some rest and drink plenty of water.

To explore the concept of health and illness further, you can use Resource 40.

# Grammar

## Objectives

- **Lesson aims:** to learn and use *should/shouldn't*
- **Target language:** *You should go to the doctor's!; take some medicine, put cream on it, sit down, not scratch it, not go swimming, blow your nose, go home*
- **Skills:** Reading, Listening, Speaking





## Materials

- Pupil's Book Page 22
- Yes/No response cards
- Resource 46 A

## Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **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 repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can give simple advice, using fixed expressions (GSE 43).


## Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Lollipop stick technique; Yes/No response cards technique; Exit slips
-  Peer learning: pairwork
-  Independent learning: Summative questions technique

## Starting the lesson

- Write *high temperature* on the board. Ask *What did Bo do with the thermometer? What did the doctor tell Hamed to do?*
- Ask pupils what else they remember from the story from Lesson 3. Prompt with questions, e.g. *When did Hamed feel dizzy? What does he want to see at the weekend? Who went to the doctor's with him?*

## Presentation

-  Explain that in this lesson pupils will learn to use *should* and *shouldn't* for advice.
- On the board write *I've got a temperature* and *You should go to the doctor's*. Read the sentences and have pupils repeat.
- Pre-teach the advice. Say *Here is some more advice*. Write these phrases on the board and explain or mime the meanings: *take some medicine, put cream on it, sit down, not scratch it, not go swimming, blow your nose, go home*.

## Practice

### Pupil's Book

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


- Refer pupils to page 22. Pupils look back at the story on pages 20–21 to find the answer.

#### 2 6.4 Listen and repeat.

- Play the audio.
- **Extension** Pupils look at the story on pages 20–21. They find the sentences with *should* and *shouldn't* in the story.




#### 3 6.5 Listen and point. Then match with the advice.

- Ask different pupils to describe the picture.
- Play the audio.
-  Check answers using the Lollipop stick technique.




- Doctor:** Hello, Sami! What's the matter with you?  
**Sami:** I feel sick!  
**Doctor:** You should sit down. How about you, Salwa?  
**Salwa:** I've got an earache.  
**Doctor:** You should go home. You shouldn't go swimming today. And Jameela, what's the matter with you?  
**Jameela:** I've got a rash.  
**Doctor:** You should put this cream on it. You shouldn't scratch it. Malek, what's up with you?  
**Malek:** I've got a cold.  
**Doctor:** You should get some tissues and blow your nose!


#### 4 Choose someone from the picture. In pairs, ask and answer.

-  Place pupils in pairs. Ask them to choose someone from the picture. One pupil says what they've got and the other gives them advice with *should* or *shouldn't*.

### Extra activity TPR

-  Using the Yes/No response cards technique, say an illness and some advice. For good advice pupils hold up their Yes cards and for bad advice their No cards.

## Finishing the lesson

- Tell the class you've got an illness, e.g. a sore throat. Ask the class to give you advice with *should* and *shouldn't*.
-  Using the Summative questions technique, ask pupils how confident they feel using the grammar. You can also use Exit slips to have pupils evaluate the lesson.

### Lesson 6 Activity Book

## Objectives

- **Lesson aims:** to revise the use of *should/shouldn't*
- **Target language:** *Adel should take some medicine. He shouldn't eat hard food.*
- **Skills:** Listening, Writing





## Materials

- Activity Book Page 16

## 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). Can understand a limited range of basic language related to common symptoms and illnesses (GSE 39).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

## Assessment for Learning

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

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

- 1 I don't feel very well. I feel dizzy.
- 2 You should go to the doctor's.
- 3 I should take your temperature.



2 Listen and repeat.

You **should** go to the doctor's!

You **shouldn't** go to school!

Should I take some medicine? Yes, you **should**. / No, you **shouldn't**.



3 Listen and point. Then match with the advice.

put cream on it **c** sit down **a** not scratch it **c** not go swimming **b**  
blow your nose **d** go home **b**



4 Choose someone from the picture. In pairs, ask and answer.

I've got a rash.

You should ... You shouldn't ...

22 twenty-two

## Starting the lesson

- Place pupils into groups. Ask them to discuss what they should and shouldn't do if they feel ill in school. Ask groups to tell the class their advice.

## Practice

1 6.6 Listen and match.

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



- 1 **Doctor:** Good morning, Adel. What's the matter?  
**Adel:** I've got a terrible toothache. What should I do?  
**Doctor:** OK, let me see. You should take some medicine for a couple of days. You shouldn't eat hard food because it will hurt more.
- 2 **Doctor:** Good morning, Muna. What's the matter?  
**Muna:** I feel dizzy. What should I do?  
**Doctor:** Well ... first of all you should rest. You shouldn't ride your bike. It can be dangerous.
- 3 **Doctor:** Good afternoon, Mazen. What's the matter?  
**Mazen:** I've got a sore throat. Should I drink something warm?  
**Doctor:** Let me see. Yes ... you should drink a warm cup of tea every two hours, and you shouldn't eat crisps or other dry foods because it's bad for your throat.

- 4 **Doctor:** Good afternoon, Lama. What's the matter?  
**Lama:** I've got a stomach ache. What should I do?  
**Doctor:** A stomach ache? OK ... you should use a hot water bottle. Put it on your stomach. It will help you with the pain. But you shouldn't drink milk because it's not good for your stomach.

**Answer key** 2 a, rest, ride a bike; 3 d, drink warm tea, eat crisps; 4 b, use a hot water bottle, drink milk

2 Look at Activity 1 and answer the questions.

- Pupils complete the activity individually.
- Pupils check their answers in groups.

**Answer key** 2 No, shouldn't. 3 She should rest. 4 He shouldn't eat crisps or other dry foods. 5 She should use a hot water bottle.

3 Look at Activity 1 again. Choose two people and write what else they should and shouldn't do. In pairs, discuss your ideas.

- Pupils work in pairs to give more advice.

### Extra activity Fast finishers

- Pupils write the advice they gave from Pupil's Book Activity 4.

## Finishing the lesson

- Using the Summative questions technique, ask *When do we use should or shouldn't?*

### Objectives

- **Lesson aims:** to learn and use healthy lifestyle vocabulary; to learn and use the infinitive of purpose; to learn and sing a song
- **Target language:** *do exercise, eat a balanced diet, eat junk food, fit, healthy, relax, unfit, unhealthy*
- **Skills:** Listening, Speaking

### Materials

- Pupil's Book Page 23
- True/False response cards
- Yes/No response cards
- 16 cards with words: *do, exercise, eat, a balanced diet, eat, junk food, feel, fit, be, healthy, relax, at home, be, unfit, feel, unhealthy*
- Resources 36 B, 46 B, 50, 54

### 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).

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: True/False response cards technique; Yes/No response cards technique; Lollipop stick technique; Exit slips
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

### Starting the lesson

- Ask *What is your worst illness? What should someone do if they have got this illness?* and elicit answers.

### Presentation

- Explain that in this lesson pupils will learn and use healthy lifestyle vocabulary and they will learn how to use the infinitive of purpose. Explain that this is a verb followed by *to* and another verb that gives you a reason to do something. They will also sing a song.
- Write *healthy* and *unhealthy* on the board at the top of two columns. Ask pupils to suggest what is healthy and what is unhealthy and write their ideas on the board.

### Practice

#### Pupil's Book

#### 1 6.7 Listen, point and repeat.

- Refer pupils to page 23.
- Play the audio.
- Practise the vocabulary using the True/False or Yes/No response cards technique:  
*Playing in the park is healthy/unhealthy.*  
*Watching TV is healthy/unhealthy.*  
*Running gets you fit/unfit.*  
*Sitting down gets you fit/unfit.*  
*Doing exercise is good/bad.*  
*Relaxing is important/not necessary.*  
*Eating a balanced diet/junk food is good.*
- **Extension** Internet search key words: *fitness for kids, healthy lifestyles for kids*



### Extra activity Collaborative work

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

#### 2 6.8 & 6.9 Listen and sing.

- Ask pupils to look at the pictures and raise their hands to say who they can see (a girl who is running).
- Play the song and tell pupils to listen only this time.
- Read out the song one line at a time and have pupils repeat as a class.
- Play the song again and encourage pupils to join in.
- 6.9 Play the karaoke version of the song and encourage pupils to sing.



#### 3 6.10 Listen and repeat.

- Play the audio.
- Ask pupils *Why are you running?* and tell them to find the answer in the grammar box. Write these sentences on the board and ask pupils to finish them with their own ideas. Pupils discuss in pairs and then raise their hands to offer ideas.  
*I'm eating salad to ...*  
*He's playing football to ...*



#### 4 Combine the sentences.

- Place pupils in groups for this activity. Monitor.
- Check answers using the Lollipop stick technique.

### Diversity

#### Challenge

- Let pupils work out on their own that they need to reverse the order of the sentences.

#### Support

- Read out the example answer. Point out to pupils that they need to use the second sentence before the first sentence and they don't use the verb *need*.

#### 5 Pupil A: Activity Book, page 44.

#### Pupil B: Activity Book, page 46.

- Place pupils in pairs for this activity. Monitor.

### Extra activity TPR

- Hand out the word cards to 16 pupils. Tell them they have one minute to find the matching cards. Point out that there is more than one possibility with some phrases.

### Finishing the lesson

- Using the Summative questions technique, ask pupils what they do to stay fit and healthy. Ask them how often they do exercise. You can also use Exit slips to have pupils evaluate the lesson.

### Lesson 8 Activity Book

### Objectives

- **Lesson aims:** to learn and use healthy lifestyle vocabulary; to learn and use the infinitive of purpose
- **Target language:** *do exercise, eat a balanced diet, eat junk food, fit, healthy, relax, unfit, unhealthy*
- **Skills:** Writing

### Materials

- Activity Book Page 17

## 1 Listen, point and repeat.



1



healthy

2



unhealthy

3



fit

4



unfit

5



do exercise

6



relax

7



eat a balanced diet

8



eat junk food

## 2 Listen and sing.



I wasn't very healthy,  
But I wanted to be fit.  
I wanted to do some exercise,  
To walk instead of sit!



I started walking round the park,  
I ran for a little bit.  
Soon I could run for longer,  
I was getting fit!

I wanted to do some exercise,  
I ran to get healthy and fit!  
I ran my first race in the park!  
Now I feel super-fit!

## 3 Listen and repeat.

I'm running **to be** fit and healthy.

## 4 Combine the sentences.

He went to the supermarket **to buy** fruit.

1 I need to be fit and healthy. I'm going for a walk twice a day.

*I'm going for a walk twice a day to be fit and healthy.*

2 I need to buy some trainers. I'm going to the sports shop.

*I'm going to the sports shop to buy some trainers.*

3 I need to eat a balanced diet. I'm going to eat less junk food.

*I'm going to eat less junk food to eat a balanced diet.*

4 I need to buy some vegetables. I'm going to the greengrocer's.

*I'm going to the greengrocer's to buy some vegetables.*

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

twenty-three 23

## Global Scale of English (GSE)

- **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).

## Assessment for Learning

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

## Starting the lesson

- Place pupils in groups and ask them to make a weekly fitness and diet planner.
- Ask groups to share their planners with the class.

## Practice

## 1 Find and circle the words in the word search. Then look and write.

- Pupils complete the activity individually. They then compare answers with a partner.

**Answer key** 2 relax, 3 fit, 4 unhealthy, 5 junk food, 6 unfit, 7 exercise, 8 balanced diet

2 Look at Activity 1. *Healthy* and *unhealthy* are opposites. Can you find three more opposites?

- Check answers using the Lollipop stick technique.

**Answer key** fit – unfit, junk food – a balanced diet, do exercise – relax

## 3 Complete the sentences.

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique.

**Answer key** 2 to feel, 3 to buy, 4 to get

## Extra activity

- Write the following on the board. *I go to school to \_\_\_\_\_.*  
*I would like to go to the wildlife park to \_\_\_\_\_.*  
*I learn English to \_\_\_\_\_.* *I don't eat junk food to \_\_\_\_\_.*
- Pupils work individually to complete the sentences for them and then check in pairs.
- Ask different pupils to read aloud their sentences.

## Finishing the lesson

- Using the Summative questions technique, ask *Do you like the song? Can you remember it without looking at the book?*
- 6.9 Play the karaoke version of the song again and encourage pupils to sing.



# Culture

## Objectives

- **Lesson aims:** to learn about Healthy Food Day
- **Target language:** revision of vocabulary and grammar; *surprise, local, chef, share, teamwork*
- **Skills:** Reading, Speaking





## Materials

- Pupil's Book Page 24
- Activity Book Page 18
- a ball
- sheets of A4 paper, enough for each group
- coloured pencils
- large sheets of paper or card, enough 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 extract specific information in short texts on familiar topics (GSE 39).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).



## 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 *Lunch* on the board. Ask *Do you eat lunch at school? What do you like to eat for lunch?*

## Presentation


-  Explain that in this lesson pupils will talk about healthy school lunches.
- Write *surprise, local, chef, share* and *teamwork* on the board. Explain meanings: *A surprise is something you didn't expect. Something local means that it comes from nearby. A chef is a person who cooks in a restaurant. When you share something, you give it to others. Teamwork is working together as a team.*
-  Pupils work in pairs and think of healthy food that they usually eat.

## Culture notes

- In many countries, children get free school meals and research has found that school meals are some of the healthiest meals children receive each day.

## Practice

### Pupil's Book


- 1 **Before you read** What do you usually have for school lunch?
  -  Refer pupils to page 24 and read the question. Pupils discuss in pairs for one minute. Then ask for class feedback. Pupils raise their hands to offer answers.
  - Tell pupils to look at the photos. Ask *What can you see? Does the food look healthy?* and elicit answers.

## 2 6.11 Listen and read.

- Play the audio and have pupils read along in their books.
- Check comprehension with questions. Ask *When can Healthy Food Day happen? (anytime in the year) Who sends electronic invitations? (teachers) What foods do students usually bring? (local fruits, vegetables and healthy snacks) What do students wear? (chef hats) What do they learn about on Healthy Food Day? (how healthy foods help us)*




## Fun activity

-  Pupils work in pairs to design and create an invitation for Healthy Food Day.
- The class votes for the best invitation.


## 3 After you read Activity Book, page 18.

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

## Extra activity Critical thinking


-  In pairs, pupils brainstorm examples of local fruits and vegetables, and healthy snacks. They write the items in two columns: countable and uncountable nouns.

## 4 In pairs, ask and answer.

-  Place pupils in pairs for this activity.
- Ask different pairs to say what they do. Have a class discussion about the last question. Ask *Why is it important to make good food choices when you're younger? How can it help you when you grow up?*

## Diversity

### Challenge


-  Using the Basketball technique, ask pupils to say a key word from the text that is connected to the theme of healthy school lunches. 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. Explain meanings if necessary.

## Project

### Make a healthy lunch for Healthy Lunch Day.

-  Divide pupils into groups of five. Read the instructions aloud or have a pupil read them. Hand out the materials. Monitor pupils, helping where necessary.
- Explain that pupils should include one idea each in their healthy lunch.
- Groups present their healthy lunches to the class. Make sure each pupil presents.



## Extra activity TPR

- Call out food items for a healthy lunch. Pupils clap twice for an item they think is healthy. They clap once for an item they think is unhealthy, e.g. *chocolate, sweets, biscuits, crisps, cola, apples, orange juice, sandwich, carrot stick, boiled egg.*

## Activity Book

### 1 After you read Number the Healthy Food Day events in order.

- Pupils work individually and check in pairs.

**Answer key** a 3, b 1, c 6, d 4, e 2, f 5

### 2 Match the sentences in Activity 1 to the pictures.

- Pupils work individually and check in pairs.

**Answer key** 1 f, 2 d, 3 c, 4 e, 5 b, 6 a



Lesson 9  
**CULTURE**

# Healthy Food Day!

Do you want to be a chef for a day? Well, now you can – on Healthy Food Day!



Many primary schools in Jordan have Healthy Food Day for children of all ages. And it can happen anytime during the school year, so it's always a surprise! First, teachers send electronic invitations to parents. Then, parents think of healthy foods and teachers decide what food students should bring. These usually include local fruits, vegetables or other healthy snacks, which are all easy to get in Jordan.



On Healthy Food Day, students get to be chefs. They can even wear chef hats while preparing and then enjoying their healthy lunches. But it's not just about eating. Teachers also give lessons during the day on different types of healthy food, explaining how these foods help us to grow strong and stay healthy. Some teachers even bring extra fruits and vegetables to share with their classes. The day also focuses on teamwork, with students working together, sharing meals and helping each other to prepare their lunches.

**Fun Activity**

Create an invitation for Healthy Food Day!

1 **Before you read** What do you usually have for school lunch?

2 **6.11 Listen and read.**



3 **After you read**  
» Activity Book, page 18.

4 **In pairs, ask and answer.**

- 1 What's your favourite school lunch?
- 2 Do you have Healthy Food Day in your school? What do you eat?
- 3 Why is it important to learn about healthy food at school?

24 twenty-four

**Project**  
**Make a healthy lunch for Healthy Lunch Day.**



1 In groups, agree on five food items for your healthy lunch from your local area. Draw pictures.

2 Write about your healthy lunch.

- What food did you choose and why?
- Where does the food come from?
- Why should we eat healthy food?

3 Present your healthy lunch to the class.

4 Have a class vote! Which is the healthiest?



3 **Answer the questions.**

- Pupils work individually and check in pairs.

**Answer key** 1 Because it can happen at anytime in the year.  
2 They bring extra fruits and vegetables.

4 **In groups, create a healthy school lunch menu for one week. Share your menu with other groups in class. Which menu is the healthiest?**

- Place pupils in groups for this activity. Hand each group a large sheet of paper or card.
- Give pupils time to brainstorm and plan their menus.
- Ask groups to share their menus with other groups.
- Have a class vote on the healthiest menu.

**Extra activity Fast finishers**

- Pupils write a healthy school lunch menu of their own.

**Finishing the lesson**

- Using the Summative questions technique, ask *What did you learn today?*

# English in action

## Objectives

- **Lesson aims:** to learn to talk at the doctor's; to identify and use the prefixes *un-* and *ir-* to infer meaning
- **Target language:** *I'm feeling sick.; healthy/unhealthy, fit/unfit, regular/irregular, resistible/irresistible, responsible/irresponsible*
- **Skills:** Reading, Listening, Speaking

## Materials

- Pupil's Book Page 25
- Activity Book Page 19
- Yes/No response cards
- Resource 58

## Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).
- **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
- 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 *Have you got a headache? Have you got a cold? Have you got a cough? Do you feel dizzy? Do you feel sick? Do you do exercise? Do you eat junk food?*

## Presentation

- Explain that in this lesson pupils will learn to talk at the doctor's and identify and use the prefixes *un-* and *ir-* to infer meaning.
- Write *What's the matter?* on the board and tell pupils this is what a doctor asks someone who isn't well.
- Ask different pupils to mime an illness. Ask *What's the matter?* and have pupils answer.
- Pupils mime and ask and answer in pairs for one minute.

## Practice

### Pupil's Book

- 1 **When do you go to the doctor's? When do you go to the hospital?**

- Refer pupils to page 25. Pupils discuss in pairs and then raise their hands to offer answers.

- 2 **6.12 Listen. What's the matter with Saeed?**

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



- 3 **6.13 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 Saeed and the other group is Dr Alhakeem. Play the audio and pause after each sentence. Pupils from each group repeat what they hear in unison.

- 4 **Work with a partner. Go to the doctor's and say what the matter is.**

- Place pupils in pairs to complete the activity.
- **Extension** Pupils repeat the activity in different pairs.

## Diversity

### Challenge

- Have pupils act out their conversation to the class.

### Support

- Give pupils one minute to prepare their ideas.

## Pronunciation

- 5 **6.14 Listen and read. What do you notice about the coloured words?**

- Explain to pupils that the prefixes *un-* and *ir-* mean 'not' or 'opposite of'. Tell them that we can add these to some words to change their meaning.
- Play the audio. Play it again, pausing after each line, and have pupils repeat. Ask pupils how the words in the second speech bubble are different.
- Place pupils in pairs. Ask them to think of other words that the prefixes *un-* and *ir-* can be added to.
- **Extension** Pupils write sentences with the words.



## Activity Book

- 1 **6.15 Complete the dialogue. Listen and check.**

- Pupils work individually and check in pairs.
- Play the audio.



**Doctor:** Hello, Habib. What's the matter?  
**Habib:** Hi, Dr Alqadi. I'm feeling sick, and I've got a terrible headache, too.  
**Doctor:** Where does it hurt?  
**Habib:** Here, near my eyes.  
**Doctor:** OK. I'll take your temperature ... Yes, you've got a high temperature. When did you start feeling sick?  
**Habib:** Last night.  
**Doctor:** You shouldn't use the computer today. You should stay in bed and relax.  
**Habib:** Should I take any medicine?  
**Doctor:** Yes, take this medicine every four hours.


**Answer key** 2 headache, 3 near my eyes, 4 high, 5 Last night, 6 shouldn't, 7 should, 8 every four hours

- 2 **What else should and shouldn't Habib do?**

- Pupils work in pairs. Ask different pairs to offer ideas.

1  **When do you go to the doctor's? When do you go to the hospital?**

a headache   a broken leg   a cold   feeling sick

2  **Listen. What's the matter with Saeed?** *He feels sick, dizzy and his neck hurts.*



3  **Listen, read and check.**

Hello, Saeed. What's the matter?

Where does it hurt?

OK. I'll take your temperature ... Yes, you've got a high temperature. When did you start feeling sick and dizzy?

You shouldn't go to school today. You should stay at home.

No, but you should rest.

Hi, Dr Alhakeem. I'm feeling sick and dizzy, and my neck hurts, too.

Here.


Yesterday evening.



Should I take any medicine?

**Say it!**

What's the matter?  
I'm feeling sick.  
My neck hurts.  
Where does it hurt?  
I'll take your temperature.  
When did you start feeling sick?  
You shouldn't go to school. You should rest.

4  **Work with a partner. Go to the doctor's and say what the matter is.**

a rash   a cough  
a stomach ache  
a toothache   an earache

**Pronunciation**

5  **Listen and read. What do you notice about the coloured words?** *They're opposites (by adding the prefixes un- and ir- to some words, we can make them opposite/negative).*




I am **fit** and **healthy**. I eat a **balanced** diet.  
I do **regular** exercise.



I am **unfit** and **unhealthy**. I eat an **unbalanced** diet.  
My exercise routine is **irregular**.

twenty-five 25

3  **6.16 Look and write. Listen and check.**

- Pupils do the activity individually.
- Play the audio to check answers.
-  Place pupils in pairs. Have them write and then say sentences using the words. Monitor and help.
- Ask the class what makes the words negative.




fit, irresponsible, regular, healthy, irresistible, unbalanced

**Answer key** Positive: fit, regular, healthy; Negative: irresponsible, irresistible, unbalanced

**Extra activity Fast finishers**

- Pupils close their books and write down four more pieces of advice for Saeed with *should* and *shouldn't*.

**Finishing the lesson**

-  Using the Thought-provoking questions technique, ask *Do you agree with Dr Alhakeem's advice? What do you think Saeed should do? What do you think he shouldn't do?*

# Skills

## Objectives

- **Lesson aims:** to read and analyse an article giving health tips
- **Target language:** revision of unit vocabulary and grammar; *sleep tight, portions, calm, top tip, out and about*
- **Skills:** Reading





## Materials

- Pupil's Book Page 26
- Activity Book Page 20
- a ball
- sheets of A4 paper, enough for each group
- Resource 62

## 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 scan a simple text to find specific information (GSE 38).


## Assessment for Learning

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

## Starting the lesson

- Write *Health tips* on the board. Say *A tip is a piece of advice. What tips do you get from your parents/friends/blogs for staying healthy? What are your tips for staying healthy?* Have pupils raise their hands and offer ideas. Accept all reasonable suggestions.

## Presentation

-  Explain that in this lesson pupils will read a text about staying healthy. Tell pupils there are five tips. Give pupils one minute to write down what the tips will be.
- Write *sleep tight, portions, calm, top tip* and *out and about* on the board. Tell pupils these words are in the text. Explain meanings: *We say sleep tight before someone goes to bed. It means sleep well. A portion of food is how much you put on your plate. When you relax, you are calm. A top tip is an important tip. When you are outdoors, you are out and about.*

## Diversity

### Challenge

- Ask pupils extra questions *What do you think a balanced diet is? How much exercise do you think we should do every day? How many hours should we sleep? Is it important to drink water? What should you do to relax?*


### Support

- Write these questions on the board to help pupils focus on what they will read. Assign one question to each pupil and have them look for the answer as they read.

## Practice

### Pupil's Book

#### 1 Before you read Look at the headings in the text. What do you think the top five tips are about?


-  Refer pupils to page 26. Pupils discuss in pairs first. Using the Lollipop stick technique, ask pupils for ideas. Accept all reasonable suggestions.

#### 2 6.17 Listen and read.



- Play the audio.
- Check comprehension with questions. Ask *Which tip talks about water? (4) Which tip talks about sleep? (3) How can you keep fit on the way to school? (walk) Why are relaxing and having fun important? (They help you stay fit and healthy.)*





### Extra activity Critical thinking

-  Pupils work in pairs and find all the words in the text connected to the theme of staying healthy. Remind pupils to update their vocabulary lists.
- Hand a sheet of A4 paper to each group. Pupils play *Hangman* in groups with the words in their lists.

#### 3 After you read Were your ideas about the tips correct?

- Ask pupils to check if their answers to Activity 1 are correct. Play the audio.
-  Check answers using the Lollipop stick technique.
-  In groups, pupils can write more tips about staying healthy and make a *Staying healthy* poster.
- **Extension** Internet search key words: *kids health, kids and exercise*

#### 4 Correct the sentences.



-  Pupils work in pairs.
-  Check answers using the Lollipop stick technique.

### Extra activity TPR

- Read out the sentences in Activity 4 again to pupils. They nod their heads for a correct sentence and shake their heads for an incorrect sentence. Add sentences of your own or have pupils suggest sentences, e.g. *You should watch TV just before you go to bed. You should drink a lot of water when it's hot. You shouldn't rest after playing football. You shouldn't do exercise every day.*


### Activity Book

#### 1 After you read Complete the sentences so that they mean the same.

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

**Answer key** 2 portions, 3 out and about, 4 sleep tight

#### 2 Answer the questions. Then match them with headings a–e.

- Pupils complete the activity individually. They compare answers with a partner.
-  Check answers using the Basketball technique.

**Answer key** 2 It's when you eat at least five portions of fruit and vegetables every day. (c); 3 Because it helps your body to work properly and helps you get better when you are ill. (e); 4 You can do exercise, read a book, watch a film and see friends in the park. (a); 5 You should sleep 9 to 10 hours. (d)

## Reading

1 **Before you read** Look at the headings in the text. What do you think the top five tips are about?

2  Listen and read.



## TOP 5 TIPS ON HOW TO STAY HEALTHY!



### 1 Eat well, feel well!

If you want to be healthy, eat a balanced diet! You should eat at least five portions of fruit and vegetables every day to stay healthy. You shouldn't eat a lot of junk food.



### 2 Get out and about!

Get moving to stay fit! You should do exercise for 30 minutes a day. Run around in the playground, play a sport or simply walk quickly to school!



### 3 Sleep tight!

Make sure you get plenty of sleep each night! You should sleep for 9–10 hours each night. Make your bedroom a calm, quiet place and don't keep a phone or tablet by your bed.



### 4 Drink water!

We all need water, and drinking water in the day helps your body to work properly. Water also helps you get better when you are ill. So, if you've got a headache or a cough, you should drink some water!



### 5 Have fun!

What do you do to relax? Do you do exercise, read a book or watch a film? Or do you meet friends in the park? Whatever you choose, relaxing and having fun are important ways to stay fit and healthy!




3 **After you read** Were your ideas about the tips correct?

4 **Correct the sentences.**

- 1 A balanced diet should have at least ~~seven~~ <sup>five</sup> portions of fruit and vegetables a day.
- 2 Walking or doing other exercise for ~~ten~~ <sup>30</sup> minutes a day keeps you fit and healthy.
- 3 You should ~~always~~ <sup>not</sup> keep a phone in your bedroom.
- 4 If you're feeling well, you ~~shouldn't~~ <sup>you aren't</sup> drink water.
- 5 Relaxing ~~doesn't help~~ <sup>helps</sup> you stay fit and healthy.

26 twenty-six



### Extra activity Creativity

-  Place pupils into groups. Ask them to think of five more tips on how to stay healthy.
- Walk around the class monitoring groups.
- Place two sets of groups together and have them compare and talk about their tips.
- Ask groups to share their ideas with the class.

### Extra activity Fast finishers

- Pupils write their ten favourite words or expressions from this lesson in their notebooks.

### Finishing the lesson

-  Pupils close their books. They work in pairs and tell each other what they remember about each tip: the heading, and at least one sentence with *should* or *shouldn't*.
- Walk around the class monitoring pairs.
-  Using the Thought-provoking questions technique, ask *Did you remember everything? Which tip do you agree with the most? Are you going to follow any of the tips?*

## Objectives

- **Lesson aims:** to understand a listening task; to talk about staying healthy and relaxing; to write a description about staying fit and healthy
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Listening, Speaking, Writing





## Materials

- Pupil's Book Page 27
- Activity Book Page 21
- a ball
- Yes/No response cards
- Resource 66


## Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can talk about everyday activities, using simple language (GSE 32).
- **Writing:** Can write short, simple texts on familiar topics in linked sentences (GSE 40).

## Assessment for Learning



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

## Starting the lesson

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



## Presentation

-  Explain that in this lesson pupils will listen to a football player talk about staying healthy, talk about how they stay healthy and relax, and then write a description of how they stay fit and healthy.
-  Using the Basketball technique, ask pupils to say the health phrases they remember.

## Practice

### Pupil's Book

### Listening

- 1  **6.18** Listen and choose the correct picture.

- Refer pupils to page 27 and tell them to look at the pictures carefully before they listen.
- Play the audio.



**Narrator:** Omar is a famous football player. He's talking about how he stays fit and healthy.

- 1 **Interviewer:** Hi, Omar!  
**Omar:** Hi!

**Interviewer:** So, Omar, you're a football player, but you enjoy doing other types of sports in your free time.

**Omar:** Yes, that's right.

**Interviewer:** Tell us about how you stay fit and healthy. What exercise do you do?

**Omar:** Well, every morning I run in the park.

- 2 **Interviewer:** And what else do you do to stay healthy?

**Omar:** Well, the most important thing is that I get plenty of sleep. That isn't always easy because we have a lot of football matches in the evening. Usually because it's not as hot!

**Interviewer:** When you play in the evening, you must be up late.

**Omar:** Yes, I am. Some nights I only get about six hours of sleep. But when I don't have a match, I make sure I sleep at least eight hours a night.

**Interviewer:** What do you do to relax?

**Omar:** Well, I practise my piano. That's always relaxing.

**Interviewer:** I'm sure it is! What else do you do?

**Omar:** I also love watching documentaries about animals. One of my favourite things is to watch an animal documentary in the evening.

## Diversity


### Challenge


- Ask more comprehension questions. Ask *Does Omar do any other sports? (Yes, he does.) How often does he run? (every morning) Why are there a lot of football matches in the evening? (Because it's not as hot.) What does he practise to relax? (piano)*

### Support

- Write the questions above on the board for pupils to answer.

## Speaking

- 2  **What do you do to stay healthy? What do you do to relax?**


- Ask different pupils to tell the class what they do to stay healthy and to relax.
-  Pupils work in groups and write a class survey about what pupils do to: 1 relax and 2 stay healthy, with *yes/no* options. They interview pupils from another group and then record their results in a graph.

## Writing

- 3 **Read. What does Nadia do to stay fit and healthy?**

- Give pupils a minute to read the text and find the answer.
- Check comprehension with questions. Ask *Does she ride her bike to school? (No, she walks.) Where does she play games with her friends? (at the park) What does she do once a week at school? (gymnastics) What does she sometimes eat? (junk food) Who does she play computer games with? (her friends)*

## Extra activity TPR

-  Using the Yes/No response cards technique, pupils respond to your questions: *Do you know how to write a description like this? Are you ready to write this description? Are you going to plan your ideas first?*

- 4 **Write a description of how you stay fit and healthy.**

- Read the *Writing tip* and the plan to pupils. Pupils turn to their Activity Books.

## Extra activity Critical thinking

- Pupils write a list of words from the text in Lesson 11 that they could use in their writing activity.



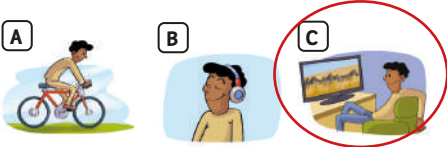
## Listening

## 1 Listen and choose the correct picture.

1 What does Omar do to keep fit?



2 What does Omar do to relax?



## Speaking

## 2 What do you do to stay healthy? What do you do to relax?

What do you do to stay healthy and relax?

I play tennis to stay healthy. I watch TV and read to relax.



## Writing

## 3 Read. What does Nadia do to stay fit and healthy?

## Staying fit and healthy

By Nadia

I like sport and exercise, but I should probably do more! I walk to school with my mum every day. At the weekend, I play games with my friends in the park. I like doing gymnastics and going swimming. I do gymnastics once a week at school.

I try to eat a balanced diet (it isn't always easy because I sometimes like to eat junk food!). At home we eat a lot of meat, fish and vegetables.

I like to meet my friends to relax. We watch films and play computer games together, and we often go to the park.

## tip Writing

We use brackets ( ) to give extra information. Can you find some extra information in the text?

## 4 Write a description of how you stay fit and healthy.

## 1 Plan

- What exercise do you do?
- What food do you eat?
- What do you do to relax?

## 2 Write

I like ... I do ...  
I eat ...  
I ..., to relax.

## 3 Check your work

- Used brackets to give extra information?

Activity Book, page 21.

**She walks to school, plays games, does gymnastics, goes swimming and eats a balanced diet.**

twenty-seven

27

## Activity Book

## 1 Tick (✓) the sentences that have extra information in the correct place.

- Pupils complete the activity individually.
- Pupils check their answers in groups.

Answer key 1 a, 2 b

## 2 Write about how you stay fit and healthy.

- Plan: Give pupils one minute to complete their notes.
- Write: Pupils work individually.
- Check your work: Write the following questions on the board: *Did you use brackets to give extra information? 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 spelling? 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 Fast finishers

- Pupils find the words connected to staying fit and healthy 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 talked about ... and I wrote a description of ...*

### Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 5–6
- **Target language:** places in town: *theatre, zoo, shopping centre, bus station*; places in the country: *desert, stream, coast, jungle, cave, ocean, countryside, field*
- **Skills:** Listening, Reading, Speaking





### Materials

- Pupil's Book Page 28
- Activity Book Page 22
- sheets of A4 paper, enough for each pupil
- Traffic light cards
- stopwatch

### Global Scale of English (GSE)

- **Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- **Reading:** Can understand simple sentences, given prompts (GSE 24). Can understand and make connections between words in the same area of meaning, e.g. 'head' and 'hat' (GSE 31).
- **Speaking:** Can talk about a familiar place in a basic way (GSE 35). Can explain the meaning of a word or phrase (GSE 50).

### 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


### Mapping

Topics	Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
<b>Theme 2:</b> Culture	<b>Listening:</b> asking and answering questions to seek help, get information or clarify something	<b>Listening:</b> 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
<b>Theme 4:</b> Environment	<b>Speaking:</b> taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion)	<b>Speaking:</b> 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
<b>Theme 6:</b> Recreation	<b>Reading:</b> segmenting long texts into smaller sections and reading one section at a time <b>Writing:</b> using the writing process to write simple texts (e.g. short stories with pictures)	<b>Reading:</b> demonstrate understanding of message in stories, fables or lesson <b>Writing:</b> correct a written text with mistakes of spelling, punctuation and usage <b>Viewing and presenting:</b> demonstrate how the words and pictures work together to convey a particular message

### Starting the lesson

- Write words from page 28 on the board, gapping the vowels, e.g. *d\_s\_rt (desert), j\_ngl\_ (jungle)*, etc. Ask pupils to say the words and the missing letters.

### Presentation

-  Explain that in this lesson pupils will learn vocabulary related to places in the town and countryside.

### Practice

#### Pupil's Book


#### 1 How many places can you name in the town or country?

- Set a timer to one minute and have pupils say as many places 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.

#### 2 LC3.1 Listen and tick (✓).


- Pupils look at the pictures. Hold up your book, point to a photo and ask *What place is this?* Continue with all the photos.
- Play the audio. Pupils listen and tick the correct picture. Play the audio again if necessary.



-  In pairs, one pupil says the name of a place and the other pupil says the number and letter, e.g. Pupil A: *jungle*, Pupil B: *2b*.

- 1 A small river is called a stream.
- 2 A green place with a lot of plants and animals is called a jungle.
- 3 The land outside a town is called the countryside.
- 4 A piece of land on a farm is called a field.

#### 3 Read and match.

- Ask pupils to look at Activity 3. Ask a volunteer to read the places in the right-hand column. Check comprehension.
- Read the first part of the sentence aloud. Show pupils the matching line from the sentence to the place in the countryside. Make sure pupils know what to do.
-  Pupils complete the activity in pairs. They practise reading the complete sentences and the answers. Check answers as a class.

### Diversity

#### Challenge

- Pupils write two definitions for Activity 2: 2a and 3b.

#### Support

- Have pupils match the words in the right-hand column to the pictures in Activity 3 before doing Activity 3 (*the countryside – 3a, a desert – 1a, a cave – 4b, a jungle – 2b, a stream – 1b, a field – 4a*).





# Language booster 3



1 🕒 How many places can you name in the town or country?


2 🎧 (LC3) Listen and tick (✓).



1  

2  

3  

4  

3 Read and match.

- 1 A small river is called ————— a the countryside.
- 2 A green place with a lot of plants is called ————— b a desert.
- 3 The land outside a town is called ————— c a cave.
- 4 A piece of land on a farm is called ————— d a jungle.
- 5 A hot, dry place with a lot of sand is called ————— e a stream.
- 6 A dark place underground is called ————— f a field.

4 👤🗨️ Look at the pictures in Activity 2. Complete the definitions in pairs.

A large sea is called ...

... an ocean.

The land next to the sea is called ...

... the coast.

**LC3**  
A small river is called a stream.  
The land next to the sea is called the coast.

4 👤🗨️ Look at the pictures in Activity 2. Complete the definitions in pairs.

- 🎧 **LC3.2** Play the audio. Pupils listen and read along to the sentences in the grammar box. Play the audio again and have pupils repeat.
- 👤🗨️ In pairs, pupils take turns to say the beginning and the ending of the definitions. Monitor pupils' responses.



3 Complete the sentences.

- Pupils read and complete the sentences with the words from the box.
- Have pupils read the sentences aloud to check answers.
- Ask questions to check comprehension, e.g. *What is a big sea called? What is a big hill called?*, etc.

**Answer key** 2 ocean, 3 is, 4 called, 5 animals

## Activity Book

1 Write the words in the correct column.

- Go around the class and say either *town* or *countryside* to each pupil. Pupils say a place according to whether their word is *town* or *countryside*.
- 🗨️ Read out the words in the box. Use the Traffic light cards technique to make sure pupils know what to do. Pupils complete the activity individually. Check answers as a class.

**Answer key** Town: school, shopping centre, theatre;  
Countryside: cave, coast, field, stream

2 Read and circle the correct answer.

- Pupils complete the activity individually. Check answers in pairs. Then ask pupils to read out the correct complete sentences.
- **Extension** Say one of the answers and pupils put up their hands to say the definition.

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

## Extra activity Communication

- Go around the class and have pupils say a place in the countryside. Start by saying, *I went to the countryside, and I saw a cave*. A pupil continues with *I went to the countryside, and I saw a cave and a field*. Continue in this way.

## Finishing the lesson

- Hand out a sheet of A4 paper to each pupil. Allocate or allow pupils to choose a place in the town or in the countryside. They draw and write the word. Then they glue it on a card to make a flashcard.
- 🎓 Using the Summative questions technique, ask pupils what they learnt about today.

### Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 5–6
- **Target language:** places in town: *theatre, zoo, shopping centre, bus station*; places in the country: *desert, stream, coast, jungle, cave, ocean, countryside, field*
- **Skills:** Listening, Reading, Speaking, Writing

### Materials

- Pupil's Book Page 29
- Activity Book Page 23

### Global Scale of English (GSE)

- **Listening:** Can understand simple conversations about things that have happened in the past (GSE 42).
- **Reading:** Can understand and make connections between words in the same area of meaning, e.g. 'head' and 'hat' (GSE 31).
- **Speaking:** Can explain the meaning of a word or phrase (GSE 50).
- **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: Lollipop stick technique
- Peer learning: pairwork
- Independent learning: Summative questions technique

### Starting the lesson

- Ask questions to review the vocabulary from the previous lesson. Say, e.g. *What do you call a small river?* and so on.

### Presentation

- Explain that in this lesson pupils will learn more vocabulary related to places in the town and countryside.

### Practice

#### Pupil's Book

#### 5 LC3.3 Listen and circle.

- Ask pupils to look at the picture. Ask questions, e.g. *What can you see in the picture?*
- Play the audio and pupils look at their Pupil's Books. Play the audio again and pupils circle the correct answer.
- Check answers as a class.



**Boy:** Where did you go at the weekend, Talal?  
**Talal:** I went to visit my grandparents.  
**Boy:** Do they live in town?  
**Talal:** No, they live in a place where you see lots of fields and animals. It's called the countryside!  
**Boy:** What animals did you see in the fields?  
**Talal:** I saw some baby cows. Did you know that a baby cow is called a calf?  
**Boy:** No, I didn't.  
**Talal:** I loved visiting the countryside. I want to go again next weekend!

#### 6 Read and number the definitions.

- Ask pupils to look at the pictures and name the places in town and countryside they can see.
- Then they read the definitions and write the correct number. Check answers using the Lollipop stick technique.
- In pairs, pupils test each other. One student reads the definition and the other says the place. Then they swap and repeat.

#### 7 In pairs, make true and false sentences. Correct the false sentences.

- Have two volunteers read the speech bubbles aloud. Make sure pupils know what to do.
- Pupils work in pairs and take turns to say true and false sentences. Their partner says if the sentence is true or false and corrects the false ones.

#### Show what you know

- Ask pupils what they have learnt on the 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

#### 4 Find the words. Complete the sentences.

- Pupils look at the pictures and say what they can see.
- Pupils find the words in the word search and they use them to complete the sentences.

**Answer key** b bus station, c theatre, d field, e desert, 2 is called a bus station, 3 is called a theatre, 4 is called a desert, 5 is called a field

#### 5 Write complete sentences.

- Pupils complete the sentences individually. Check as a class.
- Answer key** 2 A big hill is called a mountain. 3 A small river is called a stream. 4 A place where you see plants on a farm is called a field. 5 A place where you see lots of buses is called a bus station.

#### 6 Draw a place in town and in the countryside. Write a definition for each place.

- Pupils choose a place in the town and in the countryside. They draw and write about them.
- Pupils show their work to their partner.

### Finishing the lesson

- Using the Summative questions technique, ask pupils if they enjoyed the lesson. Ask them if there was anything they found difficult.



5 Listen and circle.

- 1 Talal visited his grandparents / friends.
- 2 They live / don't live in the town.
- 3 A place where you see fields and animals is called the ocean / countryside.
- 4 Talal saw some baby sheep / cows.
- 5 A baby cow is called a kitten / calf.



6 Read and number the definitions.



- a A place where you see lots of buses is called a bus station. 2
- b A place where you see lots of animals is called a zoo. 4
- c A place where you see a show is called a theatre. 1
- d A place where you see lots of sand is called a desert. 3
- e A place where you see plants growing on a farm is called a field. 5

7 In pairs, make true and false sentences. Correct the false sentences.

A small river is called an ocean.

No. A small river is called a stream.

A place where you see lots of trains is called a train station.

Yes, that's right.



Show what you know

Can you name places in the town and countryside?

Can you say what different places are called?

Can you make definitions about places?

Well done!



# What do landscape paintings look like?

## Objectives

- **Lesson aims:** to learn about landscape paintings
- **Target language:** *background, cityscape, cold, foreground, landscape, seascape, warm*
- **Skills:** Reading, Speaking





## Materials

- Pupil's Book Page 30
- Yes/No response cards
- sheets of A4 paper, enough for each group
- Resource 41


## 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).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can describe the position of things in a picture using a range of fixed expressions (e.g. 'in the foreground/background', 'at the back') (GSE 43).


## Assessment for Learning

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

## Starting the lesson

-  Write *Paintings* on the board. Ask *Do you like painting? What do you paint pictures of? Have you ever painted a picture of a landscape? What type of landscape was it?* Have pupils raise their hands to offer answers.


## Presentation

-  Explain that in this lesson pupils will learn about landscape paintings.
- Pre-teach these words. Write them on the board one at a time with definitions. Pause and ask pupils to predict the definitions in some sentences:  
*landscapes: these are outdoor pictures of the countryside*  
*cityscapes: these are outdoor pictures of the ... city*  
*seascapes: these are outdoor pictures of the ... sea*  
*foreground: this is the part of the painting at the front*  
*background: this is the part of the painting at the ... back*  
*warm: a warm colour is a colour like red*  
*cold: a cold colour is a colour like ... blue*
- Read out the definitions and explain if necessary.

## Practice

### Pupil's Book

#### 1 Think What do you know about landscapes?

-  Refer pupils to page 30. Read the question. Pupils discuss for one minute in pairs. They then raise their hands to offer ideas to the class.
- **Extension** Internet search key words: *landscape painting for kids, images/videos of landscapes for kids*


#### 2 Learn LC3.4 Listen and read.

- Before pupils read, draw their attention to the paintings. Read out the words, have pupils point to the correct painting and repeat. Refer to the definitions on the board if necessary.
- Play the audio.
- Check comprehension with questions. Ask *What weather scenes do landscape artists paint? (sunny, rainy, snowy scenes) Does a seascape have forests in it? (no) Where do artists paint bigger objects? (in the foreground) Can you name two warm colours and two cold colours that artists use? (red and orange, grey and blue)*



## Diversity


### Challenge

-  Using the Thought-provoking questions technique, ask *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 Circle the correct word.

-  Pupils work individually to complete the activity. They then compare answers in pairs. Check answers 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 make a spider diagram with the title *Paintings* and three circles: *Landscapes, Cityscapes* and *Seascapes*. In each circle they write words for things that an artist can put in each kind of painting.
- Have two groups look at each other's spider diagrams and compare their words. Move groups around so pupils see all their classmates' words.

#### 4 Work with a partner. Describe one of the paintings from Activity 2.

-  Place pupils in pairs and give them time to discuss. Tell pupils to use the examples in speech bubbles to help them.
- Ask different pairs to describe a painting to the class.

## Extra activity TPR

-  Using the Yes/No response cards technique, pupils answer these questions and any others you might want to add:  
*Are landscape paintings indoor scenes?*  
*Do artists paint at different times of the year?*  
*Are there flowers in seascapes?*  
*Are there buildings in cityscapes?*  
*Did you learn some new words today?*  
*Is the foreground near you?*  
*Is blue a warm colour?*

## Extra activity Fast finishers

- Have pupils find the words connected to landscape paintings in the text and write the words in their notebooks.

# What do landscape paintings look like?

Think

1 What do you know about landscapes?

Learn

2  Listen and read.

### What do landscape paintings look like?

**Landscapes** in art are paintings of outdoor scenes. Landscape artists paint sunny, rainy and snowy scenes at different times of the year. Some artists paint blue skies with clouds, other artists paint dark skies in storms. Landscapes of the countryside can have forests, hills and lakes. Not all artists paint the countryside, however. Some artists prefer seas and oceans, while others prefer buildings and streets. A painting of the sea or ocean is called a **seascape**. A painting of a scene from a city is called a **cityscape**.

### How do we describe landscape paintings?

The part nearest to you is called the **foreground**. Artists usually paint objects in the foreground bigger than those at the back of the landscape. The part at the back is called the **background**. The background of a landscape looks far from you. This is because artists paint the objects smaller than the objects in the foreground.

We can also describe the colours. Artists use yellow, orange and red to make their landscapes look **warm**. They use blue and grey to make them look **cold**.



check

3 Circle the correct word.

- 1 Landscapes are paintings of outdoor spaces / scenes / streets.
- 2 Landscapes of the countryside / sea / city can have hills and rivers in them.
- 3 Seascapes show scenes with streets / seas / snow.
- 4 The part of the landscape behind / opposite / nearest to you is the foreground.
- 5 The part of a landscape next to / far from / in front of you is the background.

4   **Work with a partner. Describe one of the paintings from Activity 2.**


This painting is a seascape / landscape / cityscape.

It looks old / modern / sunny / cold / stormy.

The colours the artist used are ...

In the foreground / background you can see ...

### 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 pupils *What new information did you learn in this lesson?*

# What do landscape paintings look like?

## Objectives

- **Lesson aims:** to learn about materials artists use in landscape paintings
- **Target language:** brushes, oil paints, pencils, watercolour paints
- **Skills:** Writing, Reading





## Materials

- Pupil's Book Page 31
- sheets of A3 paper, enough for each group
- coloured pencils
- brush, pencil, oil paint, watercolour paint


## Global Scale of English (GSE)

- **Writing:** Can write correctly structured questions with question marks (GSE 35).
- **Reading:** 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 *cityscape* on the board. Ask *What can an artist draw in a cityscape?* Elicit answers. Repeat for *seascape* and *landscape*. Accept all reasonable suggestions.


## Presentation

-  Explain that in this lesson pupils will learn about the materials artists use in their landscape paintings.
- Pre-teach the words *brush*, *pencil*, *oil colours* and *watercolours* with the items you have brought to class. Hold up each item one at a time and say *It's a brush/pencil/These are oil paints/watercolour paints* and have pupils repeat.
- Alternatively, write the words on the board and ask pupils to open their books and find the objects.

## Practice

### Pupil's Book

### 1 Let's practise! What materials do artists use in their landscape paintings?

- Refer pupils to page 31. Read the question and the different objects to pupils. Have pupils point and repeat.
-  Pupils discuss in pairs. Check answers using the Lollipop stick technique.
- Read the text to pupils one section at a time. Check comprehension with questions after each section: *Can anyone show me a light/dark coloured pencil? Can anyone show me a rubber? What are the primary colours? (red, yellow, blue) What are the secondary colours? (purple, green, orange) Do you paint on wet or dry paper?*
- **Extension** Internet search key words: *primary colours, secondary colours*

## Diversity

### Challenge

- Pupils say other materials an artist needs (*paper, easel, palette, water, rubber*).



### Support

- Explain meanings of words after you finish reading the text. Have pupils write them in their vocabulary lists.

### 2 Write three questions about materials artists use in your notebook.


- Pupils read the text again individually and then complete the activity individually, using the question prompts to help.
- Do not ask for answers yet.

### 3 In pairs, ask and answer your three questions. Which questions were different?

-  Pupils work in pairs to complete the activity and discuss.
-  Check answers using the Lollipop stick technique.

## Show what you know

### Make a drawing of an outdoor scene.

-  Place pupils in groups of three to complete the activity. Hand each group a sheet of A3 paper and coloured pencils.
- Read out the questions before pupils start and tell pupils to discuss and decide together.
- Give pupils time to complete their drawings.
- Encourage pupils to use language they have learnt when they describe their drawings (*warm/cold colours, in the foreground/background, primary/secondary colours*).

## Extra activity Critical thinking

- Pupils write a short description of a drawing from another group in the style of an art critic.


## Extra activity TPR

- Call out the names of the different materials in this lesson. Pupils mime using them.

## 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

- Play *Hangman* with the key words they have learnt.
-  Using the Summative questions technique, ask pupils *Did you enjoy being artists? Did the information in the lessons help you draw better? Why? Why not?*

Let's practise!

1 What materials do artists use in their landscape paintings? **pencils, brushes, oil paints, watercolours**



Materials artists use	Colours	Why do artists use the materials?
pencils	light and dark coloured pencils	Most artists use a pencil to draw what they see first. This is because they can use a rubber if they don't like it. Then artists try to draw the outdoor scene better the next time.
oil paints and brushes	bright and dark primary and secondary colours	Artists have used oil paints for hundreds of years. They like oil paints because the colours work well together. Artists can also use thick or thin oil paints for their scenes.
watercolour paints and brushes	primary and secondary colours	Some artists like using watercolour paints because they dry quickly. Artists can then paint on top of watercolour paints. They can also use wet or dry paper for their landscapes.

2 Write three questions about materials artists use in your notebook.

3 In pairs, ask and answer your three questions. Which questions were different?

- 1 What type of materials do ...?
- 2 What colours are the ...?
- 3 Why do artists use ...?

Show what you know

Make a drawing of an outdoor scene.

- 1 Think! What are you going to draw: a landscape, a seascape or a cityscape?
- 2 What's in the foreground and the background?
- 3 What's the weather like in your drawing?
- 4 What colours are you going to use?
- 5 When you've finished, take turns to describe your outdoor scene to another group.



# Mapping

## Topics

**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

**Speaking:** taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion); retelling stories and factual events using a variety of structures; partaking in long dialogues and exchanges

**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

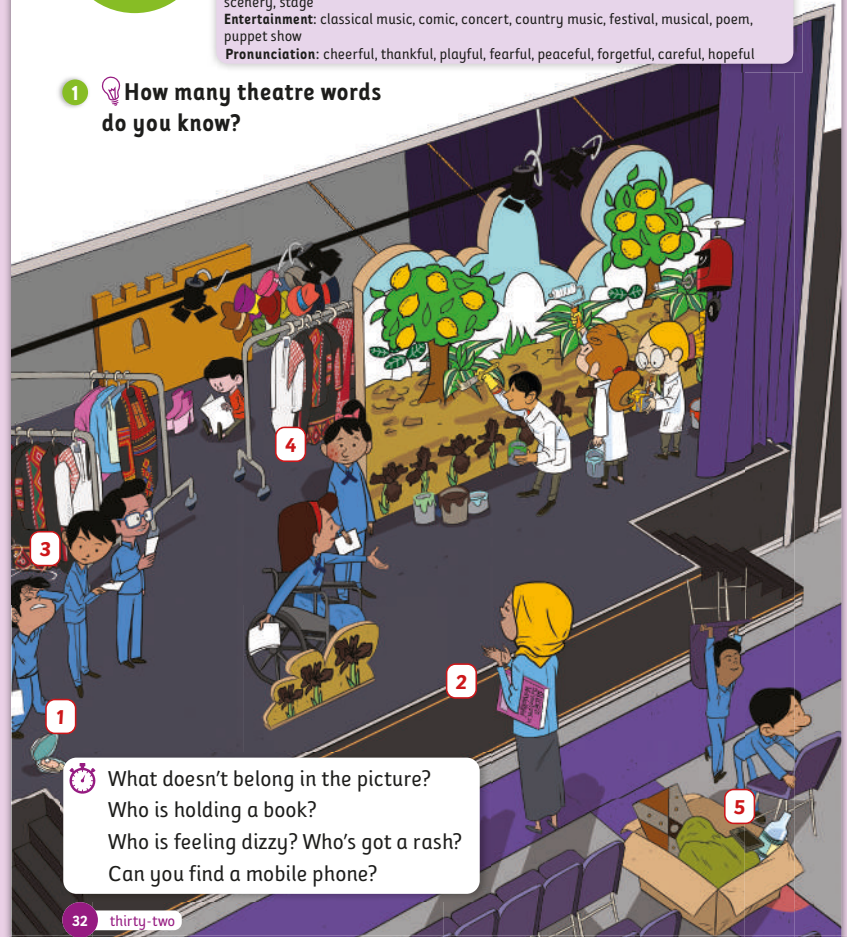
**Viewing and presenting:** viewing visual information and showing understanding by asking relevant questions

# 7

## Curtain up!

**Theatre:** act, audience, backstage, cast, cheer, costumes, curtain, director, lighting, props, scenery, stage  
**Entertainment:** classical music, comic, concert, country music, festival, musical, poem, puppet show  
**Pronunciation:** cheerful, thankful, playful, fearful, peaceful, forgetful, careful, hopeful

### 1 How many theatre words do you know?



What doesn't belong in the picture?  
 Who is holding a book?  
 Who is feeling dizzy? Who's got a rash?  
 Can you find a mobile phone?

32 thirty-two

What doesn't belong in the picture? **The oyster doesn't belong in the picture. (1)**  
 Who is holding a book? **The woman is holding a book. (2)**  
 Who is feeling dizzy? Who's got a rash? **The boy on stage is feeling dizzy (3) and the girl in the middle of the stage has got a rash (4).**  
 Can you find a mobile phone? **It's in the props box. (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; 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; tell a story or a fiction text

**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 idea(s) and key facts in a reading text; explain how specific images or illustrations clarify and contribute to a text; identify themes and moral lessons; demonstrate understanding of message in stories, fables or lesson; identify and use prefixes and suffixes (*un-*, *dis-*, *ir-*, *-ful*, *-ment*, *-tion*) and visual clues to infer the meaning of new vocabulary items

**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; rehearse and deliver individually or in collaboration a visual presentation on familiar course theme topics; use body language to add meaning to oral presentation



## Unit objectives

to talk about the theatre and entertainment

## Language

<b>Vocabulary</b>	<b>Theatre</b> <i>act, audience, backstage, cast, cheer, costumes, curtain, director, lighting, props, scenery, stage</i> <b>Entertainment</b> <i>classical music, comic, concert, country music, festival, musical, poem, puppet show</i>
<b>Grammar</b>	Present perfect Present perfect questions with <i>ever</i>
<b>Functions</b>	Describing clothes: <i>The (trousers) are (too long).</i>
<b>Pronunciation</b>	Identify and use the suffix <i>-ful</i> to infer meaning: <i>cheerful, thankful, playful, fearful, peaceful, forgetful, careful, hopeful</i>

## Key competences

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

**Mathematical, science and technological competences:** order sentences (L. 3)

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

**Social and civic competences:** learn to be creative (L. 3, 9 and 12); learn to describe clothes (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, 9 and 10)

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

## 21<sup>st</sup> Century Skills for Learning and Innovation

<b>Critical thinking</b>	Predicting (L. 11); Problem solving (L. 3); Logical thinking (L. 1, 3 and 9); Defining and describing (L. 1, 3, 7 and 9); Finding information (L. 1, 3, 5, 10, 11 and 12); Planning (L. 12); Reflecting on learning (L. 1–12)
<b>Creativity</b>	Making a poster for a show (L. 9)
<b>Communication</b>	Describing theatre words (L. 1); Describing pictures (L. 5); Answering questions (L. 7); Talking about theatres (L. 9); Describing clothes (L. 10); Functional dialogue (L. 10)
<b>Collaboration</b>	Project groupwork (L. 9); Acting out (L. 3)

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 7 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, English in action, CLIL
- Unit 7 Test

### Objectives

- **Lesson aims:** to learn and use theatre words
- **Target language:** *act, audience, backstage, cast, cheer, costumes, curtain, director, lighting, props, scenery, stage*
- **Skills:** Speaking

### Materials

- Pupil's Book Pages 32–33
- sheets of A4 paper, enough for each pair of pupils
- stopwatch
- dictionaries
- Resource 37 A

### Global Scale of English (GSE)

- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can take part in basic games that use fixed expressions or rhymes (GSE 22).

### Assessment for Learning

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

### Starting the lesson

- Write *Theatre* on the board. Explain the meaning if necessary. Ask *How often do you go to the theatre? What do you like about the theatre?*

### Presentation

- Explain that in this lesson pupils will learn to talk about the theatre.

### Practice

#### Pupil's Book

#### 1 How many theatre words do you know?

- Refer pupils to page 32. Read the rubric and tell pupils to look at the picture and find the theatre words they know. Pupils work in pairs.
- Using the Lollipop stick technique, ask pupils to say the words they know.
- Place pupils in different 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. Have them describe the picture in pairs, where the people in the picture are and what they are doing, naming any objects, clothes and appearances that they know.

#### 2 7.1 Listen, point and repeat.

- Refer pupils to page 33. Tell pupils to count how many theatre words they knew.
- Play the audio and have pupils point and repeat. Tell pupils to look at the pictures and practise the new vocabulary. Ask questions: *Who stands on the stage? The cast or the audience? When does the curtain open? At the start or the end of the play?*



*Do you wear costumes or props?  
Does the audience cheer or act?  
Do actors wait on stage or backstage?  
Does the director do the lighting or tell the cast what to do?*

- Have pupils say a theatre word to their partner for them to point to the correct picture. Then they swap.

### Diversity

#### Challenge

- Play the audio again. Have pupils repeat without looking at the book. Ask different pupils to then spell out the words orally.

#### Support

- Divide the class into two groups. Play the audio again for each group to listen and repeat.

#### 3 Look for the words from Activity 2 in the picture on page 32. Which word is missing from page 32?

- Give pupils one minute to work in pairs to find the theatre words and write the missing word. Check answers using the Lollipop stick technique.

#### 4 Write the words.

- Pupils complete the activity individually, then check their answers in groups.
- **Extension** Pupils think of definitions for the other words. They can use a dictionary for help.

### Extra activity Creativity

- Pupils work in pairs. Hand each pair a sheet of A4 paper. Pupils draw a scene like the one on page 32. They include all the theatre words and label their picture.

#### 5 Play a game in groups. Each person adds a new word.

- Divide the class into groups of six to play the game.
- Play the game again as a class.

### Extra activity TPR

- Assign a theatre word to each pupil. All pupils stand up. Read this description and pupils sit down when they hear their word:  
*I went to the theatre, but I didn't **cheer**. The **cast** couldn't **act**. The **lighting** was terrible. The **costumes** were old. There weren't any **props** and there wasn't any **scenery**. Two actors came on **stage** late and one actor stayed **backstage** because he forgot to come on when the **curtain** opened. The **director** wasn't happy! The **audience** wasn't happy either!*

### Finishing the lesson

- Using the Summative questions technique, ask pupils *What have you learnt today? Did you find the lesson difficult or easy?* You can also use Exit slips to have pupils evaluate the lesson.

### Lesson 2 Activity Book

### Objectives

- **Lesson aims:** to learn and use theatre words
- **Target language:** *act, audience, backstage, cast, cheer, costumes, curtain, director, lighting, props, scenery, stage*
- **Skills:** Writing

### Materials

- Activity Book Page 24
- Pupil's Book Page 32
- coloured pencils: blue, red, green, orange



2 Listen, point and repeat.



stage



curtain



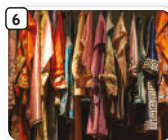
audience



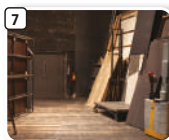
cast



director



costumes



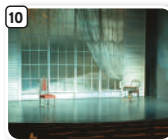
backstage



lighting



props



scenery



cheer



act

3 Look for the words from Activity 2 in the picture on page 32. Which word is missing from page 32? audience

4 Write the words.

- 1 The people who are watching the show. audience
- 2 The place which is at the back of the stage. backstage
- 3 The people who are acting in the show. cast
- 4 The person who tells the actors what to do. director
- 5 The pictures at the back of the stage. scenery

5 Play a game in groups. Each person adds a new word.

I went to the theatre, and I saw the audience.

I went to the theatre, and I saw the audience and the director.

I went to the theatre, and I saw the audience, the director and the cast.

thirty-three 33

## Global Scale of English (GSE)

- **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; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Write the vocabulary on the board.
- Describe an item using the language from the previous lesson.
- Pupils guess the words from the descriptions.

## Practice

1 Look at Pupil's Book page 32. Use the words in the box to write sentences about the picture.

- Pupils work individually and check answers in pairs.

**Answer key** (possible answers) 2 There are lemons on the trees.  
3 The teacher/director/woman in front of the stage is clapping.  
4 The boy on the stage is feeling dizzy.

2 Look and write. Then circle the people blue, the places red, the things green and the actions orange.

- Pupils work individually and check in pairs.
- **Extension** Place pupils in groups.  
Write the following on the board: *The first thing you see when you arrive at a theatre is the (1) s \_\_\_\_\_ which can have the (2) c \_\_\_\_\_ up or down. In front of it, you can see the seats where the (3) a \_\_\_\_\_ sit and enjoy the show. You can't see the actors when you arrive because they are usually (4) b \_\_\_\_\_, putting their (5) c \_\_\_\_\_ on and getting their (6) p \_\_\_\_\_.*
- Pupils complete the text in their groups. Check answers using the Lollipop stick technique.

**Answer key** 2 props, 3 act, 4 costumes, 5 backstage, 6 curtain, 7 cheer, 8 director, 9 stage, 10 scenery, 11 audience, 12 lighting  
People: cast, director, audience; Places: backstage, stage; Things: props, costumes, curtain, scenery, lighting; Actions: act, cheer

### Extra activity Fast finishers

- Pupils write the new words in their vocabulary lists.

## Finishing the lesson

- Pupils close their books and work in pairs. Give them one minute to write down the theatre words.
- Using the Summative questions technique, ask *How many words did you remember? Did you spell them correctly?*



- 1 Before you read Can you find any props? In the cardboard box (frame 6).
- 2 Listen and read.



# The school play





3 Which piece of scenery belongs with the play?

Go to page 58 to find out.

The piece of scenery on the left of the white rabbit dressed up.

4 After you read Circle the correct answer.

- |  |  |
|--|--|
| <p>1 The play is called ...</p> <p>a Alice Loves Wonderland.</p> <p><b>b Alice's Adventures in Wonderland.</b></p> <p>c Alice's Stories in Wonderland.</p> <p>2 Hamed and Bo are looking for ...</p> <p>a Alice's black and white dress.</p> <p>b Alice's green and white dress.</p> <p><b>c Alice's blue and white dress.</b></p> | <p>3 Bo was flying when he ...</p> <p><b>a broke something.</b></p> <p>b painted something.</p> <p>c made a hole in something.</p> <p>4 Mrs Alhaddad stops the scenery from falling over. She uses ...</p> <p>a a box.</p> <p><b>b some steps.</b></p> <p>c some costumes.</p> |
|--|--|

5 Act out the story.



Values

I work well together with my friends.

# Story

## Objectives

- **Lesson aims:** to listen to, analyse and act a story
- **Target language:** revision of theatre vocabulary; *steps, heavy, push*
- **Skills:** Reading, Speaking, Listening





## Materials

- Pupil's Book Pages 34–35
- a ball
- Yes/No response cards
- Resource 42


## 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).
- **Speaking:** Can act out parts of a picture story, using simple actions and words (GSE 30).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

## Assessment for Learning

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

## Starting the lesson

-  Using the Basketball technique, ask pupils to say one theatre word each from Lesson 1.

## Presentation

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


## Practice

### Pupil's Book

#### 1 Before you read Can you find any props?

- Refer pupils to pages 34 and 35.

#### 2 7.2 Listen and read.

- Write *steps, heavy* and *push* on the board. Say *You walk up and down steps in front of buildings. When something is heavy, you can't carry or lift it. When you go in a shop, you usually push the door.*
- Play the audio.
- Check comprehension. Ask *Does Bo like painting scenery? (yes) Can the kids hold the scenery? (no) Why not? (It's too heavy.) Who can repair the scenery? (Mrs Alhaddad)*
-  Pupils work in groups and find out more about the book *Alice's Adventures in Wonderland*. They can make a poster about the characters in it.



## Diversity



### Challenge

- Before pupils open their books, tell them the title of the story. Pupils predict what might happen, using the information they have from the picture in Lesson 1.


### Support

- Pre-teach other words that pupils might have problems with.


#### 3 Which piece of scenery belongs with the play? Go to page 58 to find out.

-  Pupils discuss in pairs.
-  Using the Yes/No response cards technique, ask *Did you find the right piece of scenery?*


#### 4 After you read Circle the correct answer.

-  Pupils work individually to complete the activity. Check answers using the Basketball technique.


## Extra activity Critical thinking

-  Pupils work in pairs and write one more sentence with three possible endings to add to Activity 4. They swap sentences with another pair and choose the correct ending.

## Values

-  Pupils think about the value individually and then discuss in pairs.
- Discuss the value as a class.
- Ask *Why is working well together in class important? Can you name a time when working in a team helped you? How can you be a good teammate? How does sharing ideas help? Why is it important to respect team members?*


#### 5 Act out the story.

-  Divide pupils into groups of five. Allocate a role to each pupil (Katy, Millie, Hamed, Bo and Mrs Alhaddad).
- Pupils act out the story in groups.
- **Extension** Internet search key words: *Alice's Adventures in Wonderland, Lewis Carroll*

## Extra activity TPR

- Read the story. When pupils hear a theatre word, they hold up a happy face.

## Finishing the lesson

-  Using the Summative questions technique, 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 theatre vocabulary
- **Skills:** Reading, Writing

## Materials

- Activity Book Page 25

## 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.


## Global Scale of English (GSE)

- **Reading:** Can understand the main themes of a simplified story (GSE 36). Can understand the correct sequence of events in a simple story or dialogue (GSE 37). 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).

## 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

-  Use the Lollipop stick technique to ask pupils what happened in the story. Play the audio again if you have time.


## Practice

### 1 After you read Look and order.

- Give pupils one minute to complete the activity.


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

### 2 Match the sentences with the pictures in Activity 1.

- Pupils complete the activity individually.
-  Check answers using the Lollipop stick technique.


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

### 3 Answer the questions.

- Pupils complete the activity individually.
-  Pupils check their answers in groups.

**Answer key** 2 Hamed, 3 Millie, Katy and Hamed, 4 Millie, Hamed, Mrs Alhaddad, 5 Katy and Bo

### 4 Values Read and tick (✓). What does 'working together' mean to you?


-  Pupils choose and then compare answers with a partner.

**Answer key** 3 ✓, 6 ✓

### Extra activity Fast finishers

- Pupils find words connected to the theatre in the story and write them in their notebooks.

## Finishing the lesson

-  Using the Summative questions technique, ask pupils what they learnt today.

### CLIL Link

In Unit 7, the story is based around the concept of forces and their effects from the Science curriculum.

The Discovery Team are helping to get the stage ready to perform a play at school. When Bo's looking for a costume, his rotor blades cut some rope that is holding the scenery and it starts falling. They can't hold it up and Millie tries to move some steps to support it, but they are too heavy for her. At last, Mrs Alhaddad arrives and helps Millie with the steps to hold up the scenery.

To explore the concept of forces further, you can use Resource 42.

# Grammar

## Objectives

- **Lesson aims:** to learn and use the Present perfect
- **Target language:** *I've read (Alice's Adventures in Wonderland).*
- **Skills:** Reading, Listening, Speaking





## Materials

- Pupil's Book Page 36
- a ball
- True/False or Yes/No response cards
- Resource 47 A

## Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **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 repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). 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: Basketball technique; True/False response cards technique; Yes/No response cards technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Summative questions technique

## Starting the lesson

- Write *The school play* on the board. Ask *What were the kids painting? What did Bo break? What did they push against the scenery?* and elicit answers.
- Ask pupils what else they remember from the story from Lesson 2. Prompt with questions: *What's the name of the play? Were the steps easy to push? Who helped?*

## Presentation

-  Explain that in this lesson pupils will learn to use the Present perfect.
- Hold up the ball and say *Look. I've brought the ball.*
- Write on the board:  
*I didn't bring the ball last Friday.  
I often bring the ball to class.  
I've brought the ball today.*
- Ask *Which sentence is in the Present simple/Past simple?* and elicit answers. Explain that the last sentence is in the Present perfect and it talks about something that started in the past but is still affecting the present.

## Practice

### Pupil's Book

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

- Refer pupils to page 36. Pupils look back at the story on pages 34–35 to find the answer.



#### 2 7.3 Listen and repeat.

- Play the audio.
- Explain to pupils that the Present perfect uses *have* and then the past participle of the verb. Explain that sometimes the past

participle is the same as the Past simple form, but for some irregular verbs it is different. Draw pupils' attention to the irregular and regular verbs box. Pupils should learn the irregular past participles.

- **Extension** Pupils look at the story on pages 34–35. They find the examples of the Present perfect in the story.

## Diversity


### Challenge

- Ask pupils to look at the form of the Present perfect and work out the rules themselves.

### Support

- Write the rules for the form of the Present perfect on the board and have pupils copy them into their notebooks.


#### 3 7.4 Listen and point to the correct picture.

- Ask different pupils to describe what the children are thinking about.
- Play the audio.
-  Check answers using the Basketball technique.




- 1 **Girl 1:** I've seen that play, but I haven't read the book.
- 2 **Boy 1:** I've been to the theatre. I haven't acted in a play.
- 3 **Girl 2:** I've written a story, but I haven't written a play.
- 4 **Boy 2:** I've made a card for my mum. But I haven't bought a present.


#### 4 Describe a picture. Your partner guesses.

-  Pupils work in pairs. Monitor.


#### 5 In groups, make true and false sentences about what you've done. Can you guess which are true?

-  Pupils work in groups. Monitor.

## Extra activity TPR

-  Ask each pupil, one at a time, to read out a sentence from Activity 5. It can be true or false. Pupils react using their True/False or Yes/No response cards.

## Finishing the lesson

-  Using the Summative questions technique, ask pupils how confident they feel using the grammar.

## Lesson 6 Activity Book

## Objectives

- **Lesson aims:** to learn and use the Present perfect
- **Target language:** *My friends and I haven't eaten junk food for ages.*
- **Skills:** Listening, Writing

## Materials

- Activity Book Page 26

## Global Scale of English (GSE)

- **Listening:** Can identify activities occurring in the past in short, simple dialogues (GSE 36).
- **Writing:** Can write about past activities using simple language, given a model (GSE 40).



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

- 1 I haven't read the book.
- 2 I've seen a blue and white dress somewhere ...
- 3 Bo, have you seen Alice's costume?



2 Listen and repeat.

I've read *Alice's Adventures in Wonderland*.  
I haven't seen the film.

He's seen Alice's costume somewhere,  
but he hasn't found it.

Let's go to the theatre. We haven't been  
for ages!

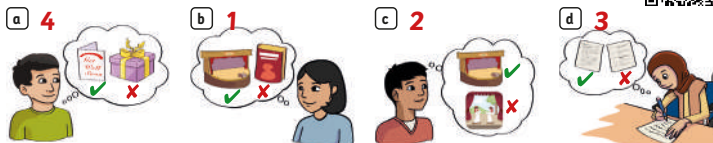
**Irregular verbs**  
be → been, go → been/gone, see → seen,  
make → made, buy → bought, read → read  
write → written, wear → worn, sing → sung

**Regular verbs**  
act → acted, visit → visited  
play → played, listen → listened

▶ More verbs in Activity Book page 48.



3 Listen and point to the correct picture.



4 Describe a picture. Your partner guesses.

He's/He hasn't    She's/She hasn't    written    bought    seen  
read    made    been

He's been to the theatre. He hasn't acted in a play.    Is it Picture ...?

5 In groups, make true and false sentences about what you've done. Can you guess which are true?

been to the theatre    acted in a play    acted in a film  
worn a costume    made a costume    read a play  
read a really long book    made a present for a friend    seen a documentary

I've acted in a film!    False!

36 thirty-six

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 some past participles on the board. Use the Lollipop stick technique to ask pupils to say a sentence in the Present perfect and one of the verbs on the board.

Practice

1 7.5 What haven't they done? Listen and match.



- Tell pupils that there is one picture they won't need. Play the audio.
- Check answers using the Lollipop stick technique.

Hi! I'm Tareq. I'm so excited because it's going to be a very busy weekend! My grandparents want to buy a mobile phone that's got the Internet. They've used a mobile phone before, but they haven't sent an email from it.  
My sister needs to buy new trainers. She likes sport. She's played basketball and tennis, but she hasn't played football. She has her first football practice next week.

On Sunday we're going to the theatre. My brother has sung many times in school plays, but he hasn't acted on stage. It's going to be his first time.  
Then we're going to have a birthday party at home. My parents haven't had a party for a while, and they promised to do it for my brother's birthday. I'm going to bake a cake for the party. I haven't made a cake before. I hope it's delicious!

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

2 Write the sentences.

- Pupils work individually and check answers in pairs.
- Answer key 2 My parents have bought rice for dinner.  
3 Sana has written an email to her grandparents. 4 The actor hasn't visited this theatre for many years.

3 Write one thing you've done at school today and one thing you haven't done for ages! In pairs, compare.

- Pupils work individually and compare their answers in pairs.
- Check answers using the Lollipop stick technique.

Extra activity Fast finishers

- Pupils write the sentences from Pupil's Book Activity 4.

Finishing the lesson

- Using the Summative questions technique, ask *When do we use the Present perfect?*

### Objectives

- **Lesson aims:** to learn and use entertainment vocabulary; to learn and use Present perfect questions with *ever*; to learn and sing a song
- **Target language:** *classical music, comic, concert, country music, festival, musical, poem, puppet show*
- **Skills:** Listening, Speaking

### Materials

- Pupil's Book Page 37
- a ball
- 16 cards with words and word halves: *musi-, -cal, pup-, -pet show, con-, -cert, fest-, -ival, class-, -ical music, coun-, -try music, com-, -ic, po-, -em*
- True/False response cards
- Resources 37 B, 47 B, 51, 55

### 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 talk about past events or experiences, using simple language (GSE 41).

### Assessment for Learning

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

### Starting the lesson

- Say *I've read Alice's Adventures in Wonderland*. Using the Basketball technique, have pupils say something they have done.

### Presentation

- Explain that in this lesson pupils will learn and use entertainment vocabulary and they will learn to ask questions with *Have you ever...?* and to answer them with short answers. They will also sing a song.
- Write *Entertainment* on the board. Pupils say any related words they know. Write their ideas on the board.

### Practice

#### Pupil's Book

#### 1 7.6 Listen, point and repeat.

- Refer pupils to page 37. Ask pupils if they see any of the words they thought of. Have pupils look at the pictures and raise their hands to describe what they can see.
- Play the audio.
- Practise the vocabulary using the True/False response cards technique:  
*In a musical, the cast act and sing.*  
*In a puppet show, you see the person who makes the puppet move.*  
*In a concert, you go to watch people play music.*  
*The audience often sits outside at a festival.*  
*Classical music isn't a serious type of music.*  
*Country music is popular in the USA.*  
*There are pictures in a comic.*  
*A poem doesn't have lines or rhymes.*



### Extra activity Collaborative work

- Have pupils take it in turns to say a word to their partner for them to point to the correct picture.

#### 2 7.7 & 7.8 Listen and sing.

- Ask pupils to look at the pictures and say what they can see (*a puppet and a sheet of paper and pen*).
- Play the song and tell pupils to listen only this time.
- Read out the song one line at a time and have pupils repeat as a class.
- Play the song again and encourage pupils to join in.
- 7.8 Play the karaoke version of the song again and encourage pupils to sing.



#### 3 7.9 Listen and repeat.

- Play the audio.
- Divide the class into three groups. Assign questions to group 1, *yes* answers to group 2, and *no* answers to group 3. Play the audio again, pausing after each sentence, and have pupils repeat in their groups. Then swap groups around and repeat. Monitor intonation.



#### 4 In pairs, ask and answer.

- Ask two pupils to read out the sentence halves.
- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.

### Diversity

#### Challenge

- Point out to pupils that they need to use the correct past participle for their questions. Have pupils add two of their own ideas.

#### Support

- Read out the phrases in the box before pupils complete the activity. Have pupils call out the past participles of the verbs and write them on the board.

#### 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

- Hand out the word halves cards to 16 pupils. Tell them they have one minute to find the matching cards.

### Finishing the lesson

- Using the Summative questions technique, ask pupils if they thought the lesson was difficult or easy, and whether or not they need more help using *ever* in questions. You can also use Exit slips to have pupils evaluate the lesson.

### Lesson 8 Activity Book

### Objectives

- **Lesson aims:** to learn and use entertainment vocabulary; to learn and use Present perfect questions with *ever*
- **Target language:** *classical music, comic, concert, country music, festival, musical, poem, puppet show; Has Reem ever read a comic? Yes, she has.*
- **Skills:** Writing

## 1 Listen, point and repeat.



musical



puppet show



concert



festival



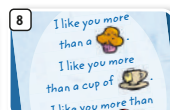
classical music



country music



comic



poem

## 2 Listen and sing.



I love music and entertainment,  
I love singing and laughing, too!  
I love poems and concerts and musicals.  
Do you love all those things, too?

Have you ever sung  
in a musical?  
Have you ever been  
to a puppet show?  
Have you ever written a poem?  
Have you ever listened  
to music at home?

Yes, I have! I've sung  
in a musical,  
And I've listened to music  
at home.  
I haven't written a lot of poems,  
And I haven't been  
to a puppet show.

But I love music and entertainment ...



## 3 Listen and repeat.

Have you ever been to a festival?	Yes, I have. / No, I haven't.
Has she ever sung in a musical?	Yes, she has. / No, she hasn't.



## 4 In pairs, ask and answer.

go to a concert or festival    see a musical  
read a comic    write a poem    listen to classical music

Have you ever been  
to a festival?

Yes, I have.

## 5 Pupil A: Activity Book, page 45. Pupil B: Activity Book, page 47.

thirty-seven 37

## Materials

- Activity Book Page 27

## Global Scale of English (GSE)

- Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16). 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: Lollipop stick technique
- Peer learning: groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Use the Lollipop stick technique to ask pupils questions with *Have you ever...?* and the new vocabulary.

## Practice

## 1 Find and circle the words. Then complete. Which word is missing?

- Pupils complete the activity individually. They then compare answers with a partner.

**Answer key** 2 festival, 3 puppet show, 4 comic, 5 musical, 6 poem, 7 country music; *classical music* is the missing word

## 2 Complete the questions. Look and write the answers.

- Check answers using the Lollipop stick technique.
- Extension** Ask pupils to work in groups and ask each other if they have done any of the things.
- Walk around the class monitoring groups.
- Ask different groups to tell the class one thing each.

**Answer key** 2 Have, been, No, they haven't.; 3 Has, read, No, he hasn't.; 4 Have, read, Yes, they have.; 5 Has, made, No, she hasn't.

## Extra activity Fast finishers

- Pupils find the Present perfect forms in the song and write the words in their notebooks.

## Finishing the lesson

- Using the Summative questions technique, ask *Do you like the song? Can you remember it without looking at the book?*
- 7.8 Play the karaoke version of the song again and encourage pupils to sing.



# Culture

## Objectives

- **Lesson aims:** to learn about theatres; to make a poster for a show
- **Target language:** revision of vocabulary and grammar; *rebuilt*
- **Skills:** Speaking, Reading, Writing





## Materials

- Pupil's Book Page 38
- Activity Book Page 28
- a large sheet of paper or card, enough for each group of pupils
- paper/card and coloured pencils
- sheets of A4 paper, enough for each group of pupils

## Global Scale of English (GSE)

- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **Reading:** Can understand simple sentences, given prompts (GSE 24). 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).
- **Writing:** Can write simple facts about a topic on a planning sheet (GSE 42). Can create a poster to advertise an event or product, given a model (GSE 45).


## Assessment for Learning

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

## Starting the lesson

- Brainstorm the words from Lesson 1 and write them on the board. Say a definition and pupils come to the front and point to and say the word. Say, e.g. *The people who watch a play. (audience) The clothes the actors wear. (costumes) The pictures at the back of the stage. (scenery) The place where the actors act inside the theatre. (stage) The group of actors in a play. (cast)*


## Presentation

-  Explain that in this lesson pupils will learn about theatres.
- Ask pupils if they have ever been to the theatre. Ask them to say names of famous theatres they know.

## Practice

### Pupil's Book


### 1 Before you read Do you know any famous plays or musicals?

- Refer pupils to page 38.
- Read the question aloud and give pupils examples of famous plays or musicals.
-  Pupils work in pairs to write a list of plays or musicals they might know. They share their answers with the class.

### 2 7.10 Listen and read.

- Ask pupils to look at the pictures. Tell them the first photo is of Broadway in New York and the second is of the Roman Theatre in Amman. Elicit the meaning of *rebuilt* (to build something again after it's been damaged).
- Play the audio and have pupils read along in their books.



- Ask pupils to read the texts aloud. Then ask comprehension questions, e.g. *How many theatres are there on Broadway? (40) What is the name of the theatre in the text? (Majestic Theatre) Is it a big theatre? (one of the largest) When was the Roman Theatre built? (over 2,000 years ago) When was it rebuilt? (1957) How can children learn about the theatre at the Haya Cultural Centre? (by taking workshops and acting classes)*
-  Pupils work in groups and decide what Broadway show they would like to see. Write their choices on the board. Have a class vote to decide which is the most popular.
- Pupils search online for Broadway plays or musicals.
- **Extension** Write three headings on the board: *Majestic Theatre, Roman Theatre, Haya Cultural Centre*. Ask pupils to say information from the text and which heading it goes under. (*Majestic Theatre: New York, USA, Broadway, 1988; Roman Theatre: Amman, Jordan, over 2,000 years old, opposite Amman Citadel; Haya Cultural Centre: modern, children of all ages, workshops, acting classes*)


## Fun activity

- Pupils find all the numbers in the text and write them as words in their notebooks.

### 3 After you read Activity Book, page 28.

- Pupils turn to page 28 in their Activity Books and complete the activities.

### 4 What do you know about other famous ancient and modern theatres around the world?

-  In pairs, pupils discuss the question. Monitor pupils and help where necessary. You might want to write some examples on the board to help them (Sydney Opera House, Teatro Olimpico, The Globe, La Scala).

## Diversity

### Challenge

- Give definitions about key words from the text. Pupils write the word described in the definition in their notebooks and the definition itself, e.g. *a place where people go to watch a play – theatre; a play where people sing – a musical; another word for a show – performance.*



### Support

- Write key words from the text on the board. Pupils write the words in their notebooks.

## Project



### Make a poster for a new show.

-  Divide pupils into groups of four. Give each group a sheet of A4 paper/card and coloured pencils.
-  Explain that pupils are going to invent a new show and make a poster for it. They should provide pictures and answer the questions with as much detail as possible. Use the Traffic light cards technique to check pupils know what to do.
- Monitor and help groups. Also make sure all pupils contribute ideas for the poster.
- Make a classroom display after pupils have presented their posters to the class.

**Lesson 9**  
**CULTURE**

# HAVE YOU EVER BEEN TO THE THEATRE?

There are lots of famous modern theatres around the world where you can see a play or a musical.

One of them is the Majestic Theatre in New York. It's in an area of the city centre called Broadway. There are more than 40 theatres on Broadway, and many visitors to New York see a Broadway show. The Majestic is one of the largest theatres on Broadway



and many famous musicals have played here. Have you ever seen a musical? One famous musical opened at the Majestic Theatre in 1988 and is now the longest-running show on Broadway.

There are also many ancient theatres around the world. The Roman Theatre in Amman, Jordan,



is one example. It was built over 2,000 years ago and is on a hill opposite the Amman Citadel. It was rebuilt in 1957, and many people have visited it since then. In fact, it's one of the most visited attractions in Amman.

Amman is also home to the more modern Haya Cultural Centre. Here, children of all ages can learn about the theatre and acting by taking acting classes and workshops. The centre makes learning about theatre fun and gives children the chance to explore acting from a young age.

## Fun Activity

Find all the numbers in the text. Write them as words!

1 **Before you read** Do you know any famous plays or musicals?

2 **7.10** Listen and read.



3 **After you read**  
» Activity Book, page 28.

4 **What do you know about other famous ancient and modern theatres around the world?**

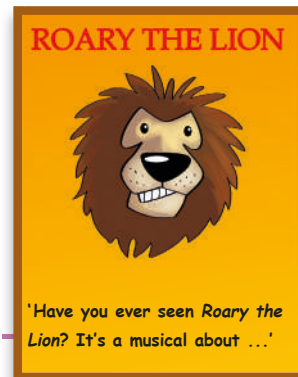
38 thirty-eight

## Project

Make a poster for a new show.



- In groups, invent a show.
- Think about information for your show:
  - What's the name of the show?
  - What kind of show is it? (A musical? A play?)
  - What's it about?
  - How much are the tickets?
- Make a poster for your show and present it to the class.



### Activity Book

1 Complete the second sentence in each pair so that it means the same as the first sentence.

- Pupils work individually to complete the activity. They check answers in pairs.

**Answer key** 2 longest-running, 3 areas, 4 as well as

2 **After you read** Complete the sentences. Use 1, 2 or 3 words.

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

**Answer key** 2 more than, 3 rebuilt, 4 2,000 years ago, 5 acting classes

3 **Make a fact file.**

- Place pupils in groups and hand out A4 paper.
- Pupils brainstorm and choose a theatre.
- Display the fact files and have pupils compare them.
- Extension** Ask pupils to order the theatres from the oldest to the newest and compare.

### Finishing the lesson

- In pairs, pupils choose a Culture lesson text to read again.
- Using the Summative questions technique, write on the board *The best thing in this lesson for me was ...* Have pupils complete the sentence in their notebooks.

### Objectives

- **Lesson aims:** to learn to describe clothes; to identify and use the suffix *-ful* to infer meaning
- **Target language:** *The trousers are too long.; cheerful, thankful, playful, fearful, peaceful, forgetful, careful, hopeful*
- **Skills:** Reading, Listening, Speaking

### Materials

- Pupil's Book Page 39
- Activity Book Page 29
- Yes/No response cards
- sheets of A4 paper, enough for each pupil
- Resource 59

### Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).
- **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
- Independent learning: Thought-provoking questions technique

### Starting the lesson

- Ask questions about clothes for them to respond with their Yes/No response cards. Ask *Are you wearing trousers/a T-shirt/a dress/a hat/a costume?*

### Presentation

- Explain that in this lesson pupils will learn to describe clothes and identify and use the suffix *-ful* to infer meaning.
- Write *Alice's costume* on the board. Ask *What colour was the dress for Alice's costume?* and elicit *blue and white*.

### Practice

#### Pupil's Book

- 1 Which clothes do you need for ...
  - Refer pupils to page 39. Pupils discuss in pairs and then raise their hands to offer answers.

### Diversity

#### Challenge

- Revise clothes after pupils complete the activity. Have different pupils write the clothes on the board.

#### Support

- Revise clothes before pupils complete the activity. Point to the clothes pupils are wearing. Say the clothes and have pupils repeat. Write the words on the board.

- 2 **7.11 Listen. What is Imad's part in the school play?**

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



- 3 **7.12 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.
- **Extension** Pupils read the dialogue in pairs. Then they repeat the dialogue but change their role and clothes and use their own ideas. Have different pairs act out their dialogue to the class.



### Extra activity Creativity

- Hand a sheet of A4 paper to each pupil. Pupils design a costume and label the clothes you need for the costume. They present their costumes to the class.

- 4 **Work with a partner. Choose a costume. What's wrong with it?**

- Place pupils in pairs to complete the activity.
- Walk around the class monitoring pairs.
- **Extension** Pupils repeat the activity in different pairs.
- Pupils act out a funny dialogue for actors trying on costumes for a play and complaining that the costumes have problems.

### Pronunciation

- 5 **7.13 Listen and read. What do you notice about the coloured words?**

- Explain to pupils that the suffix *-ful* means 'full of' or 'having a lot of'. When you add it to the end of a word, it changes the meaning to show that something has a lot of that quality.
- Play the audio. Then play it again, pausing after each sentence for pupils to repeat. Tell pupils that we can add *-ful* to some verbs (as well as some nouns) to make them into adjectives.
- Place pupils in pairs. Ask them to think of other words that the suffix *-ful* can be added to. Have pupils write sentences using the words.



### Activity Book

- 1 **Match the words and the pictures.**

- Check answers using the Lollipop stick technique.

**Answer key** 1 too long, 3 not long enough, 4 too big

- 2 **7.14 Look at the picture and complete the sentences with two answers from Activity 1. Then order the sentences to make a conversation. Listen and check.**



- Play the audio.
- Pupils check their answers in pairs.

**Girl 1:** I'm a turtle in the school play. Do you like my costume?

**Girl 2:** I like the colour, but the shell is too big. Let's cut it a bit. Try it on now.

**Girl 1:** You're right. The shell is better now.

**Girl 2:** And your trousers are not long enough. Try these trousers on.

**Girl 1:** OK, that's better.

**Girl 2:** You look great now!

**Answer key** 1 not long enough, 2 too big

Order of sentences from top to bottom: 5, 1, 4, 6, 3, 2

1  Which clothes do you need for ...

- an astronaut costume? • a princess costume? • a tiger costume?

2  Listen. What is Imad's part in the school play?**He's a lion.**3  Listen, read and check.

I'm a lion in the school play.  
Do you like my costume? Grrr!



I like the colour, but the trousers  
are too long. Try on these trousers.

You're right. These  
trousers are better.

And your T-shirt is too  
small. Try on this T-shirt.

OK, that's better.

You look great now!

**Say it!**

I'm a lion in the school play.  
The trousers are too long.  
The T-shirt is too small.  
Try on this T-shirt.

4  Work with a partner. Choose a costume. What's wrong with it?

chef    polar bear    doctor  
firefighter    shark    queen

## Pronunciation

5  Listen and read. What do you notice about the coloured words? **By adding -ful, we change the verbs into adjectives.**


In the school play, my character  
**forgets** things. She's **forgetful**.




In the school play, my character  
likes to **play**. She's **playful**.

thirty-nine

39

3  7.15 Look and write. Listen and check. Say a sentence for each word.

- Pupils complete the chart individually. Play the audio to check answers.
- Pupils write a sentence using each of the words. Monitor pupils, helping where necessary.
-  Place pupils in pairs and have them say their sentences to each other.
- Ask pupils what makes each of the verbs an adjective (we add the suffix -ful).


cheer, cheerful, thank, thankful, hope, hopeful, care, careful,  
play, playful, forget, forgetful

**Answer key** Verb: thank, care, forget; Adjective: cheerful, hopeful, playful

## Extra activity Fast finishers

- Pupils think of five problems a costume can have, using *too*.

## Finishing the lesson

-  Using the Thought-provoking questions technique, ask *Have you ever worn a costume? When did you wear it? What was the costume? Which clothes did you need?*
- Play *Hangman* with the clothes words from this lesson.

# Skills

## Objectives

- **Lesson aims:** to read and analyse part of a play
- **Target language:** revision of unit vocabulary and grammar; *stick, ride, search, running, chase, wolf, drop*
- **Skills:** Reading





## Materials

- Pupil's Book Page 40
- Activity Book Page 30
- a ball
- sheets of A4 paper, enough for each group of pupils
- Resource 63

## 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 identify key parts of simple stories (e.g. beginning, middle, end) (GSE 35).


## Assessment for Learning

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

## Starting the lesson

- Write *Characters in a play* on the board. Say *In a play the cast play different characters. What characters might a play about a family have? Have pupils raise their hands and offer ideas. Accept all reasonable suggestions.*

## Presentation

-  Explain that in this lesson pupils will read part of a play.
- Write *stick, ride, search, running, chase, wolf* and *drop* on the board. Tell pupils these words are in the play. Explain meanings:  
*Some old people use a stick to help them walk.*  
*You can ride a bike.*  
*Walking is slow; running is fast.*  
*To chase means to run behind someone to catch them.*  
*A wolf is a large wild animal that hunts in groups.*  
*If you drop a glass, it usually breaks.*

## Diversity

### Challenge

- Ask pupils extra questions: *Can you predict what the play is about from these words?*


### Support

- Pre-teach any other words from the play that pupils might have a problem with.


## Practice

### Pupil's Book

#### 1 Before you read Who is the main character? How do you know?

-  Refer pupils to page 40. Pupils discuss in pairs first. Use the Lollipop stick technique to check answers.

#### 2 7.16 Listen and read.



- Play the audio.
- Check comprehension with questions. Ask *What does Yousuf give the old lady? (his stick) Who offers to help Yousuf? (the old lady and the girl) Why? (Because he helped them.) Is the wolf good at climbing trees? (no)*
- **Extension**  Place pupils in groups of five (narrator, Yousuf, old lady, girl, wolf). Assign roles to each pupil. Play the audio again and pause after each sentence. Pupils repeat their parts.



### Extra activity Critical thinking

- Pupils read the play and count how many verbs they find in the different present tenses: Present simple, Present continuous, Present perfect.


#### 3 After you read Which parts of the text tell us what the characters are doing?

-  Pupils discuss in pairs.
-  Check answers using the Lollipop stick technique.
- **Extension** Internet search key words: *How to write a play*

#### 4 Complete the sentences in your notebook. Use 1, 2 or 3 words.



- Pupils complete the activity individually. They then compare answers with a partner.
- Check answers as a class.

### Extra activity TPR

-  Divide pupils into groups of four and assign a character to each pupil (Yousuf, old lady, girl, wolf). Play the audio for the play again. Pupils mime their parts while they listen.


### Activity Book

#### 1 After you read Look at the pictures and write. What has happened?

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

**Answer key** 2 chasing, 3 wolf, 4 running, 5 riding, 6 searching, 7 dropped

#### 2 Read and write True or False.

- Pupils work individually and check in pairs.
-  Check answers using the Basketball technique.
- **Extension** Ask pupils to correct the false sentences in Activity 2. (1 Yousuf is carrying a small bag. 3 Yousuf helps the girl to search for/find a necklace. 4 A wolf is waiting for Yousuf at home. 5 The wolf is chasing Yousuf.)

**Answer key** 2 True, 3 False, 4 False, 5 False, 6 True



## Reading

1 **Before you read** Who is the main character? How do you know?

2  Listen and read.

**Yousuf. Because his name is in the title.**



## Yousuf in the mountains

### Scene 1: On the road

(A boy, Yousuf, is walking through the mountains along a road. He's carrying a small bag on a stick. An old lady is sitting under a tree.)

**Yousuf:** Hello! I'm going to visit my uncle.

**Old lady:** Hello, young man! I've lost my stick. (Yousuf takes his bag off the stick and gives the stick to her.)

**Yousuf:** You can have this!

**Old lady:** Thank you! You have helped me and, when you need help, I will help you.

**Yousuf:** Thank you! Goodbye!

(Yousuf walks on. Soon he comes to a young girl. She is looking everywhere on the ground and seems very worried.)

**Yousuf:** Hello! Are you OK?

**Girl:** I've dropped my necklace!

(Yousuf and the girl search together. Suddenly, Yousuf finds the necklace.)

**Yousuf:** Here it is!

**Girl:** Thank you! You have helped me and, when you need help, I will help you.

**Yousuf:** Thank you! Goodbye!



### Scene 2: In a house

(Yousuf is standing in front of a door to a house. He knocks and the door opens. A wolf is standing there.)

**Yousuf:** You aren't Uncle Imad!

**Wolf:** No, I'm not.

**Yousuf:** Help! (Yousuf runs away.)

### Scene 3: On the road

(Yousuf has stopped, out of breath. He is near the young girl, who is sitting in a tree.)

**Girl:** What's the matter?

**Yousuf:** A wolf is chasing me!

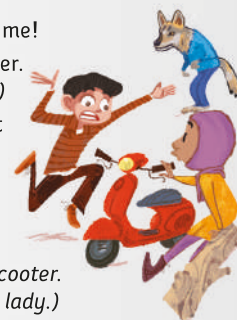
**Girl:** Here, take my scooter. (She gives him a scooter.)

**Yousuf:** Thank you! What about you?

**Girl:** Don't worry, that wolf isn't very good at climbing trees! Now go!

(Yousuf rides off on the scooter. Soon he comes to the old lady.)

**Old lady:** ...





3 **After you read** Which parts of the text tell us what the characters are doing? **The stage directions (in brackets and italics) tell us what they are doing.**

4 **Complete the sentences in your notebook. Use 1, 2 or 3 words.**

- 1 Yousuf is going to visit his uncle.    4 A wolf opens the door.  
 2 The old lady has lost her stick.    5 The wolf chases Yousuf.  
 3 The girl has dropped her necklace.    6 The girl gives Yousuf her scooter.

40 forty


3  In groups, act out the play from Pupil's Book page 40. Choose the director, the narrator and the characters.

-  Place pupils in groups to complete the activity. Hand them a sheet of A4 paper to write their ideas.
- Remind pupils to write the narration and to divide the play into three scenes. The director makes the final decisions.
- Have groups rehearse their plays before they act them out to the class.

### Extra activity Fast finishers

- Pupils write ten favourite words or expressions from this lesson in their notebooks.

### Finishing the lesson

- Pupils close their books. Ask questions about the play and have pupils raise their hands to say what they remember.
-  Using the Thought-provoking questions technique, ask *Do you like writing plays? Have you ever written a play? Was it easy or hard? Have you ever acted in a play? What did you like most about acting?*

## Objectives

- **Lesson aims:** to understand a listening task; to discuss what happens next in a play; to write the ending to the play in Lesson 11
- **Target language:** revision of vocabulary and grammar
- **Skills:** Reading, Listening, Speaking, Writing





## Materials

- Pupil's Book Page 41
- Activity Book Page 31
- a ball
- Happy/Sad face cards
- Yes/No response cards
- coloured pencils
- Resource 67

## Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can briefly say what they think will happen next in a simple story or play (GSE 42).
- **Writing:** Can write a simple story describing the main events, if supported by pictures (GSE 40).



## Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Basketball technique; Happy/Sad face cards technique; Yes/No response cards technique
-  Peer learning: pairwork; Two stars and a wish technique; groupwork; acting out
-  Independent learning: Learning diary

## Starting the lesson

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

## Presentation

-  Explain that in this lesson pupils will listen to a writer talk about plays, talk about the ending to the play from Lesson 11 and then write their own ending to the play.
-  Using the Basketball technique, ask pupils to say the theatre words that they remember.

## Practice

### Pupil's Book

### Listening

- 1  **7.17** Listen and circle *True* or *False*.

- Refer pupils to page 41 and tell them to read the sentences carefully before they listen.
- Play the audio.



- Presenter:** Welcome to Radio 6! Today we're talking to the writer Dalia Allabban. She's written many stories and plays for children. Her newest play is called 'Yousuf in the Mountains'. Hello, Dalia!
- Dalia:** Hello.

- Presenter:** I know you've written a lot of plays. How many have you written?
- Dalia:** I've written over twenty plays.
- Presenter:** Wow! That's a lot! Tell us about your new play.
- Dalia:** Well, it's about a boy, Yousuf, who goes to visit his uncle in the mountains. On the way, he meets an old lady and a girl, and he helps them. But when he gets to his uncle's house, he meets a wolf! And ... well, I won't tell you the rest! You have to come and see the play yourself!
- Presenter:** Where can we see the play?
- Dalia:** It's at the Children's Theatre. It starts tomorrow.
- Presenter:** Tell me about how you write your plays. Is it difficult to write?
- Dalia:** No, it isn't. I write every day for four hours.
- Presenter:** And do you get any exercise when you're working?
- Dalia:** Yes, I do. I go for a walk, and sometimes I go for a swim or a run. Today I went for a walk, and I've also been for a run.
- Presenter:** You have a busy life! Thanks for talking to us, Dalia!
- Dalia:** Thank you!

## Diversity

### Challenge


- Ask more comprehension questions: *How many plays has she written? (over twenty) When does the play start? (tomorrow) How many hours does she write every day for? (for four hours).*

### Support

- Write the questions above on the board for pupils to answer.

## Speaking

- 2  **Look back at the play on page 40. What do you think happens next?**


-  Pupils work in groups to discuss what they think happens next.
- Ask different groups to tell the class their ideas.

## Writing

- 3 **Read. In this ending, how does Yousuf escape from the wolf?**

- Give pupils a minute to read the play and find the answer.
- Check comprehension with questions. Ask *What comes off the scooter? (a wheel) Can the wolf see Yousuf? (no) Is Yousuf in danger? (No, he's safe.)*


## Extra activity TPR

-  Using the Happy/Sad face cards technique (or the Yes/No response cards technique), pupils respond to your questions: *Do you know how to write a play ending like this? Are you ready to write this play ending? Are you going to use stage directions?*

- 4 **Write your ending to the play on page 40.**

- Read the *Writing tip* and the plan to pupils. Pupils write the ending to the play individually. Monitor.

## Extra activity Collaborative work

-  Pupils write a few ideas they can use in the ending before they write and compare with a partner. They ask each other for ideas and other suggestions.



## Listening

1 Listen and circle **True** or **False**.

- 1 Dalia Allabban is a poet. True / **False**
- 2 Dalia has written a new poem. True / **False**
- 3 You can see the play at the Children's Theatre. **True** / False
- 4 Dalia writes every day for six hours. True / **False**
- 5 Today she went for a walk, and she's also been for a run. **True** / False

## Speaking

## 2 Look back at the play on page 40. What do you think happens next?

I think Yousuf climbs up a tree!

I think the old lady helps him.



## Writing

3 Read. In this ending, how does Yousuf escape from the wolf?  
**He climbs a tree.****Scene 4: On the road**

(Yousuf is on the scooter. The wheel comes off.)

**Yousuf:** Oh no! The wheel has come off! What am I going to do? The wolf is coming!

(He looks around.) I know! I'll climb a tree! That girl said that the wolf isn't good at climbing trees!

(He looks up at the trees.) I'll climb that one!

(Yousuf climbs up a tree. Soon after, the wolf arrives. He sees the scooter at the bottom of the tree. He looks up, but he can't see Yousuf. The wolf runs down the road. Yousuf climbs down from the tree.)

**Yousuf:** I'm safe!

**tip** Writing

Stage directions tell us what the characters are doing. We write stage directions in brackets.

## 4 Write your ending to the play on page 40.

1 **Plan**

- What happens after Yousuf gets the scooter?
- Which characters are in the scene?
- What happens at the end?

2 **Write**

Yousuf is ...  
The wolf is ...

3 **Check your work**

- Used stage directions in brackets?

Activity Book, page 31.

forty-one

41

## Activity Book

## 1 Match the lines in plays with the stage directions.

- Pupils check their answers in pairs.

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

## 2 Write your ending to the play on Pupil's Book page 40.

- Plan: Give pupils one minute to complete their notes.
- Write: Pupils work individually to complete the scene.
- Check your work: Write the following questions on the board: *Did you use stage directions in brackets? 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 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 Collaborative work

- Pupils work in groups and read each other's work. They then act out the play on page 40 with the different endings. Have a class vote for the best ending.

## Finishing the lesson

- Pupils write down what they achieved in their Learning diary: *Today, I listened to ..., I talked about ... and I wrote ...*

# Mapping

## Topics

**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

**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; expressing, and justifying, opinions on characters and events; skimming and scanning a text for main ideas and key details, graphing them; distinguishing facts from opinions

**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



## Let's get creative!

**Household appliances:** coffee machine, cooker, dishwasher, freezer, fridge, kettle, microwave, oven, sewing machine, toaster, vacuum cleaner, washing machine  
**Materials:** cotton, gold, leather, metal, paper, plastic, rubber, silver  
**Pronunciation:** begin, contain, decide, enjoy, recommend, understand, entertain, seeing, watching

### 1 How many words for machines in the house do you know?



🕒 What doesn't belong in the picture?  
 What is Bo doing?  
 What has someone made for lunch?  
 What is Millie reading?

42 forty-two

🕒 What doesn't belong in the picture? **The octopus in the dishwasher doesn't belong. (1)**  
 What is Bo doing? **He's juggling. (2)**  
 What has someone made for lunch? **They've made a plate of falafel for lunch. (3)**  
 What is Millie reading? **She's reading a comic. (4)**

## 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; produce two- and three-syllable words with the correct stress

**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 idea(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 talk about machines and materials

## Language

<b>Vocabulary</b>	<b>Machines</b> <i>coffee machine, cooker, dishwasher, freezer, fridge, kettle, microwave, oven, sewing machine, toaster, vacuum cleaner, washing machine</i> <b>Materials</b> <i>cotton, gold, leather, metal, paper, plastic, rubber, silver</i>
<b>Grammar</b>	Present perfect with <i>ever/never</i> <i>is/are made of</i>
<b>Functions</b>	Explaining that something doesn't work: <i>You need to turn it on.</i>
<b>Pronunciation</b>	Produce two- and three-syllable words with the correct stress (verbs and verbs with <i>-ing</i> ): <i>begin, contain, decide, enjoy, recommend, understand, entertain, seeing, watching</i>

## Key competences

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

**Mathematical, science and technological competences:** order sentences (L. 3)

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

**Social and civic competences:** learn to be creative (L. 3, 9 and 12); learn to explain that something doesn't work (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, 9 and 10)

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

## 21<sup>st</sup> Century Skills for Learning and Innovation

<b>Critical thinking</b>	Predicting (L. 11); Problem solving (L. 3); Logical thinking (L. 1, 3 and 9); Defining and describing (L. 1, 3, 7 and 9); Finding information (L. 1, 3, 5, 10, 11 and 12); Planning (L. 12); Reflecting on learning (L. 1–12)
<b>Creativity</b>	Making a class book about traditional crafts (L. 9)
<b>Communication</b>	Describing machines (L. 1); Talking about what you have done (L. 5); Describing material (L. 7); Talking about traditional crafts (L. 9); Explaining that something doesn't work (L. 10); Functional dialogue (L. 10)
<b>Collaboration</b>	Project groupwork (L. 9); Acting out (L. 3)

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Unit 8 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, English in action, CLIL
- Unit 8 Test
- End-of-semester 2 Test
- End-of-year Test

# Vocabulary

## Objectives

- **Lesson aims:** to learn and use household appliance words
- **Target language:** *coffee machine, cooker, dishwasher, freezer, fridge, kettle, microwave, oven, sewing machine, toaster, vacuum cleaner, washing machine*
- **Skills:** Speaking





## Materials

- Pupil's Book Pages 42–43
- stopwatch
- a ball
- Resource 38 A


## Global Scale of English (GSE)

- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can ask a range of questions in guessing games to find the answer (GSE 36).


## Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation; Key question technique
-  Monitoring pupils' learning: Lollipop stick technique; Basketball technique; Exit slips
-  Peer learning: pairwork
-  Independent learning: Summative questions technique

## Starting the lesson


-  Write *Machines at home* on the board. Explain the meaning if necessary. Ask *Have you got machines in your home? Which rooms are they in? Which machines do you use the most?* Pupils raise their hands to answer.






## Presentation

-  Explain that in this lesson pupils will learn to talk about machines at home.

## Practice

### Pupil's Book

-  **How many words for machines in the house do you know?**


  -  Refer pupils to page 42. Read the rubric and tell pupils to look at the picture and find the machines they know. Pupils work in pairs and tell each other the words they know.
  -  Using the Lollipop stick technique, ask pupils to say machines they know.
  -  Place pupils in different pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
  - Check answers as a class by having pupils raise their hands to give answers.
  - **Extension**  Ask pupils to look at page 42 again. Have them describe the picture in pairs, telling each other where the people in the picture are and what they are doing, and to name any objects, clothes and food that they know, e.g. *oranges, glasses*.
-  **8.1 Listen, point and repeat.**

  - Refer pupils to page 43. Tell pupils to count how many machine words they knew.
  - Play the audio.
  - Tell pupils to look at the pictures and practise the new vocabulary. Ask questions and have pupils raise their hands to offer answers:  
*Where can you bake a cake? In the fridge or the oven?*  
*What makes water hot? A freezer or a kettle?*  
*What do you wash in a dishwasher/washing machine?*




What do you need to make clothes? A coffee machine or a sewing machine?


Can you find two machines that you can use to make hot soup? What do you need to clean up bread crumbs on the carpet? A toaster or a vacuum cleaner?

-  Place pupils in pairs. Have pupils say a machine word to their partners for them to point to the correct picture. Then they swap.

## Extra activity Critical thinking

-  Pupils work in pairs. They discuss in which rooms you have and use these machines. Start with the question *Where do you use a toaster? (in the kitchen)*
- Ask different pairs to say their ideas and promote class discussion about different possible answers.

## 3 Look for the words from Activity 2 in the picture on page 42. Which word is missing from page 42?

-  Give pupils one minute to work in pairs to find the machine words and write the missing word. Check answers using the Lollipop stick technique or the Basketball technique.


## 4 8.2 Listen and write. What is it?

- Explain to pupils that they will hear noises that different machines make.
- Play the audio. Stop after each noise for pupils to write their answer. Pupils raise their hands to offer answers.



- 1 sound of a toaster
- 2 sound of a microwave
- 3 sound of a sewing machine
- 4 sound of a dishwasher
- 5 sound of a vacuum cleaner

## 5 Work with a partner. Play a guessing game!

-  Place pupils in pairs to play the game.

## Diversity


### Challenge

- Pupils ask about other machines that are in the house, e.g. *computers, tablets, TVs, electric toothbrushes, shavers, tumble dryers*.

### Support

- Say the verbs in phrases that are connected to each machine and ask pupils to say which machine they go with, before pupils complete the activity in pairs, e.g. *cook food, bake cakes, heat up food, keep food cold and fresh, freeze food, boil water, wash clothes, wash plates, toast bread, make coffee, clean the floor, sew clothes*.

## Finishing the lesson

-  Using the Summative questions technique, ask pupils what they found difficult about the lesson. You can also use Exit slips to have pupils evaluate the lesson.

## Lesson 2 Activity Book

## Objectives

- **Lesson aims:** to learn and use household appliance words
- **Target language:** *coffee machine, cooker, dishwasher, freezer, fridge, kettle, microwave, oven, sewing machine, toaster, vacuum cleaner, washing machine*
- **Skills:** Writing

## Materials

- Activity Book Page 32
- Pupil's Book Page 42
- a ball

2  Listen, point and repeat.

cooker



oven



microwave



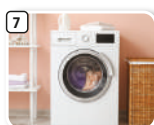
fridge



freezer



kettle



washing machine



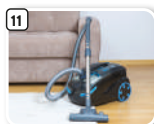
dishwasher



toaster



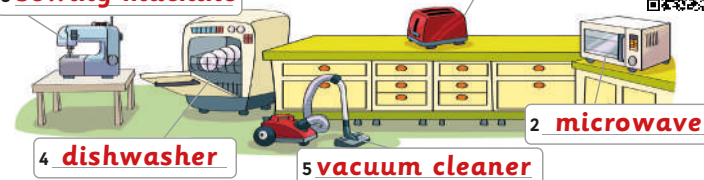
coffee machine



vacuum cleaner



sewing machine

3  Look for the words from Activity 2 in the picture on page 42. Which word is missing from page 42? **sewing machine**4  Listen and write. What is it?3 **sewing machine**1 **toaster**4 **dishwasher**5 **vacuum cleaner**5  Work with a partner. Play a guessing game!

Do you use it to clean the floor?

No, I don't.

Do you use it to clean clothes?

Yes, I do.

Is it a washing machine?





Yes, it is!

forty-three 43

## Global Scale of English (GSE)

- **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; Basketball technique
-  Peer learning: pairwork
-  Independent learning: Summative questions technique

## Starting the lesson

- Write some machine vocabulary on the board.
- Describe a machine and ask pupils to guess what it is from the description.


## Practice

1  Look at Pupil's Book page 42. Use the words in the box to write sentences about the picture.

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


**Answer key** (possible answers) 2 There's a glass of milk next to the *falafel* plate. 3 Bo is juggling some oranges. 4 Hamed has got some chocolate.

## 2 Look and match.

- Pupils complete the activity individually. They then compare answers with a partner.
-  Check answers using the Lollipop stick technique or the Basketball technique.

**Answer key** cooker 6, microwave 4, oven 7, dishwasher 10, toaster 9, washing machine 11, fridge 2, coffee machine 5, freezer 3, vacuum cleaner 12, kettle 8, sewing machine 1

## 3 Circle the odd one out. Write why.



- Pupils work individually to complete the activity. They then compare ideas with a partner to discuss why the words they chose are the odd one out.
-  Check answers using the Lollipop stick technique or the Basketball technique.

**Answer key** 2 vacuum cleaner; You can't use a vacuum cleaner to make drinks. 3 toaster; You can't use a toaster to wash things.

## Extra activity Fast finishers

- Pupils write the new words in their vocabulary lists.

## Finishing the lesson

-  Pupils close their books and work in pairs. Give them one minute to write down the names of the machines at home.
-  Using the Summative questions technique, ask *How many machines did you remember? Did you spell them correctly?*



1 Before you read Which machine do the children use in the story? They use the microwave.

2 Listen and read.



# A big mess

1 Right, let's get started! Hamed, you and I are going to make chocolates for Granny's birthday.

We can use the microwave.

I've made a box for the chocolates. Now I need to decorate it.

2 Have you ever made chocolates before?

No, I haven't. I made a chocolate cake last year for Granny, but I've never made chocolates.

3 It's hot, and it isn't solid anymore!

That's right, Bo! The chocolate has melted in the microwave! If you heat chocolate, it melts.

4 OK, so we've melted the chocolate. Next, we have to pour it into these paper cases. Then we have to decorate our chocolates!

5 You're using silver and gold! I thought you couldn't eat metal! Have you ever eaten silver?

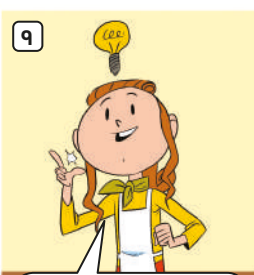
No, I haven't! These decorations aren't made of metal. They're made of sugar!

6 Ten minutes later ...

What have you made, Millie?

I've used this paper to decorate the chocolate box. Look!





3 **How did Millie make the new chocolates?**  
Go to page 58 to find out. *She melted the chocolate in the microwave again.*



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

- a Katy and Hamed decorate the chocolates and Millie makes a box for them. 4
- b Millie has an idea. 7
- c Katy and Hamed take the jug out of the microwave. 2
- d The chocolates are a big mess! 6
- e They are making chocolates for Millie's and Katy's granny. 1
- f Bo sees melted chocolate for the first time. 3
- g Millie knocks the jug on the chocolates. 5

5 **Act out the story.**

**Values**

I am kind to people.

# Story

## Objectives

- **Lesson aims:** to listen to, analyse and act a story
- **Target language:** revision of machines vocabulary; *paper cases, melt, jug, decorations*
- **Skills:** Reading, Speaking, Listening





## Materials

- Pupil's Book Pages 44–45
- a ball
- Happy/Sad face cards
- Yes/No response cards
- Resource 43


## 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).
- **Speaking:** Can act out parts of a picture story, using simple actions and words (GSE 30).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

## Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Basketball technique; Happy/Sad face cards technique; Yes/No response cards technique
-  Peer learning: pairwork; groupwork; acting out
-  Independent learning: Summative questions technique

## Starting the lesson

-  Using the Basketball technique, ask pupils to say one machine word 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 machine do the children use in the story?

- Refer pupils to pages 44 and 45.

#### 2 8.3 Listen and read.

- Write *paper cases, melt, jug and decorations* on the board.
- Ask *Have you ever made cupcakes?* Elicit answers. Say *We put cupcakes in paper cases.*
- Ask *Have you ever made chocolate sauce?* Elicit answers. Say *You have to melt chocolate to make sauce. You can do this in a jug in the microwave.*
- Ask *Have you ever made a birthday cake? Did you put candles on it?* Elicit answers. Say *The candles are decorations.*
- Play the audio.
- Check comprehension. Ask *Why are they making chocolates? (for Granny's birthday) What did Katy make last year? (a chocolate cake) Is the silver real metal? (No, it's sugar.) Who made a mess? (Millie).*



-  Pupils work in groups and search online to find recipes that use chocolate.

## Diversity



### Challenge

- Before pupils open their books, tell them the title of the story. Pupils predict what might happen, using the information they have from the picture in Lesson 1.


### Support

- Pre-teach other words that pupils might have problems with.


#### 3 How did Millie make the new chocolates? Go to page 58 to find out.

-  Pupils discuss in pairs.
-  Using the Happy/Sad face cards technique (or the Yes/No response cards technique), ask *Did you find the answer?*


#### 4 After you read Number the sentences in the correct order to retell the story.

-  Pupils work individually to complete the activity. Ask for answers using the Basketball technique.


## Extra activity Critical thinking

-  Pupils work in pairs and write one more sentence for what Millie did to fix the chocolates.

## Values

-  Pupils think about the value individually and then discuss in pairs.
- Discuss the value as a class.
- Ask *Why is it important to be kind to others? What does being kind mean to you? Can you give an example of a kind thing you did recently? What are some of the small ways we can show kindness to others?*



#### 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.

## Extra activity TPR

- Play the audio again. When pupils hear the word *chocolate* or *chocolates*, they hold up a happy face.

## Finishing the lesson

-  Ask pupils to retell the story in groups.
-  Using the Summative questions technique, ask pupils what they enjoyed most about the story.

## Lesson 4 Activity Book

## Objectives

- **Lesson aims:** to review a story
- **Target language:** revision of machines vocabulary; *paper cases, melt, jug, decorations*
- **Skills:** Reading

## Materials

- Activity Book Page 33

## 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.

## Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can understand the main themes of a simplified story (GSE 36). Can understand the correct sequence of events in a simple story or dialogue (GSE 37).

## 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. Play the audio again if necessary.

## Practice

### 1 After you read Look and order.

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

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

### 2 Complete the sentences. Then match them with the pictures in Activity 1.

- Pupils work individually and check their answers in pairs.


**Answer key** 2 microwave, b; 3 jug, chocolates, a; 4 decorations, c

### 3 Circle the correct option.

- Pupils complete the activity individually.

**Answer key** 2 Millie, 3 Katy, 4 paper

### 4 Values Read and tick (✓). Who's being kind?


-  Pupils tick and then compare answers with a partner.

**Answer key** 4 ✓, 6 ✓

### Extra activity Fast finishers

- Pupils write in their vocabulary lists new words they didn't know.

## Finishing the lesson

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

### CLIL Link

In Unit 8, the story is based around the concept of materials and their properties/Energy and change (melting) from the Science curriculum.

The Discovery Team want to make some chocolates for the girls' granny's birthday. They melt chocolate in the microwave, then pour it into paper cases and decorate them with silver and gold sugar stars. Millie knocks a jug which falls onto the chocolates, ruining them. But she realises that the chocolate can be melted again to make new chocolates.

To explore the concept of materials and their properties further, you can use Resource 43.

## Grammar

## Objectives

- **Lesson aims:** to learn and use the Present perfect with *ever* and *never*
- **Target language:** *Have you ever (made chocolates)? She's never (used the oven before).*
- **Skills:** Reading, Speaking





## Materials

- Pupil's Book Page 46
- a ball
- Resource 48 A

## Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). 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: Basketball technique; Exit slips
-  Peer learning: pairwork; groupwork
-  Independent learning: Summative questions technique

## Starting the lesson


- Write *A big mess* on the board. Ask *What were the kids making? Where did they melt the chocolate? What did Millie knock over? What was Millie's idea?* and elicit answers.
- Ask pupils what else they remember from the story.

## Presentation

-  Explain that in this lesson pupils will learn to use the Present perfect with *ever* and *never*.
- Ask *Have you ever baked a chocolate cake?* and elicit answers. Write the question on the board.
- Write on the board *No, I haven't. I've never made a chocolate cake.*
- Ask pupils to say other things they have never done. Prompt with ideas if necessary: *driven a car, flown like a bird.*

## Practice

## Pupil's Book

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

- Refer pupils to page 46. Pupils look back at the story on pages 44–45 to find the answer.

2  8.4 Listen and repeat.

- Play the audio.
- Remind pupils that the Present perfect uses *have* and then the past participle of the verb. Revise some past participles of verbs, e.g. *make, buy, see, do, eat, wash, melt.*
- Play the audio.
- **Extension** Pupils look at the story on pages 44–45. They find the examples of the Present perfect.



## Diversity



## Challenge

- Ask pupils to look at the question and sentence form of the Present perfect with *ever* and *never* and work out the word order themselves.


## Support

- Write the word order for the Present perfect with *ever* and *never* on the board and have pupils copy them into their notebooks.


3  Match the sentences to the pictures. In pairs, ask and answer.

- Pupils complete the activity individually.
-  Check answers using the Basketball technique.
-  Place pupils in pairs and have them ask and answer the questions.


4  Ask five partners. Has anyone done all these things?

-  Pupils work in groups of six. Monitor groups.
- Have groups report back to the class. Have each pupil say one sentence.

## Extra activity Collaborative work

-  Pupils make a questionnaire in groups of four. They include four questions using the Present perfect and *ever*, and spaces for four answers per question.
- Place two groups together. Pupils ask each other their questions and answer.
- Have pupils report back to the class using the Present perfect and the Present perfect with *never*.



5  Pupil A: Activity Book, page 45. Pupil B: Activity Book, page 47.

-  Place pupils in pairs for this activity.

## Extra activity TPR

- Read out sentences with *ever* and *never*. Pupils raise their right hand for *ever* and their left hand for *never*.

## Finishing the lesson

- Ask pupils to write more questions with *Have you ever ...?* Monitor.
-  Place pupils in pairs and have them ask and answer each other's questions.
-  Using the Summative questions technique, ask pupils how confident they feel using the grammar. You can also use Exit slips to have pupils evaluate the lesson.

## Lesson 6 Activity Book

## Objectives

- **Lesson aims:** to learn and use the Present perfect with *ever* and *never*
- **Target language:** *Has Lama ever used a vacuum cleaner? No, she hasn't.*
- **Skills:** Listening, Writing

## Materials

- Activity Book Page 34
- a ball

## Global Scale of English (GSE)

- **Listening:** Can identify activities occurring in the past in short, simple dialogues (GSE 36).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

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

- 1 Have you ever made chocolates before?
- 2 Have you ever eaten silver?
- 3 I've never made chocolates.



## 2 Listen and repeat.

Have you ever made chocolates?

Yes, I have. / No, I haven't.

She's never used the oven before.



## 3 Match the sentences to the pictures. In pairs, ask and answer.

a Has she ever bought a kettle? **3, No, she hasn't.**b Has he ever baked bread in an oven? **4, Yes, he has.**c Has he ever used a sewing machine? **1, Yes, he has.**d Has she ever made toast in a toaster? **2, No, she hasn't.**

Has she ever bought a kettle?

No, she hasn't. She's never bought a kettle.

## 4 Ask five partners. Has anyone done all these things?

- 1 Have you ever made toast in a toaster?
- 2 Have you ever washed clothes in a washing machine?
- 3 Have you ever made coffee in a coffee machine?
- 4 Have you ever used a vacuum cleaner?
- 5 Have you ever made food in a microwave?

Have you ever made toast in a toaster?

No, I haven't. I've never made toast in a toaster.

Adnan has never used a toaster or made food in a microwave. He has used a washing machine and ...

## 5 Pupil A: Activity Book, page 45. Pupil B: Activity Book, page 47.

46 forty-six

## Assessment for Learning

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

## Starting the lesson

- Ask pupils to tell you when we use *ever* and when we use *never*.

## Practice

## 1 Listen, match and tick (✓) or cross (X).

- Tell pupils that there is one picture they won't need. Play the audio.
- Check answers using the Lollipop stick technique or the Basketball technique.



- 1 **Lama:** I hate cleaning the floor!  
**Boy:** Have you ever used a vacuum cleaner, Lama?  
**Lama:** No, I haven't. I've never used one before.  
**Boy:** Really? Vacuum cleaners are great!
- 2 **Girl:** Hi, Amer! What are you doing?  
**Amer:** I'm sewing.  
**Girl:** Oh! Have you ever used a sewing machine before?  
**Amer:** Oh, yes, I have! My mum has one at home. I love it!
- 3 **Sana:** This book is amazing! Look at this big whale!  
**Boy:** Wow! It is amazing. Have you ever seen a whale, Sana?  
**Sana:** No, I haven't. I've never seen a whale. Only in pictures.

4 **Samia:** Can you help me? I'm making a cake for my mum's birthday tomorrow.**Boy:** OK ... Have you ever baked a cake before, Samia?**Samia:** No, I haven't. I've never baked a cake. That's why I'm asking for your help!5 **Nasser:** Look! There's a poetry competition at school.**Girl:** That's great! Have you ever written a poem, Nasser?**Nasser:** Yes, I have. I love writing poems and songs!**Answer key** 2 Amer – f, ✓; 3 Sana – c, X; 4 Samia – a, X; 5 Nasser – e, ✓

## 2 Look at Activity 1. Write questions and answers.

**Answer key** 2 used a sewing machine, Yes, has;  
 3 Has, seen a whale, No, hasn't; 4 ever baked a cake, No, she hasn't;  
 5 Has Nasser ever written a poem? Yes, he has.

## 3 In pairs, ask and answer. Use the words in the box.

- Place pupils in pairs and have them ask and answer the questions. Monitor.
- Ask pairs to act out their dialogue for the class.

## Extra activity Fast finishers

- Pupils write the questions and answers from Pupil's Book Activity 3.

## Finishing the lesson

- Using the Summative questions technique, ask *Where do we put ever and never when we use the Present perfect?* and elicit answers.

### Objectives

- **Lesson aims:** to learn and use materials vocabulary; to learn and use *is/are made of*; to learn and sing a song
- **Target language:** *cotton, gold, leather, metal, paper, plastic, rubber, silver*
- **Skills:** Listening, Speaking

### Materials

- Pupil's Book Page 47
- a ball
- eight word cards: *cotton, gold, leather, metal, paper, plastic, rubber, silver*
- eight picture cards with drawings or printouts of objects made of these materials: cotton T-shirt, gold ring, leather jacket, metal paper clip, sheet of A4 paper, plastic bag, rubber wheel, silver bracelet
- True/False or Yes/No response cards
- Resources 38 B, 48 B, 52, 56

### 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 repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can sing a basic song from memory (GSE 22). Can ask questions in guessing games to find the answer (GSE 36).

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Basketball technique; True/False response cards technique; Yes/No response cards technique; Exit slips
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

### Starting the lesson

- Say *I've never been to the Moon*. Using the Basketball technique, have pupils say something they have never done.

### Presentation

- Explain that in this lesson pupils will learn and use materials vocabulary and they will learn to talk about what things are made of. They will also sing a song.
- Write *Materials* on the board. Hold up a book and say *This book is made of paper. Paper is a material.*
- Ask pupils to say any materials they know. Accept all reasonable suggestions. Write their ideas on the board.

### Practice

#### Pupil's Book

#### 1 8.6 Listen, point and repeat.

- Refer pupils to page 47. Ask pupils if they see any of the materials they thought of. Have pupils look at the pictures and raise their hands to describe what they can see.



- Play the audio.
- Practise the vocabulary using the True/False or Yes/No response cards technique:  
*The T-shirts are made of cotton.*  
*The jacket is made of paper.*  
*The steps are made of metal.*  
*The yellow card is made of paper.*  
*The bags are made of plastic.*  
*The wheel is made of leather.*  
*The bracelet is made of gold.*  
*The ring is made of silver.*

#### Extra activity Collaborative work

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

#### 2 8.7 & 8.8 Listen and sing.

- Ask pupils to look at the pictures and raise their hands to say what they can see (*an armchair, a pack of cards, washing up gloves and a boy looking at a ring*).
- Play the song and tell pupils to listen only this time.
- Read out the song one line at a time and have pupils repeat as a class.
- Play the song again and encourage pupils to join in.
- 8.8 Play the karaoke version of the song again and encourage pupils to sing.



#### 3 8.9 Listen and repeat.

- Play the audio.
- Place pupils in pairs. Pupil A says a number and asks a question about an object in Activity 1. Pupil B answers, e.g.  
A: *Number 4. What are they made of?* B: *They're made of paper.*  
Pupils then swap.



#### 4 In groups, play a guessing game!

- Ask two pupils to read out the examples.
- Place pupils in groups for this activity.
- Ask different groups to demonstrate one example to the class.

#### Extra activity TPR

- Hand out the word cards and picture cards to 16 pupils. Tell them they have one minute to find the matching cards.

### Finishing the lesson

- Using the Summative questions technique, ask pupils what they learnt today. Ask them if they found the lesson difficult or easy. You can also use Exit slips to have pupils evaluate the lesson.

#### Lesson 8 Activity Book

### Objectives

- **Lesson aims:** to learn and use materials vocabulary; to learn and use *is/are made of*
- **Target language:** *Has Lama ever used a vacuum cleaner? No, she hasn't.*
- **Skills:** Writing

### Materials

- Activity Book Page 35

### Global Scale of English (GSE)

- **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).

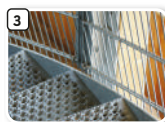
## 1 Listen, point and repeat.



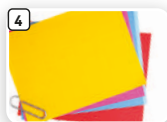
cotton



leather



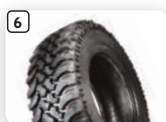
metal



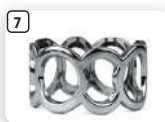
paper



plastic



rubber



silver



gold

## 2 Listen and sing.



Look at that chair!  
What is it made of?  
It's made of leather,  
Bright, purple leather!



Look at those cards!  
What are they made of?  
They're made of paper,  
Clean, white paper!

Look at those gloves!  
What are they made of?  
They're made of rubber,  
Bright, yellow rubber!



Look at that ring!  
What is it made of?  
It's made of gold,  
Beautiful gold!



## 3 Listen and repeat.

What is it **made of**? It's **made of** plastic.

What are they **made of**? They're **made of** gold!



## 4 In groups, play a guessing game!

a kettle   a bag   a toaster   a chair   a T-shirt  
a necklace   a ball   a cooker   a microwave   a ring

What's it made of?

It's made of metal.

What do you do with it?

You cook food in it.

Is it a cooker?

Yes!

forty-seven 47

## 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

- Say an item and ask pupils to tell you what it's made of, e.g. *magazines, T-shirts, shopping bags, smartphones, curtains, trainers, etc.*

## Practice

## 1 Look and complete.

- Pupils work individually and check in pairs.

**Answer key** 2 leather, 3 metal, 4 paper, 5 plastic, 6 rubber, 7 silver, 8 gold

## 2 Use the materials in Activity 1 to complete the table.

- Check answers using the Lollipop stick technique.

**Answer key** rocks: metal, silver, gold; plants: paper, rubber; animals: leather

## 3 Look at Activity 1 and write questions and answers.

- Place pupils in pairs. Ask them to look around the classroom and to say what the things they can see are made of. Monitor.
- Pairs read out one question and answer each.

**Answer key** 2 What is the lamp made of? It's made of paper.  
3 What is the chair made of? It's made of plastic. 4 What are the boots made of? They're made of rubber. 5 What is the bag made of? It's made of leather. 6 What is the medal made of? It's made of gold.

## 4 Look around the room. What are the things you can see made of?

- Place pupils in pairs. Ask them to look around the classroom and to say what the things they can see are made of. Monitor and help where necessary.

## Finishing the lesson

- Using the Summative questions technique, ask *Do you like the song? Can you remember it without looking at the book?*
- 8.8 Play the karaoke version of the song again and encourage pupils to sing.



# Culture

## Objectives

- **Lesson aims:** to learn about traditional Jordanian crafts
- **Target language:** revision of vocabulary and grammar; *crafts, handmade, weaving, tents, wool, sheep, berries*
- **Skills:** Reading, Speaking





## Materials

- Pupil's Book Page 48
- Activity Book Page 36
- sheets of A4 paper, enough for each group of pupils
- coloured pencils
- pictures from magazines or printouts of crafts
- a folder for the class book
- craft objects brought from pupils' homes
- blank labels

## 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). Can guess the meaning of unknown words in simple texts from the context (GSE 46).
- **Speaking:** Can describe basic differences between two pictures showing familiar activities, using simple language (GSE 39). Can express their opinions on familiar topics, using simple language (GSE 41).


## 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

- Write *Crafts* on the board. Ask *Have you ever made something on a sewing machine? How about anyone in your family?* and elicit answers.

## Presentation

-  Explain that in this lesson pupils will talk about traditional Jordanian crafts.
- Write *Rugs* and *Pottery* on the board. Ask *Where do we use a rug? What is it made of? What do we use pottery for? What is pottery made of?*
- Pre-teach the words *crafts, handmade, weaving, tents, wool, sheep, berries*. Write the words on the board one at a time and explain the meanings: *Crafts are things you make. If you use your hands to make a craft, it's handmade. Weaving is when you make cloth on a machine by crossing threads under and over each other. A tent is shelter we use when we go camping. Wool is the soft hair that covers sheep and some other animals. A berry is a small fruit that grows on a bush.*


## Culture notes

- The rugs of the Bani Hamida tribes are mostly made in a village called Makawir, which is located in central Jordan, a town famous for its wool. They use one of the oldest weaving techniques in the world which continues on from generation to generation. The art of weaving rugs in the region originated thousands of years ago.
- There is a lot of clay available in Jordan which is why pottery is such a popular craft.

## Practice

### Pupil's Book

#### 1 Before you read Look at the headings and pictures. What's similar about the pictures? What's different?

-  Refer pupils to page 48 and read the questions. Pupils discuss in pairs for one minute. Then ask for class feedback. Pupils raise their hands to offer ideas.

#### 2 8.10 Listen and read.


- Play the audio and have pupils read along in their books.
- Check comprehension with questions. Ask *Where are rugs and carpets made? (all over Jordan) What is the technique called that they use to make rugs and carpets? (weaving) What else can be made by weaving? (tents) What animals do they use to make the rugs and carpets? (sheep, goats, camels) What do they use to colour the rugs? (berries) What was pottery traditionally made with? (stones) Where can you buy pottery in Petra? (Petra Pottery Association) Are the techniques they use to make pottery old? (Yes, they are.)*



## Fun activity

- Pupils go online and find out how long pottery has been made in Jordan for.
- Pupils report their findings to the class.


### Extra activity Critical thinking

-  Pupils work in pairs and think of handmade objects they have at home. They write a list and say what they are made of. They report their ideas back to the class.

#### 3 After you read Activity Book, page 36.

- Pupils turn to page 36 in their Activity Books and complete the activities.


#### 4 What other traditional Jordanian crafts do you know?

-  Place pupils in pairs for this activity.
- Ask pupils to say what they know. Promote class discussion and ask pupils to draw pictures of the crafts on the board.
- **Extension** Internet search key words: *Traditional crafts from Jordan*



## Project

### Make a class book about traditional crafts.

-  Divide pupils into groups of four. Hand them the materials for their project.
- Explain that pupils should all contribute ideas.
- Put all the pages in the folder. Have pupils look at the book and learn about different crafts.




### Extra activity TPR

- Assign different crafts from the class book to different pupils. Call out the words for the different crafts and have those pupils mime that they are making them.

### Activity Book

#### 1 Look, read and write.

- Pupils work individually and check their answers in pairs.
-  Check answers using the Lollipop stick technique.

**Answer key** 2 rug, 3 tent, 4 pottery



Lesson 9  
CULTURE

# Handmade in Jordan

Do you know what a craft is? It's something that you make by hand. Have you ever seen any traditional Jordanian crafts? There are many different kinds!



## Fun Activity

Find out how long people have made pottery in Jordan for!

## Rugs and Carpets

These are rugs and carpets. People made these in Amman, but craftspeople make them all over Jordan. They make them using a very old technique called weaving. Weaving is still a very popular handicraft today in Jordan, and many older people teach it to younger people. Traditionally, they use weaving to make anything from carpets to tents. The main materials are sheep's wool, goat's hair and camel hair! They then use berries to give the rugs their natural colour.

## Pottery

Traditionally, people made pottery with stones from Petra, and they decorated them with images of the natural landscape. Today, visitors can buy beautiful pottery at the Petra Pottery Association. This is close to Wadi Musa. The women that work here still use the same techniques that they used hundreds of years ago!



1 **Before you read** Look at the headings and pictures. What's similar about the pictures? What's different?

2 **8.10** Listen and read.



3 **After you read**  
» **Activity Book, page 36.**

4 **What other traditional Jordanian crafts do you know?**

In Jordan, there is a long tradition of making painted glass. It's from ...

48 forty-eight

## Project



**Make a class book about traditional crafts.**

- In groups, choose a traditional craft.
- Find or draw pictures of the craft.
- Write about the craft.
  - What's the name of the craft?
  - What do you make?
  - How do you make it?
- Put the pages together to make a class book on traditional crafts.
- Choose your favourite craft.



**Rugs, carpets and pottery are all handmade things. They are made of different materials.**

2 **After you read** Match the sentence halves.

- Ask different pairs to read out a sentence half each.
- Answer key** 2 e, 3 b, 4 d, 5 a

3 **Make a class 'Crafts exhibition'.**

- Pupils bring in a craft object from home and label the object with its name, its material and its use.
- Give pupils time to set up their craft for the exhibition.
- Pupils and guests visit the exhibition. Encourage pupils to ask questions.

**Extra activity** Fast finishers

- Pupils find the words connected to materials in the text on page 48 of their Pupil's Books and write them in their notebooks.

## 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 explain that something doesn't work; to learn and practise two- and three-syllable words with the correct stress
- **Target language:** *You need to turn it on.; begin, contain, decide, enjoy, recommend, understand, entertain, seeing, watching*
- **Skills:** Reading, Listening, Speaking

### Materials

- Pupil's Book Page 49
- Activity Book Page 37
- Yes/No response cards
- sheets of A4 paper, enough for each pupil, scissors
- a ball
- Resource 60

### Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **Listening:** Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly (GSE 33).
- **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; Basketball technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique

### Starting the lesson

- Ask pupils questions about machines for them to respond with their Yes/No response cards. Ask *Have you ever used a microwave/an oven/a kettle/a dishwasher/a washing machine?*

### Presentation

- Explain that in this lesson pupils will learn to explain that something doesn't work and learn and practise two- and three-syllable words with the correct stress.
- Write *mobile phone, laptop* and *tablet* on the board. Ask *Where do they get power?* and elicit *they use batteries/electricity.*

### Practice

#### Pupil's Book

- 1 **Look and tick (✓). What does a computer need to work?**
  - Refer pupils to page 49.
  - Draw pupils' attention to the *Tip* box.

#### Diversity

##### Challenge

- Ask pupils to say sentences that contain both words for each person in the *Tip* box, e.g. *I like video games. Please play with me.*

##### Support

- Write *\_\_\_ like video games. Please play with \_\_\_.* on the board and have pupils complete the sentences with *I* and *me*. Repeat with other sentences for the other pronouns.

- 2 **8.11 Listen. What does Malek need help with?**

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



- 3 **8.12 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 then have pupils repeat as a class.
- **Extension** Pupils read the dialogue in pairs. They then repeat the dialogue but change the role and machine and use their own ideas.



#### Extra activity Creativity and collaboration

- Hand a sheet of A4 paper to each pupil. Pupils draw a machine they often use. They then repeat the dialogue in pairs, but change the game console to one pupil's machine. Change pairs and repeat.

- 4 **Work with a partner. Describe a problem with a machine.**

- Place pupils in pairs to complete the activity.
- Pupils repeat the activity in different pairs.

### Pronunciation

- 5 **8.13 Listen and read. Why is part of each word coloured? Listen again and repeat.**

- Explain that we pronounce some parts of words louder than others. Explain that this is called 'stress'.
- Say the words aloud. Ask pupils to tell you how many syllables each word has got. See if they can identify which part of the word is stressed.
- Play the audio and have pupils read along. Ask why part of each word is coloured (it's the stressed part).
- Play the audio again. Pause after each word and have pupils repeat.



#### Activity Book

- 1 Replace the underlined words with the words in the box.

- Check answers using the Lollipop stick technique or the Basketball technique.

**Answer key** 2 them, 3 it, 4 us, 5 her

- 2 **8.14 Match the sentence halves to make a conversation. Listen and check.**

- Play the audio.
- Pupils complete the activity individually.
- Pupils check their answers in groups.
- **Extension** Pupils read the dialogue in pairs.

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



- 3 **8.15 Listen and read. Circle the stressed parts of the words. Then practise saying the words with a partner.**

- Play the audio. Pupils circle the stressed parts of the words individually.
- Check answers as a class.
- Place pupils in pairs and have them practise saying the words to each other. Monitor.

**Answer key** 1 repeat 2 invite 3 pronounce 4 believe 5 explain  
6 collect 7 laughing 8 speaking 9 boiling



1 Look and tick (✓). What does a computer need to work? *It needs electricity to work.*



Subject and object pronouns

I – me	it – it
you – you	we – us
he – him	they – them
she – her	

2 Listen. What does Malek need help with? *He needs help with his new video game console.*



3 Listen, read and check.



Abbas, can you help me?

I got this new video game console, but it doesn't work.

Dad, we want to play but it doesn't work. Can you help us?

Thanks, Dad!

Sure, what's the problem?

Look, here's Dad. Let's ask him.

Oh, I see. You need to turn it on. Look!



Can you help me/us?  
It doesn't work.  
Let's ask him.  
You need to turn it on.

4 Work with a partner. Describe a problem with a machine.

a dishwasher    a cooker  
a kettle    a sewing machine

The dishwasher doesn't work.  
What a mess! Can you help me?

Pronunciation

5 Listen and read. Why is part of each word coloured? Listen again and repeat.



begin	enjoy	entertain
contain	recommend	seeing
decide	understand	watching

*Because it's the stressed part of the word (we say it louder than the rest of the word).*

forty-nine

49

Extra activity Fast finishers

- Pupils write the dialogue from Pupil's Book Activity 3 in lines on a sheet of A4 paper. They cut the paper into the lines and then shuffle the dialogue. They then order the dialogue.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Have you ever had a problem with a game console? What did you do?* and elicit answers.
- Play *Hangman* with the words from this lesson.

## Objectives

- **Lesson aims:** to read and analyse an article about accidental inventions
- **Target language:** revision of unit vocabulary and grammar; *accidental, engineer, seeds, hooks, loops, farmer, goats, coffee*
- **Skills:** Reading, Speaking





## Materials

- Pupil's Book Page 50
- Activity Book Page 38
- a ball
- sheets of A4 paper, enough for each group of pupils
- Resource 64


## 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 extract factual details from a simple text (GSE 41). Can find relevant Internet texts on specific topics and extract the most important information, e.g. for school projects (GSE 55).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).


## Assessment for Learning

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

## Starting the lesson

-  Revise the machines from Lesson 1. Give pupils one minute to write down as many machines as they can think of. They then compare with a partner.
- Have different pupils write the names of machines on the board and draw a picture.
- Write *Inventions* on the board and explain the meaning if necessary. Ask *What is your favourite invention?* Have pupils raise their hands and offer ideas. Accept all reasonable suggestions.

## Presentation

-  Explain that in this lesson pupils will read about accidental inventions.
- Write *accidental, engineer, seeds, hooks, loops, farmer, goats and coffee* on the board. Tell pupils these words are in the text. Explain meanings:

*If something is accidental, you didn't plan to do it.*

*An engineer designs machines.*

*Plants grow from seeds.*

*A hook is this shape (hook your finger).*

*A loop is a circle, in string, for example.*


*A farmer grows crops and raises animals for food.*

*Goats are animals with horns that we use for milk and meat.*

*Coffee is a drink made from the beans of coffee plants.*

## Diversity

### Challenge

-  Ask pupils extra questions: *Can you predict what the text is about from these words?* Have pupils discuss in pairs for one minute and then raise their hands to offer ideas.


### Support

- Pre-teach any other words from the article that pupils might have a problem with.

## Practice

### Pupil's Book

#### 1 Before you read Which of the three inventions below do you think is the best?

-  Refer pupils to page 50. Tell pupils to look at the titles for now. Pupils discuss in pairs first. Using the Lollipop stick technique, ask pupils for answers.

#### 2 8.16 Listen and read.




- Play the audio.
- Check comprehension with questions: *What did Percy make in his invention? (popcorn) Where was the farmer from? (Ethiopia) What did George use to look at the seeds? (a microscope) Which invention do you think is best now?*




### Extra activity Critical thinking

- Pupils read the text again and find all the verbs in the Past simple and the Past continuous. They write the verbs in their notebooks under two separate headings.


#### 3 After you read Read and circle. Which fact isn't mentioned?

-  Pupils complete the activity in pairs.
-  Check answers using the Lollipop stick technique.
- **Extension**  Assign an invention to each pair. Pupils write one sentence that is in the text, and one sentence that isn't in the text, using their imagination. They swap sentences with another pair and find the sentence that isn't mentioned.

### Extra activity TPR



-  Divide pupils into three groups and assign an invention from the text to each group. Read the text. Pupils from the groups mime what the inventor was doing.

#### 4 Work in groups. Use the Internet to find out about a famous Arab inventor or invention.

-  Place pupils in groups. Ask them to use the Internet to find out about an Arab inventor or invention.
- Ask them to share their findings with the class.


### Activity Book

#### 1 After you read Match the pictures and write the words.

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

**Answer key** 2 d, farmer; 3 c, microscope; 4 a, engineer

#### 2 Complete the sentences with 1, 2 or 3 words.

- Pupils complete the activity individually. They compare answers with a partner.
-  Check answers using the Basketball technique.

**Answer key** 2 made a drink, 3 look at, 4 his clothes

## Reading

1 **Before you read** Which of the three inventions below do you think is the best?

2  Listen and read.



## ACCIDENTAL INVENTIONS!

What do the microwave, coffee and the tape on your trainers have in common? Well, they were all accidental inventions!



### The microwave



In 1945, an American scientist called Percy Spencer was working in a lab. He was making a new kind of machine called a magnetron. While he was working, he had some chocolate in his pocket. Suddenly, Percy found that the chocolate was melting! He realised that the machine could be used for heating food. The first food that he cooked in the microwave was popcorn!

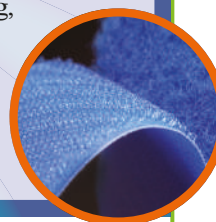
### Coffee



A long time ago in Ethiopia, there was a farmer who had goats. One day he saw something: after eating the fruit from coffee plants, his goats didn't sleep. He told other people, and they made a drink from the fruit. This drink became coffee. Later, farmers in Egypt and Syria started growing coffee plants, too. Today, people all over the world enjoy coffee!

### Velcro®

In 1941, a Swiss engineer called George de Mestral went for a walk in the woods. When he came back, he found he had a lot of seeds on himself. He looked at the seeds under the microscope and he noticed they had very small hooks that stuck to the tiny loops of his clothes. He decided to make a material that could do that same thing, and he invented the useful hook-and-loop tape on your trainers that is now called Velcro!





3 **After you read** Read and circle. Which fact isn't mentioned?

- 1 a Percy Spencer invented the microwave when he was working on the magnetron.  
b The second food he cooked in the microwave was an egg.
- 2 a The goats didn't want to sleep after eating the fruit from coffee plants.  
b Farmers grow coffee in Brazil.
- 3 a George de Mestral used cotton at first, but it wasn't strong enough.  
b Many trainers now have Velcro on them.

4  **Work in groups. Use the Internet to find out about a famous Arab inventor or invention.**

50 fifty


3  **Work in groups. Use the Internet to find out about ancient Arab inventions that are still used today. Draw or print pictures and write about the inventors. Make a class display and vote for the most amazing invention.**

-  Place pupils in groups. Ask them to use the Internet to find out about ancient Arab inventions that are still used today.
- Tell them to draw or print pictures and write about the inventors.
- Walk around the class monitoring groups.
- Ask them to make a class display and vote for the most amazing invention.

### Extra activity Fast finishers

- Pupils write ten favourite words from this lesson in their notebooks.

### Finishing the lesson

- Pupils close their books. Ask questions about the text and have pupils raise their hands to say what they remember and give their opinions: *What were the accidental inventions? When were they invented? Which of these inventions do you use?*
-  Using the Thought-provoking questions technique, ask *Are you interested in inventions? Would you like to invent something? What would your invention do?*

## Skills

## Objectives

- **Lesson aims:** to understand a listening task; to talk about what machines you have used this week; to write a personal account of machines in your home
- **Target language:** revision of vocabulary and grammar
- **Skills:** Listening, Speaking, Writing





## Materials

- Pupil's Book Page 51
- Activity Book Page 39
- a ball
- sheets of A4 paper, enough for each pupil
- coloured pencils
- Yes/No response cards
- Resource 68

## Global Scale of English (GSE)

- **Listening:** Can identify people in their surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41).
- **Writing:** Can write short, simple texts on familiar topics in linked sentences (GSE 40).



## Assessment for Learning

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

## Starting the lesson

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

## Presentation

-  Explain that in this lesson pupils will listen to a man talking about the machines his family use at home, talk about the machines they use at home and write a personal account of the machines they use at home.
-  Using the Basketball technique, ask pupils to say the machine words that they remember.

## Practice

## Pupil's Book

## Listening

1  **8.17 Listen and match.**

- Refer pupils to page 51 and tell them to look at the pictures carefully before they listen so they know what to listen for.
- Play the audio.



**Narrator:** Mr Alqassab is talking about the machines that his family uses. Which machine is each person using a lot?

**Mr Alsa'ati:** Hello, Mr Alqassab. How are you?

**Mr Alqassab:** Hello, Mr Alsa'ati. I'm very well, thanks.

**Mr Alsa'ati:** And how's your family? How are Zeinab and Faisal?

**Mr Alqassab:** Oh, they're great, thanks. Zeinab is making costumes for the school play. She's using the sewing machine all the time! I can hear it all evening.

**Mr Alsa'ati:** Wow! She must be good at sewing!

**Mr Alqassab:** Yes, she is. She's always loved it.

**Mr Alsa'ati:** How about Faisal? What's he up to at the moment?

**Mr Alqassab:** Faisal's doing lots of baking at the moment. So he's in the kitchen all the time, baking cakes and bread. You can usually find him standing by the oven!

**Mr Alsa'ati:** How about you? What are you doing?

**Mr Alqassab:** I'm fine, thanks. I'm working really hard at the moment, so I'm using the laptop day and night!

**Mr Alsa'ati:** And how about Mrs Alqassab? How is she?

**Mr Alqassab:** Well, she's usually standing by the coffee machine, making coffee for me!

## Diversity


## Challenge


- Ask more comprehension questions: *What is Zeinab making? (costumes for the school play) What does Faisal make? (cakes and bread) Who works day and night? (Mr Alqassab) Who does Mrs Alqassab make coffee for? (Mr Alqassab)*

## Support

- Write the questions above on the board for pupils to answer.


## Speaking

2  **Which machines have you used this week? What for?**


-  Pupils work in groups.
- Ask different groups to tell the class their answers.

## Writing

3  **Read. Which machine does Nada think is the most useful for her dad?**

- Give pupils a minute to read the account and find the answer.
-  Pupils check their answers in pairs.

## Extra activity TPR

-  Using the Yes/No response cards technique, pupils respond to your questions: *Do you know how to write an account like this? Are you ready to write your account? Do you know which machines you are going to write about? Are you going to make a plan?*


4  **Write a personal account about machines in your home.**


- Read the *Writing tip* and the plan to pupils. Pupils turn to their Activity Books.

## Extra activity Creativity

- When pupils have written and checked their accounts, they copy them onto paper and decorate their work with drawings or photos to display on the classroom wall.

## Activity Book

1  **8.18 Listen and write an exclamation mark (!) or a full stop (.)**

- Play the audio.
- Pupils work individually and check their answers in pairs.
-  Check answers using the Lollipop stick technique.

**Answer key** This new microwave is cool(!) I like the colours(.) I hope it's easier to use than the other one we had(.) It took us ages to know how to heat a glass of milk(!) Let me see(.)





Listening

1 Listen and match.

1 B      2 C      3 D      4 A

Zeinab      Faisal      Mrs Alqassab      Mr Alqassab

A      B      C      D

Speaking

2 Which machines have you used this week? What for?

This week, I've used the microwave to melt ice cream!



Writing

3 Read. Which machine does Nada think is the most useful for her dad?

**The most useful things at home**  
By Nada

At home we've got a lot of different machines, but some of them are more useful than others! In the kitchen, the cooker and the fridge are the most useful because we can cook food with the cooker, and we can keep food in the fridge. We also have a coffee machine. I think this is the most useful thing for my dad! He loves coffee!

My favourite thing is my tablet. I use it to do my homework and play games.

tip Writing

Exclamation marks (!) are used to show a strong feeling. Here, Nada uses exclamation marks to show when she is making a joke.

4 Write a personal account about machines in your home.

1 Plan

- What machines have you got at home?
- Which are the most useful? Why?
- What are your family members' favourite machines?
- What's your favourite?

2 Write

At home, we've got ...  
The most useful things are ...  
My favourite thing is ...,  
because ...

3 Check your work

- Used exclamation marks to show when you're making a joke?

Activity Book, page 39.

She thinks the coffee machine is the most useful for her dad.

2 Write a personal account about machines in your home.

- Plan: Give pupils one minute to complete their notes.
- Write: Pupils work individually.
- Check your work: Write the following questions on the board: *Did you use exclamation marks correctly? Did you use full stops at the end of each sentence? Did you use a capital letter at the start of each sentence? Did you use paragraphs? Did you use the correct spellings? Did you use clear handwriting?* 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.

3 In groups, share your work. Who likes/doesn't like the same machines?

- Place pupils in groups. They read each other's work and compare.
- Have pupils report back to the class.

Extra activity Fast finishers

- Pupils write a list of all the machines they would like in their own homes when they grow up.

Finishing the lesson

- Pupils write down what they achieved in their Learning diary. *Today, I listened to ... , I talked about ... and I wrote ... .*

### Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 7–8
- **Target language:** *Argentina, Brazil, Canada, China, Egypt, India, Italy, Japan, Jordan, Mexico, Morocco, Portugal*
- **Skills:** Reading, Writing, Listening, Speaking

### Materials

- Pupil's Book Page 52
- Activity Book Page 40
- a ball
- Yes/No response cards
- coloured pencils
- sheets of A4 paper, enough for each pupil
- a world map
- stopwatch

### Global Scale of English (GSE)

- **Reading:** Can understand simple sentences, given prompts (GSE 24).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).
- **Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- **Speaking:** Can repeat single words, if spoken slowly and clearly (GSE 18). Can understand everyday objects, using simple language (GSE 31). Can explain the meaning of a word or phrase (GSE 55).

### Assessment for Learning

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

### Mapping

Topic	Scope and Sequence Matrix	Learning Outcomes and Performance Indicators
<b>Theme 2:</b> Culture  <b>Theme 7:</b> National Identity and World Affinities	<p><b>Listening:</b> asking and answering questions to seek help, get information or clarify something</p> <p><b>Speaking:</b> taking turns in pair or group discussions; following rules for discussions (e.g. speaking one at a time about the topics under discussion)</p> <p><b>Reading:</b> describing how reasons support specific points in a text</p> <p><b>Writing:</b> independently writing short texts (letters, memos, reminders, stories) using adequate spelling, punctuation, grammar and organisation</p> <p><b>Viewing and presenting:</b> viewing visual information and showing understanding by asking relevant questions</p>	<p><b>Listening:</b> respond to oral presentations, instructions or conversations through questions or statements; extract information from an oral text to do a task</p> <p><b>Speaking:</b> speak intelligibly while making statements, asking questions, giving instructions and reporting events</p> <p><b>Reading:</b> 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</p> <p><b>Writing:</b> use correct sentence grammar, punctuation and capitalisation</p> <p><b>Viewing and presenting:</b> 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</p>

### Starting the lesson

- Write *Countries* and *Flags* on the board. Explain the meaning if necessary. Ask *What's the name of your country? What colours are on its flag?* Pupils raise their hands to answer.

### Presentation

- Explain that in this lesson pupils will learn to talk about countries.
- Ask *Have you ever been to another country? Which country have you been to? Which country do you want to go to?* Pupils raise their hands to answer.

### Practice

#### Pupil's Book

- 1 **How many countries can you say?**
  - Refer pupils to page 52.
  - Place pupils in pairs.
  - Set a stopwatch to one minute and have pupils say names of as many countries as they can. Go around the class and count as they say them and write them on the board. Then say the total number the class has said.

- Place a world map on the board. Ask pupils to point to the countries they've named on the map.

#### 2 **LC4.1 Listen, point and repeat.**

- Play the audio. Pupils point and repeat.
- Tell pupils to look at the flags and practise the new vocabulary. Ask questions and have pupils respond using their Yes/No response cards:  
*Does China/Japan/Mexico/Jordan/Brazil/Italy have red/green/black/blue/yellow on its flag?*  
*Does China/India/Egypt/Argentina/Morocco/Mexico have a star/circle/the Moon/bird on its flag?*
- Place pupils in pairs. Pupils say a country for their partner to point to the correct picture.



### Diversity

#### Challenge

- Play the audio again. Have pupils repeat without looking at the book. Ask different pupils to then spell out the countries.

#### Support

- Divide the class into two groups. Play the audio again for each group to listen and repeat.



# Language booster 4

1 How many countries can you say?

2 Listen, point and repeat.

1



Jordan

2



Argentina

3



Brazil

4



Mexico

5



Italy

6



Portugal

7



Japan

8



Egypt

9



Morocco

10



China

11



Canada

12



India



3 Read and complete.

- 1 Hi, I'm Paco. I'm from M e x i c o.    4 I'm Carlos. I'm from P o r t u g a l .  
 2 This is Yuki. He's from J a p a n .    5 This is Nadia. She's from E g y p t .  
 3 Chen is from C h i n a .    6 Tom and Joe are from C a n a d a .

4 Describe a flag. Your partner guesses.



It's got a white background.  
There's a big red circle in the  
middle of the flag.

Yes!



Is it Japan?

## Extra activity Creativity

- Pupils draw on a sheet of A4 paper a flag from another country. They present it to the class.

3 Read and complete.

- Pupils complete the activity individually.
- Check answers using the Lollipop stick technique.

4 Describe a flag. Your partner guesses.

- Place pupils in pairs for this activity.
- Monitor pupils, helping where necessary.

## Extra activity TPR

- Assign a flag to each pupil. Call out a colour or shape. If it is on a pupil's flag, the pupil stands up.

## Activity Book

1 Read and match.

- Pupils complete the activity individually and then check answers in pairs.
- Check answers using the Basketball technique.

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

2 Look and write.

- Ask pupils to look at the words in the box. Ask a pupil to read them aloud.
- Pupils work individually to complete the activity.
- Check answers using the Lollipop stick technique.

**Answer key** 2 Jordan, 3 Argentina, 4 India, 5 Morocco, 6 Italy

## Diversity

**Challenge**

- In pairs, pupils practise spelling the words in Activities 1 and 2. One person spells a country and the other says what it is.

**Support**

- Review the countries again. Pupils write down the countries and draw their flags in their notebooks.

3 Reorder and write.

- Pupils complete the activity individually.
- Put pupils in groups and have them read out their sentences.

**Answer key** 2 Japan, 3 Egypt, 4 Portugal, 5 Jordan, 6 Canada

## 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 from Units 7–8; to learn and use the Present perfect and the Past simple
- **Target language:** countries; *I've been to Italy. I went there last month.*
- **Skills:** Reading, Listening, Speaking

### Materials

- Pupil's Book Page 53
- Activity Book Page 41
- a ball

### Global Scale of English (GSE)

- **Reading:** Can understand simple sentences, given prompts (GSE 24).
- **Listening:** Can identify activities occurring in the past in short, simple dialogues (GSE 36).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about past events or experiences, using simple language (GSE 41).

### Assessment for Learning

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

### Starting the lesson

- Review the countries from the previous lesson. Ask a pupil to come to the front and draw a flag. The class guesses which country's flag it is. Repeat with other pupils.

### Presentation

- Explain that in this lesson pupils will learn when to use the Present perfect or the Past simple.
- On the board, write 1. *I've been to Aqaba.* and 2. *I went to Aqaba last year.*
- Read the sentences aloud and have pupils repeat. Then ask two pupils to read the sentences.
- Ask *Which sentence tells us when something happened? (2) What tense does it use? (Past simple).*
- Ask *Which sentence tells us something about somebody's life that is true? (1) What tense does it use? (Present perfect).*

### Practice

#### Pupil's Book

#### 5 LC4.2 Listen and repeat.

- Refer pupils to page 53.
- Tell pupils to look at the grammar box. Play the audio for pupils to listen. Play the audio again pausing after each sentence for pupils to repeat.
- Ask pupils to identify the sentences in the Present perfect and the Past simple.



#### 6 LC4.3 Listen and match.

- Tell pupils to read the information first.
- Use the Traffic light cards technique to make sure pupils have understood what they have to do.
- Play the audio.
- Check answers using the Lollipop stick technique.



- 1 I'm Imad. I've been to Japan. I went there two weeks ago.
- 2 Dalia's dad has been to Mexico. He went there in 2021.
- 3 Muneer has been to Italy. He went there last month.
- 4 Lubna's parents have been to Egypt. They went there three years ago.

#### 7 Read and circle the correct answer.

- Pupils work individually to circle the correct answers.
- Monitor pupils, helping where necessary.
- Use the Basketball technique to choose pupils to read out the completed sentences to check answers.

#### 8 Use the table in Activity 6 to have a dialogue with a partner.

- Read aloud the speech bubbles.
- Place pupils in pairs and tell them to have a conversation using the information in Activity 6.
- Use the Traffic light cards technique to make sure pupils have understood what they have to do.
- Ask volunteers to act out their conversations for the class.

#### Show what you know

- Ask pupils what they have learnt on the Bo's Learning Club pages. Pupils answer the questions in pairs.
- Then they read and complete the Bo Reflection Box individually.

#### Activity Book

#### 4 Order the words to complete the dialogue. Use the correct punctuation.

- Pupils look at Activity 4.
- Explain to pupils that, as well as ordering the sentences, they have to add the correct punctuation.
- Pupils complete the activity individually. Check answers by having pupils read aloud the completed sentences. Use the Basketball technique. Write the answers on the board.
- Choose pairs to act out the conversation for the class.
- **Extension** Have pupils write their own conversations. Monitor and help.

**Answer key** 2 I've been to Portugal. 3 When did you go there? 4 I went there last year.

#### 5 Complete the sentences with 's been, 've been or went.

- Pupils work in pairs to complete the activity.
- Check answers as a class.

**Answer key** 2 's been, 3 went, 4 've been, 5 's been, 6 went

#### 6 Draw and colour a flag of a country you've been to. Then write where you've been and when you went there.

- Pupils think about other countries they have been to or a country they would like to visit.
- Pupils draw that country's flag and then write about where they've been and when they went.
- In groups of four, they show each other their work to see if they went to the same place.
- **Extension** Ask a pupil to come to the front of the class. The rest of the class ask yes/no questions to guess which flag the pupil has drawn and written about (e.g. *Is the flag red, blue and white? Does it have any pictures on it? Is the country close to here? Is it in Europe? Did you go there in summer? etc.*)

5  Listen and repeat.

I've been to Italy. I went there last month.  
My dad's been to China. He went there a year ago.



6  Listen and match.

Name	Where did she go?	When did he/she go?
1 Imad	Mexico	two weeks ago
2 Dalia's dad	Egypt	last month
3 Muneer	Japan	three years ago
4 Lubna's parents	Italy	in 2021

7 Read and circle the correct answer.

- Farid **'s been** / **'ve been** to Morocco. He went there in 2020.
- Asma and Noura have been to Italy. They **went** / **'ve been** there last month.
- I'm Hisham. I **'s been** / **'ve been** to Portugal. I went there six weeks ago.
- Mariam **'s been** / **'ve been** to India. She went there three months ago.
- We're Ali and Omar. We **'s been** / **'ve been** to Canada. We went there in 2022.
- Sara's been to Jordan. She **went** / **'s been** there last year.

8  Use the table in Activity 6 to have a dialogue with a partner.

Where have you been? I've been to Mexico.

When did you go there? I went there two weeks ago.

**Show what you know**

Well done!

Can you name countries?

Can you say which countries you've been to?

Can you say when you went there?



fifty-three 53

**Extra activity Fast finishers**

- Pupils write in their notebooks two more places they have been to and when.

**Finishing the lesson**

- Using the Summative questions technique, ask *When do we use the Present perfect and when do we use the Past simple?* and elicit answers.

# How are the continents different?

## Objectives

- **Lesson aims:** to learn about the seven continents on Earth; to extend vocabulary and grammar
- **Target language:** *Africa, Antarctica, Asia, Europe, North America, Australia, South America; arid, climate, temperate, polar, tropical*
- **Skills:** Reading, Writing, Listening, Speaking





## Materials

- Pupil's Book Page 54
- a ball
- sheets of A4 paper, enough for each pupil
- a world map
- dictionaries
- Resource 44


## 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
-  Monitoring pupils' learning: Lollipop stick technique; Basketball technique
-  Peer learning: groupwok
-  Independent learning: Summative questions technique

## Starting the lesson

-  Revise the countries using the Basketball technique. Describe a flag's colours and shapes and choose pupils to name the country. Write the names of countries on the board.


## Presentation

-  Explain that in this lesson pupils will learn about continents and how they are different.

## Practice

### Pupil's Book

#### 1 Think What do you know about the continents?

- Refer pupils to page 54.
-  Place pupils in groups. Read the question. Pupils discuss for one minute in groups of four. They then raise their hands to offer ideas to the class.
- Place the world map on the board. Use it to help pupils understand what and where the continents are. Ask *Do you know what a continent is? (a very large area of land on Earth) Do you know how many continents there are on Earth? (seven) Do you know what they're called? (Africa, Antarctica, Asia, Europe, North America, Australia, South America) Do they have the same countries, people, animals and plants? (no).*

- Ask pupils if they can say which continent the countries on the board are part of.

#### 2 Learn LC4.4 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.
- Write the vocabulary words on the board, one at a time, with definitions: *arid: very dry; climate: the weather in an area; polar: near to the North or South Pole; tropical: from the hotter and wetter parts of the world; temperate: weather that is not very hot or cold.*
- Say sentences using the vocabulary, e.g. *Bananas are a tropical fruit.*
- Play the audio and have pupils read along in their books.
- Check comprehension: *How many countries has Asia got? (49) What are tropical areas like? (hot and wet all year) What climate has Europe got? (temperate) What's a polar climate like? (cool summers, very cold winters, lots of snow and ice) What's the largest hot desert in the world? (the Sahara), etc.*

#### Extra activity TPR

- Ask questions. Tell pupils to stand up when the answer is *yes* and to stay seated when the answer is *no*: *Are there eight continents? Is Italy a continent? Are there 12 countries in South America? Do the continents have the same climates? Is Africa the largest continent? Is Europe temperate? Is the Sahara a cold desert?*


#### 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 Fast finishers

- Have pupils find and write the words related to continents from the text in their notebooks. Ask them to define the words and draw pictures.

#### 3 Check Look and write. Point to the other continents.

- Pupils work individually to complete the activity.
-  Check answers using the Lollipop stick technique.
- Say the remaining three continents aloud (*Australia, North America, Antarctica*) and have pupils point to them on the map.

## Finishing the lesson

-  Using the Summative questions technique, ask *What new information did you learn in this lesson?*

How are the continents different?

Think

1 What do you know about the continents?

Learn

2 Listen and read.



How are the continents different?

Continents are large areas of land on Earth, which are separated by seas, oceans or mountains. There are seven continents: Asia, Africa, Europe, North America, South America, Australia and Antarctica. The continents have a different number of countries; for example, Asia has 49 countries, Africa has 54 countries, North America has 23 countries, but South America only has 12. Each continent has different climates and landscapes.

Asia is the largest continent. It has many different climates, from tropical in the south to cold and dry in the north. Tropical areas are hot and wet all year. In some tropical areas it can rain for months! Europe isn't tropical and mostly has a temperate climate. This means it has four seasons: spring, summer, autumn and winter. However, some countries in Europe have a polar climate, with cool summers and very cold winters with lots of snow and ice.

Africa is warmer than Europe, and it has different climates, too. The Sahara Desert in North Africa is the largest hot desert in the world. It has an arid climate which is hot and dry. Sometimes temperatures reach 50°C! However, central Africa has a hot, wet tropical climate.



check

3 Look and write. Point to the other continents.

Asia Africa Europe South America



# How are the continents different?

## Objectives

- **Lesson aims:** to learn more about the continents
- **Target language:** continents
- **Skills:** Reading, Speaking, Writing





## Materials

- Pupil's Book Page 55
- a ball
- coloured pencils
- sheets of A4 paper, enough for each pupil

## Global Scale of English (GSE)

- **Reading:** Can extract specific information in short texts on familiar topics (GSE 39). Can extract factual details from a simple text (GSE 40). Can scan a simple text to find specific information (GSE 41).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).
- **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: Lollipop stick technique; Basketball technique; Traffic light cards technique
-  Peer learning: pairwork; groupwork; Expert envoy technique
-  Independent learning: Summative questions technique

## Starting the lesson

- Revise the Present perfect versus the Past simple. Ask *Which tense is this? I've been to the south coast of Italy. Which tense is this? I went there last year.*



## Presentation

-  Explain that in this lesson pupils will learn more about the continents. Ask pupils if they can remember what the climates were like in each of the continents.
- Name a country and have pupils call out what the climate is like in that country.

## Practice



### Pupil's Book

#### 1 Let's practise! Read and match.


- Refer pupils to page 55.
-  Pupils compare answers in pairs.
-  Check answers using the Lollipop stick technique.

#### 2 Look at the map on page 54. Complete the fact file with the words from Activity 1.


- Pupils refer to the map from the previous lesson and the definitions from Activity 1 to complete the fact file.

-  Use the Traffic light cards technique to make sure pupils have understood what they have to do.
-  Check answers using the Basketball technique.


### Extra activity TPR

-  Place pupils in pairs. Hand each pair four sheets of paper. Have them write *polar, arid, tropical* and *temperate* on the sheets of paper. Call out countries and have pupils hold up the corresponding climate for that country, e.g. *Iceland (polar), Peru (tropical), Germany (temperate), Oman (arid)*, etc.

#### 3 What do you know about the four continents in the fact file? Read and answer.


- Pupils work individually to answer the questions. Encourage them to use complete sentences when they write their answers.
-  Use the Basketball technique to choose pupils to read out the completed sentences to check answers.

### Extra activity Critical thinking

-  Place pupils in groups. Ask *Why do you think explorers in the past were interested in discovering new continents?* Pupils discuss the question in their groups. After a couple of minutes, ask groups to share their ideas.

### Show what you know


#### Make a poster about a continent.

- Invite a pupil to read aloud the steps.
-  Place pupils in groups to complete the activity. Hand each group a sheet of A4 paper and coloured pencils.
- When pupils have compared their posters to another group's, make a class display of the posters.


### Extra activity Fast finishers

- Have pupils write in their notebooks three things they learnt that they didn't know before these lessons.

### Extra activity Collaborative work

-  Divide the class into groups. Ask them to discuss what they liked about the Learning club using the Expert envoy technique. Pupils write their opinion about it and the envoy reports back to the class.

## Finishing the lesson

- Play *Hangman* with the key words from Lessons 3 and 4.
-  Use the Summative questions technique to ask pupils what they think about what they learnt today.
- Congratulate pupils on finishing the Learning club. Ask which section they enjoyed the most.

Let's practise!

1 Read and match.

1 polar	a hot and rainy all year
2 arid	b four seasons
3 tropical	c hot and dry all year with very little rain
4 temperate	d very, very cold, snowy winters


2 Look at the map on page 54. Complete the fact file with the words from Activity 1.

Continent	Countries	Different climates
North America	23	polar, (1) <u>temperate</u> and tropical
South America	12	(2) <u>arid</u> to tropical
Australia	14	arid desert, (3) <u>tropical</u> and temperate
Antarctica	none	(4) <u>polar</u>

3 What do you know about the four continents in the fact file? Read and answer.

- How many countries are there in South America? There are 12.
- What are the three climates of Australia? They are arid desert, tropical and temperate.
- How many countries are there in Antarctica? There are none.
- Which continent has got 23 countries? North America has got 23 countries.
- What is the climate of Antarctica? It's got a polar climate.

Show what you know

 Make a poster about a continent.

- Choose one of the seven continents.
- Find ten interesting facts about the countries, climate and landscape.
- Draw or choose images from the Internet to stick on your poster.
- Compare your poster with another group.

## Objectives

- **Lesson aims:** to learn about Youth Service Day
- **Target language:** *young, old, youth, community, charity centre, volunteer*
- **Skills:** Reading, Speaking

## Materials

- Pupil's Book Page 56
- Activity Book Page 42
- sheets of A4 paper, enough for each group of pupils
- coloured pencils
- 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).
- **Speaking:** 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: Thought-provoking questions technique; Summative questions technique

## Starting the lesson

- Write *Young* and *Old* on the board. Ask pupils to raise their hands and name people in their families who are young and old.
- Write *Youth Service Day* on the board. Say *Youth is another word for young people*. Ask *What do you think this day is?*

## Presentation

- Explain that in this lesson pupils will learn about a festival that celebrates young people who help their community.
- Write *charity centre, volunteer* and *community* on the board. Explain the meanings:  
*A charity centre is a place that helps people in need by providing food, medicine, education and housing. Are there any charity centres where you live?*  
*A community is all the people that live in an area. Do you know many people in your community?*  
*You can be a volunteer at charity centres. You don't get money. When you are a volunteer, you do something because you want to help out.*

## Practice

### Pupil's Book

#### 1 F3.1 Listen and read.

- Refer pupils to page 56. Read the question and Carlos's speech bubble. Ask different pupils to predict what they think Carlos does at the charity centre.
- Play the audio.
- Check comprehension with questions. Ask *Did you predict what Carlos does? (yes/no) When did Carlos find out about the charity centre? (last year) How often does he visit? (twice a week) Who is he going to tell about the charity centre? (pupils at his school)*



## Diversity

### Challenge

- Using the Thought-provoking questions technique, ask *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 Circle True or False. Say why.

- Pupils work individually to complete the activity. They then compare answers in pairs. Check answers using the Lollipop stick technique.

### Extra activity Critical thinking

- Pupils work in groups of four. Hand a sheet of paper to each group. They write two more True or False statements based on the text (one true and one false). They swap work with another group and complete each other's activity and say why the false statement is false.

#### 3 How can you help in your community?

- Pupils discuss in pairs. Then have pupils raise their hands to offer ideas. To promote class discussion, ask *Who can you help? What can you do? Can you talk to people/shop for people/visit people/look after pets? Do you already help in your community? What do you do?*
- **Extension** Internet search key words: *Youth Service Day*

#### 4 Make a spider diagram of ways to help in your community.

- Place pupils in groups.
- Hand groups a sheet of A4 paper and coloured pencils. Have groups brainstorm ideas first.
- Display the spider diagrams and then have pupils make their own using ways to help.
- **Extension** Internet search key words: *kids and their community*



### Extra activity TPR

- Using their Yes/No response cards, pupils answer these questions and any others you might want to add:  
*Is Youth Service Day about young/old people?*  
*Would you like to volunteer at a charity centre?*  
*Does Carlos like/hate volunteering?*  
*Does he go there once/twice a week?*  
*Does he want to celebrate/forget about the day this year?*

### Activity Book

#### 1 After you read Look and write.

- Pupils work individually and check answers in pairs.  
**Answer key** 2 old, community; 3 volunteer; 4 charity centre

#### 2 Complete the sentences.

- Check answers using the Lollipop stick technique.  
**Answer key** 2 twice; 3 talks, reads, write; 4 volunteering



# Youth Service Day

Hello, I'm Carlos. I am a volunteer in a charity centre for old people.



## 1 Listen and read.



**O**n Youth Service Day in April, we celebrate **young** people who help their own **community**, and other communities around the world.

We also find out more about ways that we can help other people!

Last year on Youth Service Day, I found out about the **charity centre** in my community. I decided to **volunteer** there. Now I visit twice a week. I talk to the people there, and I read to them. I help them write cards and letters to their family. I've become good friends with many of the **old** people in the charity centre. I love volunteering there!

This year on Youth Service Day, I'm going to tell students at my school about volunteering, and how much I enjoy it.

What can you do to help in your community?



## 2 Circle True or False. Say why.

- Youth Service Day celebrates old volunteers. True / **False**  
*It celebrates young volunteers.*
- Carlos volunteers at a charity centre. **True** / False
- He doesn't like volunteering there. True / **False**  
*He loves volunteering there.*
- He isn't going to celebrate Youth Service Day this year. True / **False**  
*He's going to celebrate this year.*

## 3 How can you help in your community?

I can ...

## 4 Make a spider diagram of ways to help in your community.

- In groups, think of ways to help in your community.
- Draw and write them on a spider diagram.
- Present your spider diagram to the class.



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### 3 What other activities can you do to help in a charity centre?

- Pupils work in pairs to complete the activity.
- Have different pairs write their ideas on the board.

### 4 In groups, imagine you're volunteering in a charity centre twice a week. Make a schedule.

- Pupils work in the same pairs to complete the activity.
- Encourage pupils to use ideas from Activity 3.
- Have pairs compare ideas with other pairs.

## Finishing the lesson

- Using the Summative questions technique, ask pupils *What new information did you learn in this lesson? Did you enjoy making a spider diagram?*

# World Heritage Day

## Objectives

- **Lesson aims:** to learn about World Heritage Day
- **Target language:** *litter clean-up, grateful, heritage*
- **Skills:** Reading, Writing, Listening, Speaking





## Materials

- Pupil's Book Page 57
- Activity Book Page 43
- sheets of A3 paper/card, enough for each group of pupils
- coloured pencils
- Yes/No response cards
- a ball

## 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
-  Monitoring pupils' learning: Lollipop stick technique; Yes/No response cards technique; Traffic light cards technique; Basketball technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Thought-provoking questions technique; Summative questions technique

## Starting the lesson

- Write *monuments* and *archaeological sites* on the board. Elicit their meanings (*monuments* are buildings or statues that remind people of a famous event or person; *archaeological sites* are places where there are physical remains of past human activities.). Give pupils one minute to write as many words as they can related to monuments and archaeological sites. Write their ideas on the board.

## Presentation

-  Explain that in this lesson pupils will learn about a festival that takes place each year called World Heritage Day. Explain that World Heritage Day began in 1983. Say that it's celebrated every year to raise awareness and highlight the importance of protecting cultural heritage and historical sites around the world.
- Write *litter clean-up, grateful* and *heritage* on the board. Say sentences to elicit their meaning, e.g. *We did a litter clean-up at the beach last weekend. I'm so grateful that you helped me. That building is part of our national heritage.*

## Practice

### Pupil's Book

#### 1 F4.1 Listen and read.


- Refer pupils to page 57. Ask a pupil to read the speech bubble aloud. Ask *Where does Sana celebrate World Heritage Day? (at school)*



- Play the audio and have pupils read along in their books.
- Check comprehension with questions. Ask *What does Sana do at school for World Heritage Day? (lots of projects and activities) What did they make in school? (a poster) What was the poster about? (important archaeological sites) Where did her community do a litter clean-up? (at an archaeological site near her town).*

## 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 complete the activity individually. Encourage them to write complete sentences when they answer the questions.
-  Check answers using the Lollipop stick technique.


## Extra activity Critical thinking

-  Pupils work in groups of four. They write three more questions in their notebooks based on the text. They swap notebooks with another group and answer each other's questions.

#### 3 What can you do to celebrate World Heritage Day at your school?


-  Pupils discuss in pairs. Then have pupils raise their hands to offer ideas. To promote class discussion, ask *What do you think of the idea of World Heritage Day? Why do you think it's a good thing? Apart from cleaning litter from archaeological sites, what else can we do to help?*

#### 4 Give a presentation about World Heritage Day activities.

-  Place pupils in groups. They can use the ideas from Activity 3 or use new ideas.
- Provide groups with all the materials they will need.
- Monitor pupils, helping where necessary.
- When groups present, make sure each pupil gets the opportunity to speak.





## Extra activity TPR

-  Using their Yes/No response cards, pupils answer these questions and any others you might want to add:  
*Is World Heritage Day in March?*  
*Do other countries take part in World Heritage Day?*  
*Did Sana's community do anything for World Heritage Day?*  
*Did they make a poster about pottery this year?*  
*Does Sana talk about monuments in her poem?*  
*Is World Heritage Day a serious day?*

## Activity Book

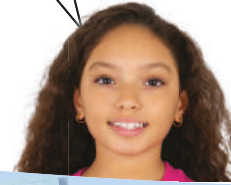
#### 1 After you read Read and match. Then match the sentences to the pictures.

-  Check pupils know what to do using the Traffic light cards technique.
- Pupils work individually to complete the activity.
-  Check answers using the Basketball technique.

**Answer key** 2 heritage, a; 3 grateful, c; 4 community, b

# World Heritage Day

My name's Sana. We celebrate World Heritage Day at school every year!



## 1 Listen and read.

World Heritage Day is on the 18<sup>th</sup> April every year. On World Heritage Day, we think about different ways we can look after the important archaeological sites and monuments in our country and around the world. At our school, we do lots of projects and activities. It's fun! This year in school, we made class posters about all the important archaeological sites, like Petra. And my **community** did a **litter clean-up** at a small archaeological site near our town! It's important to look after our **heritage**. World Heritage Day is a fun day, but it's also a serious day. It's a day to feel **grateful** for Jordan.

**World Heritage Day**  
poem  
by Sana  
We love our monuments,  
and historical places.  
They always put smiles,  
on our faces!



## 2 Answer the questions.

- When is World Heritage Day? **It's on the 18th of April.**
- What do people think about on World Heritage Day? **They think about the different ways they can look after archaeological sites and monuments.**
- What did Sana's class make posters about in school? **They made them about important archaeological sites.**
- What did Sana's community do this year? **They did a litter clean-up at a small archaeological site near their town.**
- What does Sana say about Jordanian heritage? **It's important to look after it.**

## 3 What can you do to celebrate World Heritage Day at your school?

We can make models of important archaeological sites and monuments.

## 4 Give a presentation about World Heritage Day activities.



- In groups, think about some class activities for World Heritage Day.
- Draw and write about them.
- Present your ideas to the class.

fifty-seven 57

### 2 Complete the sentences with the words in Activity 1.

- Pupils work individually to complete the activity and compare answers in pairs.
- Check answers using the Lollipop stick technique.

**Answer key** 2 community, 3 litter clean-up, 4 grateful

### 3 In groups, think of activities you can do for World Heritage Day at home.

- Place pupils in groups.
- Give them a few minutes to discuss things they can do at home on World Heritage Day.
- Check ideas as a class.

### 4 In groups, make posters for World Heritage Day. Include a poem. Display them in class.

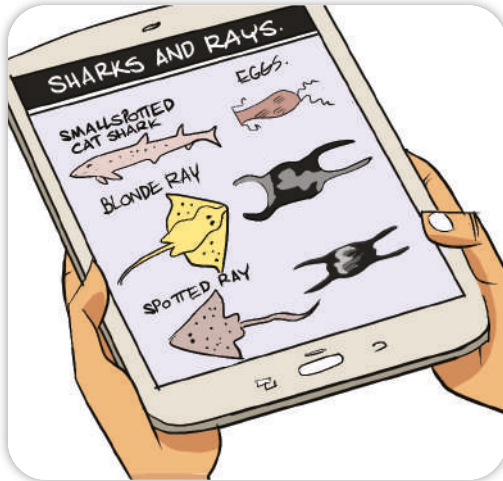
- Put pupils into groups of four. Hand out the materials.
- Give pupils time to write a poem. Encourage them to use the language from the lesson.
- Display the posters. Pupils discuss them.

## Finishing the lesson

- Using the Summative questions technique, ask *What new information did you learn in this lesson? Did you enjoy making a World Heritage Day poster?*



Unit 5 Pages 10–11



Unit 6 Pages 20–21

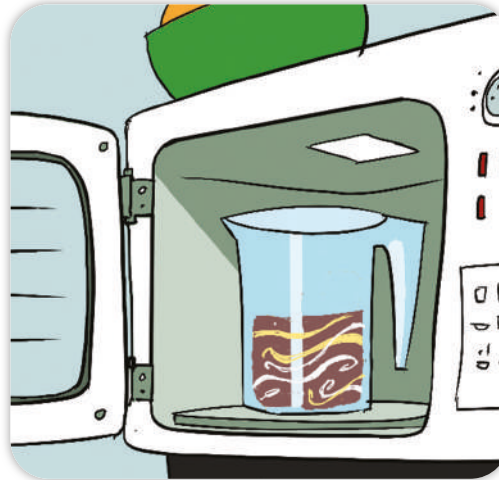
What is a **high** temperature?

Where did you take the temperature?	Adults	Children
Ear	37.7 °C and above	37.9 °C and above
Mouth	37.3 °C and above	37.6 °C and above
Under Arm	37 °C and above	37.3 °C and above

Unit 7 Pages 34–35



Unit 8 Pages 44–45



## Grammar reference

### Unit 5

What **was** the shark **doing**?

The shark **was looking** for small sea animals.

It **wasn't looking** for big fish.

What **were** you **doing** when the lion **escaped**?

I **was watching** the koalas when the lion **escaped**!

I **wasn't watching** the lion!

### Unit 6

You **should** go to the doctor's!

You **shouldn't** go to school!

**Should** I take some medicine?

Yes, you **should**. / No, you **shouldn't**.

I'm running **to be** fit and healthy.

He went to the supermarket **to buy** fruit.

### Unit 7

I've **read** *Alice's Adventures in Wonderland*.  
I **haven't seen** the film.

He's **seen** Alice's costume somewhere,  
but he **hasn't found** it.

Let's go to the theatre. We **haven't been**  
for ages!

**Have** you **ever been** to a festival?

Yes, I **have**. / No, I **haven't**.

**Has** she **ever sung** in a musical?

Yes, she **has**. / No, she **hasn't**.

### Unit 8

**Have** you **ever made** chocolates?

Yes, I **have**. / No, I **haven't**.

She's **never used** the oven before.

What is it **made of**? It's **made of** plastic.

What are they **made of**? They're **made of** gold!

## Welcome

bake – /beɪk/  
 ball – /bɔ:l/  
 cake – /keɪk/  
 call – /kɔ:l/  
 computer – /kəm'pjʊ:tər/  
 experiment – /ɪk'spɛrɪmənt/  
 email – /'i:meɪl/  
 fix – /fɪks/  
 juggle – /'dʒʌɡl/  
 make – /meɪk/  
 pizza – /'pi:tʃə/  
 smartwatch – /'smɑ:rtwɑ:tʃ/  
 study – /'stʌd.i/  
 telephone – /'tel.ə'foun/  
 throw – /θrəʊ/  
 toys – /tɔɪz/

## Unit 5

agree – /ə'ɡri:/  
 appear – /ə'piə/  
 camel – /'kæməl/  
 connect – /kə'nekt/  
 disagree – /,dɪsə'ɡri:/  
 disappear – /,dɪsə'piə/  
 disconnect – /,dɪskə'nekt/  
 dislike – /dɪ'slaɪk/  
 dolphin – /'dɒlfɪn/  
 gorilla – /gə'rɪlə/  
 jellyfish – /'dʒelɪfɪʃ/  
 koala – /kəʊ'ɑ:lə/  
 like – /laɪk/  
 lion – /laɪən/  
 lobster – /'lɒbstər/  
 octopus – /'ɒktəpəs/  
 oyster – /'ɔɪstər/  
 panda – /'pændə/  
 parrot – /'pærət/  
 polar bear – /'pəʊlər beə/  
 ray – /reɪ/  
 rhino – /'raɪnəʊ/  
 seahorse – /'si:hɔ:s/  
 seal – /si:l/  
 shark – /ʃɑ:k/  
 squid – /skwɪd/  
 turtle – /'tɜ:tl/  
 whale – /weɪl/

## Unit 6

balanced diet – /'bælənst.dɪət/  
 cold – /kəʊld/  
 cough – /kɒf/  
 dizzy – /'dɪzi/  
 do – /də/  
 earache – /'ɪərəɪk/  
 eat – /i:t/  
 exercise – /'eksəsaɪz/  
 fit – /fɪt/  
 headache – /'hedeɪk/  
 healthy – /'helθi/  
 high – /haɪ/  
 irregular – /'ɪrɪgjələr/

irresistible – /,ɪrɪ'zɪstəbl/  
 irresponsible – /,ɪrɪ'spɒnsəbl/  
 junk food – /dʒʌŋk.fu:d/  
 rash – /ræʃ/  
 regular – /'regjələr/  
 relax – /rɪ'læks/  
 resistible – /rɪ'zɪs.tə.bəl/  
 responsible – /rɪ'spɑ:n.sə.bəl/  
 runny nose – /'rʌn.i.nəʊz/  
 sick – /sɪk/  
 sore throat – /,sɔ:r 'θrəʊt/  
 stomach ache – /'stʌm.ək ,eɪk/  
 temperature – /'tem.prə.tʃər/  
 toothache – /'tu:θ.eɪk/  
 unfit – /ʌn'fɪt/  
 unhealthy – /ʌn'helθi/

## Bo's Learning Club 3

background – /'bæk.graʊnd/  
 bus station – /'bʌs ,steɪ.ʃən/  
 cave – /keɪv/  
 cityscape – /'sɪt.i.skeɪp/  
 countryside – /'kʌn.trɪ.sɑɪd/  
 desert – /'dez.ət/  
 field – /fi:ld/  
 foreground – /'fɔ:grəʊnd/  
 jungle – /'dʒʌŋ.gəl/  
 landscape – /'lænd.skeɪp/  
 seascape – /'si:skɛɪp/  
 stream – /stri:m/  
 theatre – /'θɪə.tər/  
 unbalanced – /ʌn'bælənst/  
 zoo – /zu:z/

## Unit 7

act – /ækt/  
 audience – /'ɑ:di.əns/  
 backstage – /'bæk'steɪdʒ/  
 careful – /'keə.fəl/  
 cast – /kɑ:st/  
 cheer – /tʃɪər/  
 cheerful – /'tʃɪə.fəl/  
 classical music – /,klæs.ɪ.kəl 'mju:zɪk/  
 comic – /'kɒm.ɪk/  
 concert – /'kɒn.sət/  
 costumes – /'kɒs.tʃu:mz/  
 country music – /'kʌntri 'mju:zɪk/  
 curtain – /'kɜ:tən/  
 director – /dɪ'rektər/  
 fearful – /'fiə.fəl/  
 festival – /'fes.tɪ.vəl/  
 forgetful – /fə'get.fəl/  
 hopeful – /'həʊp.fəl/  
 lighting – /'laɪ.tɪŋ/  
 musical – /'mju:zɪ.kəl/  
 peaceful – /'pi:s.fəl/  
 playful – /'pleɪ.fəl/  
 poem – /'pəʊ.ɪm/  
 props – /prɒps/  
 puppet show – /'pʌp.ɪt ʃəʊ/  
 scenery – /'si:nəri/  
 stage – /steɪdʒ/

thankful – /'θæŋk.fəl/

## Unit 8

begin – /bɪ'ɡɪn/  
 coffee machine – /'kɒf.i məʃi:n/  
 contain – /kən'teɪn/  
 cooker – /'kʊk.ər/  
 cotton – /'kɒt.ən/  
 decide – /dɪ'saɪd/  
 dishwasher – /'dɪʃ.wɒʃ.ər/  
 enjoy – /ɪn'dʒɔɪ/  
 entertain – /en.tə'teɪn/  
 freezer – /'fri:zər/  
 fridge – /frɪdʒ/  
 gold – /gəʊld/  
 kettle – /'ket.əl/  
 leather – /'leð.ər/  
 metal – /'met.əl/  
 microwave – /'maɪ.krə.weɪv/  
 oven – /'ʌv.ən/  
 paper – /'peɪ.pər/  
 plastic – /'plæs.tɪk/  
 recommend – /,rekə'mend/  
 rubber – /'rʌb.ər/  
 seeing – /'si:ɪŋ/  
 sewing – /'seʊ.ɪŋ/  
 silver – /'sɪl.vər/  
 toaster – /'təʊ.stər/  
 understand – /ʌn.də'stænd/  
 vacuum cleaner – /'væk.ju:m ,kli:nər/  
 washing machine – /'wɒʃ.ɪŋ məʃi:n/  
 watching – /'wɒtʃɪŋ/

## Bo's Learning Club 4

Africa – /'æfrɪkə/  
 Antarctica – /æn'tɑ:k.tɪ.kə/  
 Argentina – /,ɑ:dʒən'ti:nə/  
 arid – /ær.ɪd/  
 Asia – /eɪ.ʒə/  
 Australia – /ɒ'streɪ.li.ə/  
 Brazil – /brə'zɪl/  
 Canada – /'kæn.ədə/  
 China – /tʃaɪ.nə/  
 climate – /'klaɪ.mət/  
 Egypt – /'i:dʒɪpt/  
 Europe – /'jʊərəp/  
 India – /'ɪn.di.ə/  
 Italy – /'ɪt.əl/  
 Japan – /dʒə'pæn/  
 Jordan – /'dʒɔ:dən/  
 Mexico – /'mek.sɪ.kəʊ/  
 Morocco – /mərə'kɒs/  
 North America – /'nɔ:θ ə'mer.ɪ.kə/  
 polar – /'pəʊlər/  
 Portugal – /'pɔ:tʃə.gəl/  
 South America – /,saʊθ ə'mer.ɪ.kə/  
 temperate – /'tem.prət/  
 tropical – /'trɒp.ɪ.kəl/

**Jordan**  
**TEAM**  
**Together**  
**Grade 5**  
*Semester 2*

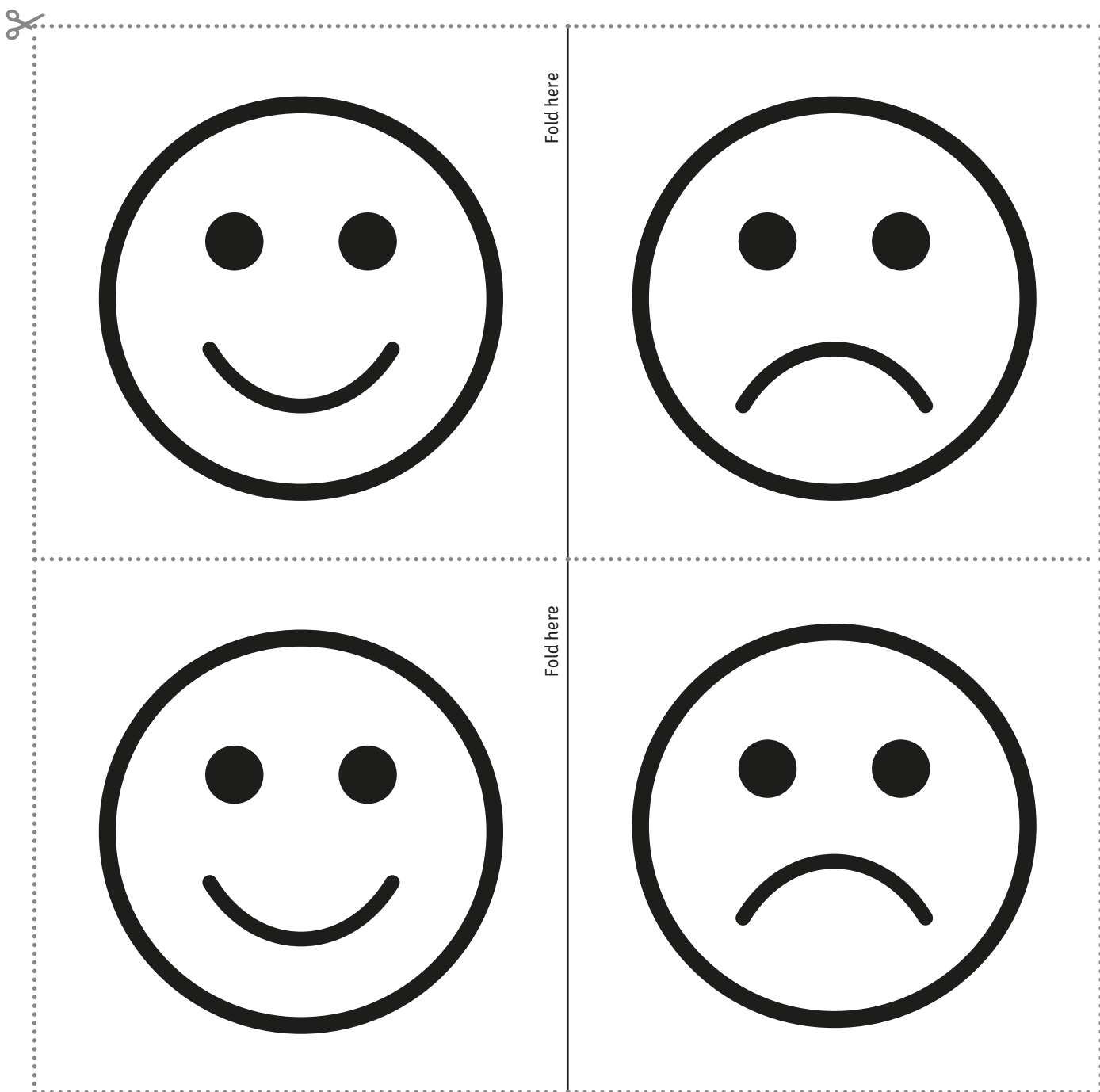
**Extra resources**

## **Contents**

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# Happy/Sad face cards

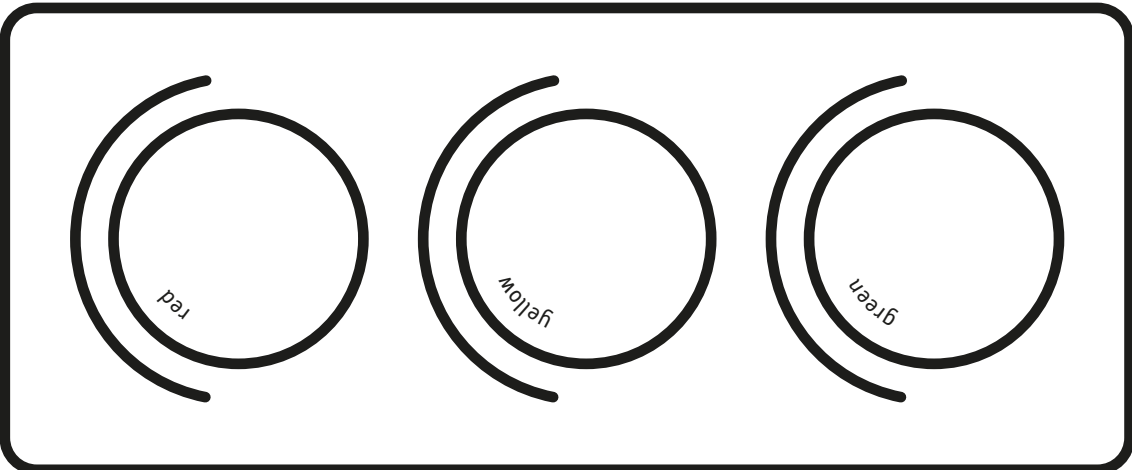
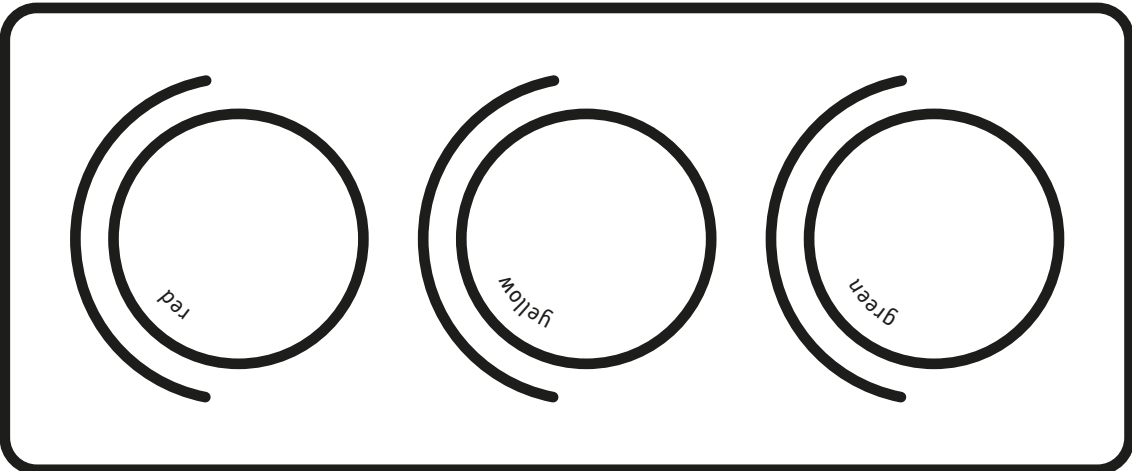
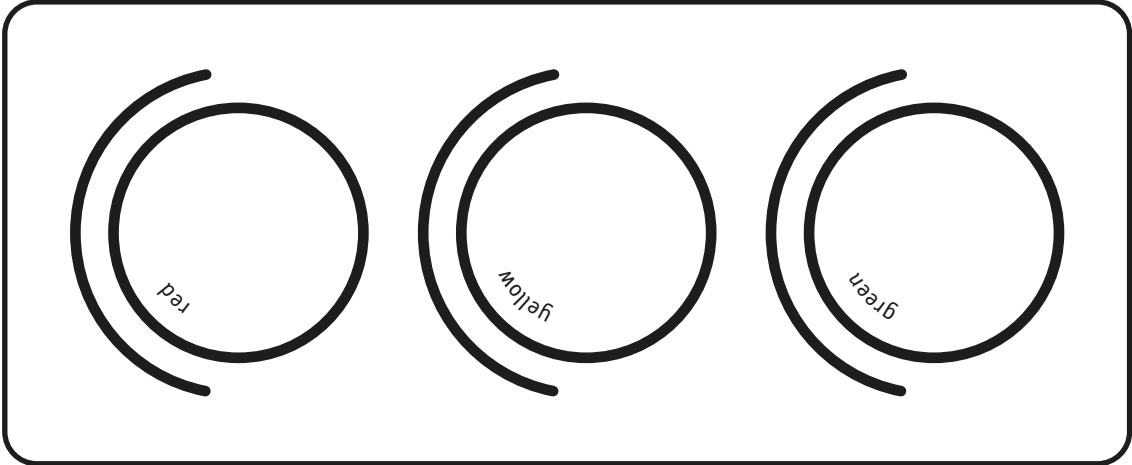
Cut out, fold and stick.





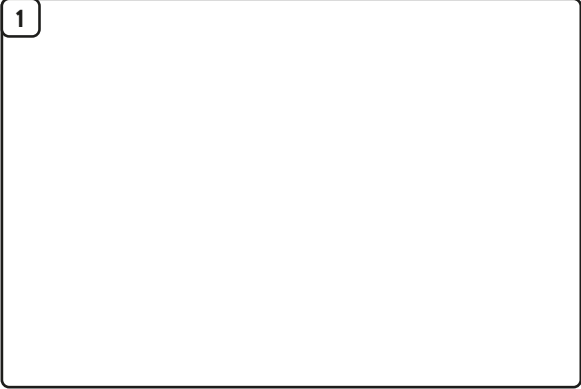
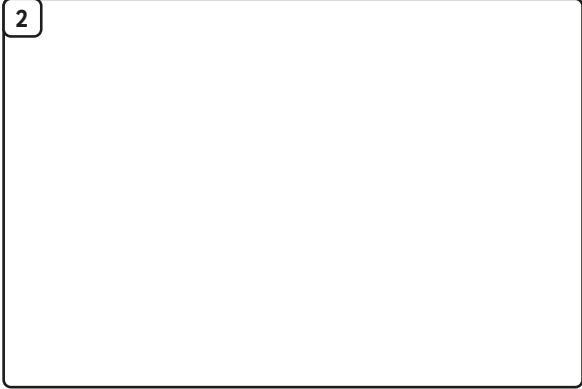
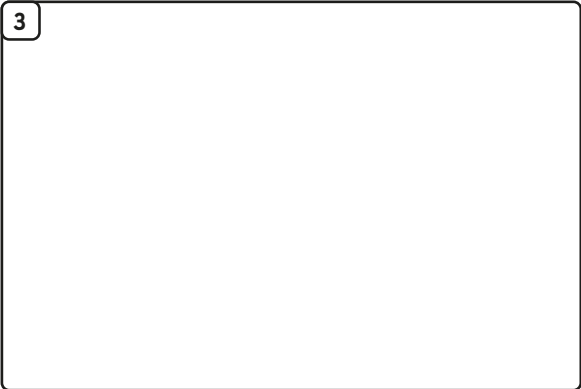
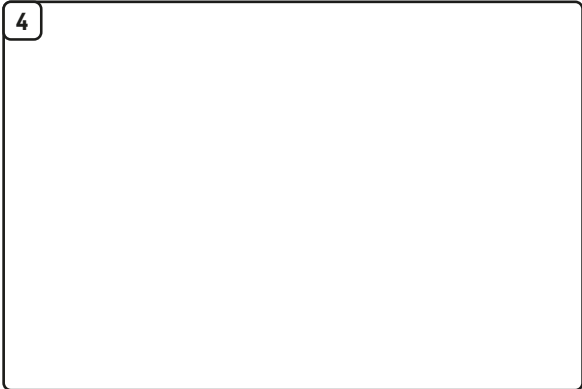
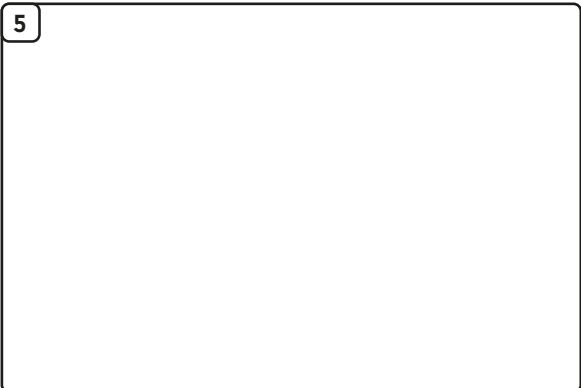
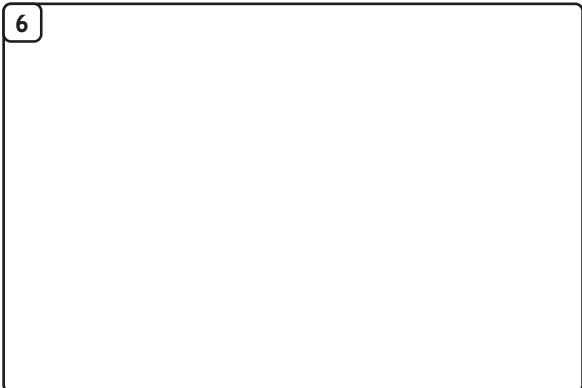
# Traffic light cards

Cut out and colour.



# Blank storyboard

Draw and write your story!

Story title:	
<p>1</p> 	<p>2</p> 
<p>3</p> 	<p>4</p> 
<p>5</p> 	<p>6</p> 

## Picture charades cards

Cut out and play.



Teacher note:

the words on these cards cover all of Semester 2, so you should play this game at the end of the book as a review activity.

# Word charades cards

Cut out and play.



<b>smartwatch</b>	<b>juggle</b>	<b>shark</b>	<b>camel</b>
<b>runny nose</b>	<b>relax</b>	<b>curtain</b>	<b>comic</b>
<b>unfit</b>	<b>puppet show</b>	<b>dishwasher</b>	<b>musical</b>
<b>paper</b>	<b>leather</b>	<b>bus station</b>	<b>brushes</b>

Teacher note:  
the words on these cards cover all of Semester 2, 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.



<b>dolphin</b>  X grey X intelligent	<b>koala</b>  X Australia X trees	<b>parrot</b>  X talk X bird	<b>seahorse</b>  X horse X small
<b>cough</b>  X mouth X noise	<b>toothache</b>  X tooth X painful	<b>balanced diet</b>  X healthy X vegetables	<b>field</b>  X farm X land
<b>stream</b>  X small X water	<b>festival</b>  X music X outdoors	<b>desert</b>  X sand X hot	<b>kettle</b>  X boil X water
<b>oven</b>  X cook X food	<b>paper</b>  X tree X books	<b>zoo</b>  X animals X see	<b>landscape</b>  X outdoor X scene

Teacher note:

the words on these cards cover all of Semester 2, so you should play this game at the end of the book as a review activity.

## Irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
buy	bought	bought
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
find	found	found
get	got	got
give	gave	given
go	went	gone/been
have	had	had
hold	held	held
keep	kept	kept
know	knew	known
lose	lost	lost
make	made	made
put	put	put
ride	rode	ridden
run	ran	run
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sleep	slept	slept
stand	stood	stood
take	took	taken
tell	told	told
throw	threw	thrown
wear	wore	worn
win	won	won
write	wrote	written



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Illustrated by Pablo Velarde and José Luis Ágreda (unit openers and stories), Miguel Calero Hernández, Alberto de Hoyos Masó, Carmen Marcos Vaca, Christos Skaltsas (Hyphen) and Zacharias Papadopoulos (Hyphen)

**Cover Image:** Pablo Velarde and José Luis Ágreda, Alpineguide