



Jordan TEAM Together Grade 4 Semester 2

Teacher's Book with Digital Resources



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Jordan TEAM Together Grade 4 Semester 2

Teacher's Book with Digital Resources



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Pearson

Lucy Norris
with Magdalena Custodio and Victoria Bewick



Scope and sequence

Unit	Unit objectives	Vocabulary	Grammar	Listening	Speaking	
W 1	Hello from Hamed!	Revising vocabulary and grammar from Grade 4 Semester 1	Revision of vocabulary from Grade 4 Semester 1	Revision of grammar from Grade 4 Semester 1	Understanding main information when people talk about their school day; understanding simple expressions about likes and dislikes in short stories or dialogues	Talking about school subjects and people in a school; acting out parts of a picture story; describing someone's likes or dislikes; expressing basic likes and dislikes; naming everyday objects in pictures; read aloud familiar single words; talking about a familiar place; giving simple reasons to explain preferences
5	Hobbies	Talking about free time activities, and adverbs of manner	Freetime activities: build a robot, dress up, go fishing, go sailing, go windsurfing, kick, knit, play board games, play chess, play computer games, sew, skip Adverbs of manner: badly, carefully, easily, loudly, quickly, quietly, slowly, well	can/can't: I can go sailing./I can't play board games./Can you sew? Yes, I can./No, I can't. Adverbs of manner: She can sew well.	Identifying specific information about where people are from their surroundings, or from pictures with a short, simple description of where they are and what they are doing; recognising familiar words and phrases in short, simple songs or chants	Saying what people are doing at the time of speaking; answering simple questions about their daily activities or routines; acting out parts of a picture story; asking a range of questions to find the answer; expressing their opinions on familiar topics; giving simple reasons to explain preferences; saying simple tongue twisters; making simple arrangements to do something
6	Our town	Talking about places in a local area	Places in the local area: bridge, bus stop, car park, clothes shop, hotel, market, museum, restaurant, shopping centre, square, train station, zoo Adjectives: ancient, busy, cheap, expensive, modern, noisy, quiet, safe	Past simple of to be: She was at the zoo last week. Where were you yesterday morning? There was/ There were There was an expensive shop. Was there a restaurant? Yes, there was./No, there wasn't.	Understanding short, simple dialogues or stories about past events; recognising familiar words and phrases in short, simple songs or chants; understanding simple phrases related to familiar topics	Saying what's in a town; asking about the location of places in a town; describing basic differences between two pictures; asking where others were in the past; talking about something they like or dislike and give reasons; talking about past events or experiences; saying simple tongue twisters; getting the gist of short, simple texts
7	Our history	Talking about historical finds	Historical finds: clay, coins, helmet, iron, jewellery, jug, mosaic, necklace, ring, shield, stone, wall Verbs: arrive, live, need, start, stop, use, visit, work	Past simple regular verbs: People in the past used clay to build things./They didn't use plastic. Did you visit the museum? Yes, I did./No, I didn't.	Asking a range of questions in guessing games; following short, simple dialogues or stories about past events; extracting factual information from short, simple dialogues or stories about past events	Acting out parts of a picture story; talking about past events or experiences; singing a basic song from memory; talking about a familiar place; giving informal advice on everyday matters; saying simple tongue twisters and other types of playful language
8	Let's celebrate!	Talking about celebrations	Celebrations: big wheel, bride, candle, costume, family gathering, funfair, groom, invitation, present, games, rollercoaster, wedding Ordinal numbers: first-thirty-first	Past simple irregular verbs: I wore this dress at our wedding. We didn't see the ring again. Did you get any presents? Yes, I did./No, I didn't.	Recognising ordinal numbers up to 50; recognising familiar words and phrases in short, simple songs; understanding most of the concrete details in informal conversations; understanding short, simple dialogues or stories about past events	Giving simple reasons to explain preferences; acting out parts of a picture story; talking about past events or experiences; using ordinal numbers up to 50; saying when their birthday is; talking about something they like or dislike and give reasons; acting out a short dialogue or roleplay; saying simple tongue twisters

Bo's Learning Club: Language booster 2

Festivals: World Wildlife Day, Eid al-Adha, International Literacy Day

Reading	Writing	Phonics	Project	Viewing and presenting	Functions
Following simple dialogues in short illustrated stories; identifying specific information in a simple story; recognising a range of basic everyday nouns and adjectives; recognising single, familiar everyday words; understanding basic sentences naming familiar everyday items	Using capital letters for names and titles; writing simple sentences about familiar things				
Identifying specific information in a simple story; following simple dialogues in short illustrated stories; understanding the order in which events happen; recognising simple words and phrases related to familiar topics; getting the gist of short, simple texts on familiar topics; understanding some details in short, simple dialogues	Using adverbs of frequency and manner in the correct position; writing a short list of instructions for using or doing something; identifying the information needed to fill in a form	/əʊ/ robot, boat, coat, hello, nose, rose, open	Making a rules poster for a ball game	Designing a map for an activity day	Talking about preferences What shall we do? Do you want to (play a computer game)? Not really. I'd rather (play chess).
Following simple dialogues in short illustrated stories; identifying specific information in a simple story; understanding the order in which events happen; understanding basic factual statements relating to pictures or simple texts; identifying the main topic of a simple structured text; extracting factual details from a simple text; understanding a simple text about a past event	Writing about past activities using simple language; using a range of adjectives to add details to a simple description; writing short descriptive texts (4-6 sentences) on familiar personal topics; writing a diary of a holiday	/ɔɪ/ boy, coin, oil, point, soil, toy, boil	Making a timeline poster of historic buildings	Retelling the story	Making recommendations It was great. You should see it!
Following simple dialogues in short illustrated stories; identifying specific information in a simple story; understanding the order in which events happen; understanding basic factual statements relating to pictures or simple texts; identifying the main topic of a simple structured text; extracting factual details from a simple text; understanding a simple text about a past event	Writing about past activities using simple language; writing short, simple descriptive texts about familiar places using basic connectors	/d/, /t/, /d/ arrived, worked, stopped, visited, lived, needed	Making a map of historic places	Making a coin	Giving advice You should work carefully.
Following simple dialogues in short illustrated stories; inferring unstated information in simple stories or descriptive texts; identifying specific information in a simple story; getting the gist of short, simple texts; understanding some details in short, simple dialogues; predicting what a short, simple text is about; understanding a simple text about a past event	Writing simple sentences about familiar things; writing a simple text (e.g. an invitation to a party) containing key information	/aʊ/ brown, town, cloud, cow, loud, mouth, count	Making a festival leaflet	Designing a ring	Explaining you've lost something I can't find my bag.

Social Studies: What was transport like 100 years ago?

Introduction

About *Jordan Team Together*

Learn Together! Succeed Together! *Team Together!*

Jordan Team Together is a fast-paced, 7-level primary English course that develops language alongside future-ready skills.

Pupils are challenged to communicate creatively in authentic contexts, think critically and work together to get results. *Jordan Team Together* sets out a clear path for progress and prepares children for success.

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

For pupils

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

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

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

For teachers

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

A complete assessment package will help your pupils get results.

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

Course features

Vocabulary

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

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

It is followed by an engaging step-by-step vocabulary presentation.

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

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

Each Pupil's Book lesson has a corresponding Activity Book lesson allowing for a lot of additional vocabulary practice.

Grammar

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

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

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

Stories

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

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

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

Skills

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

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

The speaking skill is practised through a variety of contexts:

- Most lessons end with a *Communicate*  activity where pupils can put the newly acquired content into practice and personalise it
- Lesson 5 contains an information gap activity which provides a fun and motivating way to get pupils to speak in a less controlled manner
- Lesson 8, *English in action*, is dedicated to teaching functional language, which is key to successful social interaction. Exposing pupils to this language right from the start ensures that they not only acquire knowledge of grammar and vocabulary but also learn what to say in a variety of situations, such as making arrangements or shopping for food.

Culture

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

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

Learning Club: Language Booster and CLIL

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

The Language Booster lessons consolidate and extend language and topics taught in the four preceding units.

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

Each of the CLIL lessons in the Learning Club sections of *Jordan Team Together* Grade 4 also includes a focus on STEAM subjects. While studying a variety of topics including Social Studies and Science, pupils also have to employ 21st-century skills like creativity and critical-thinking. As part of the lessons, they present their final learnings via different presentation methods, which help to reinforce the learning and bring the concepts to life.

In addition to this, each story in *Jordan Team Together* Grade 4 has been built around a key concept from common Social Studies or Science curricula. To explore this concept further, please see the teaching notes for Lesson 2 in each unit.

21st century skills

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

 Critical thinking
 Problem-solving
 Creativity

 Communication
 Collaboration

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

Social and cultural awareness: Lesson 7 of each unit enables pupils to learn about other countries and, through a project, reflect on how their own country is similar or different.

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

Assessment for learning: see page 11 for more information.

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

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

Support for mixed-ability classes and differentiation

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

The photocopyable 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 photocopyable 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 photocopyable 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.

Note also that teachers should always be mindful of the needs of pupils in their classes and to adapt materials where needed.

Inclusive education

When pupils require accommodations, teachers should foster a culture of acceptance and not treat them as if they were different, for example by seating them separately. Although differences such as hearing loss and visual impairment are clearly physical, the behaviour of pupils with autism, AD(H)D (attention deficit and hyperactivity disorder), dyslexia or Tourette syndrome is also due to neurological differences.

All these pupils need regular breaks. Teachers should do their best to ensure that these pupils are not stressed and notice whether they look tired. For example, pupils with hearing loss will need a break after listening to audio recordings. Pupils with ADHD or dyslexia often need breaks to help them to concentrate. If a pupil with Tourette's is having tics, that pupil should be allowed to take a break.

Pupils with these differences usually need input to be presented differently. Pupils with a visual impairment or hearing loss will rely on the adaptation of materials, for example, a larger font size or audioscripts being read aloud so they can lip-read. Teachers may need to break tasks down for neurodiverse pupils or give additional tasks when they finish earlier. Different ways of learning will work better for different pupils, for example, dyslexic pupils benefit from associating words with pictures, and writing up or showing instructions will help many pupils.

Course components

Pupil's Book

The Pupil's Book provides materials to present the target language effectively. It includes an introductory unit (*Welcome*), four main units and three additional units related to festivals: *World Wildlife Day*, *Eid al-Adha* and *International Literacy Day*.



Teacher's Book

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

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

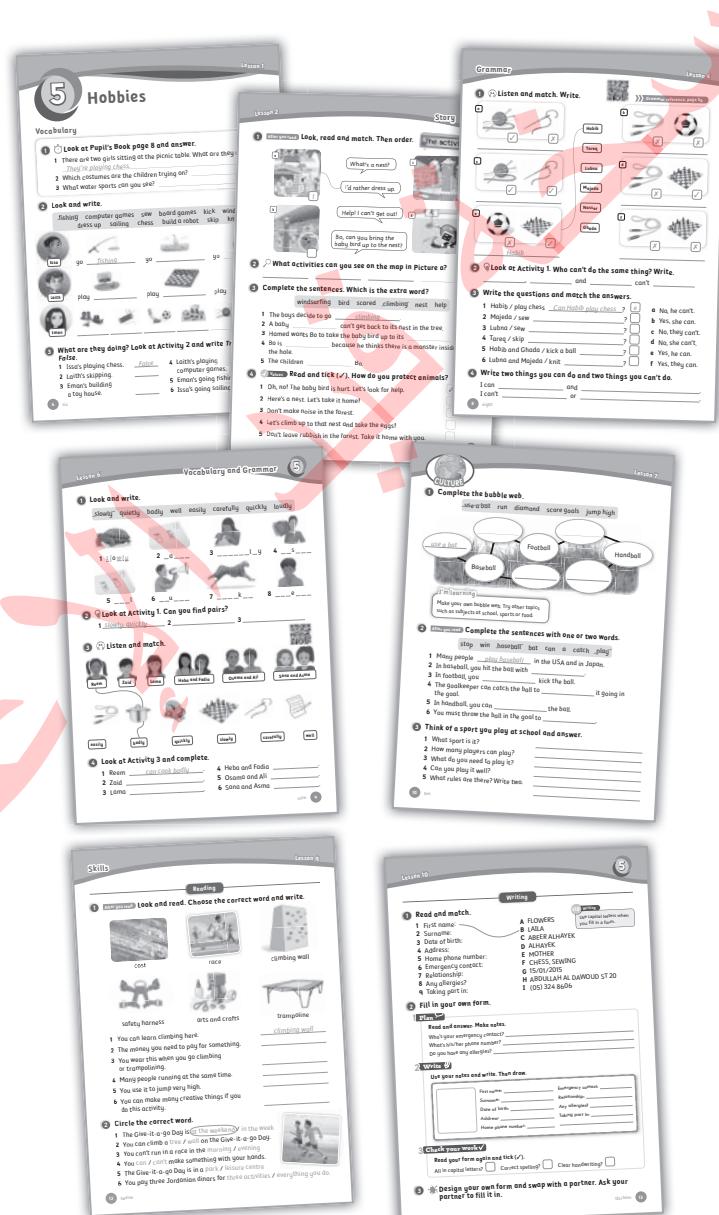
Additional ideas for Extension, TPR and 21st century skills activities as well as suggestions on how to support or challenge mixed-ability pupils are an excellent tool for busy teachers who may lack time for planning.

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



Activity Book

The Activity Book provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and freer practice plus personalisation and further listening and reading activities. It also contains a Vocabulary and Grammar reference section for further practice.



Class Audio

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

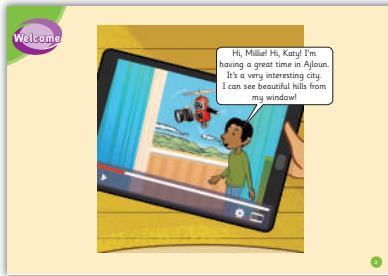
Flashcards and Word Cards

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



Story Cards

The Story Cards are large, frame-by-frame versions of the cartoon stories in lesson 3 of each unit of the Pupil's Book. On the back of each card there is a transcription of the appropriate part of the story recording and questions to be asked before and after listening.



More information on how to use the Story Cards during classes is available on page 17 of the Teacher's Book.

Tests

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

The worksheets and audio are available online.

Photocopiable resources

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

Interactive e-book

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

QR codes

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

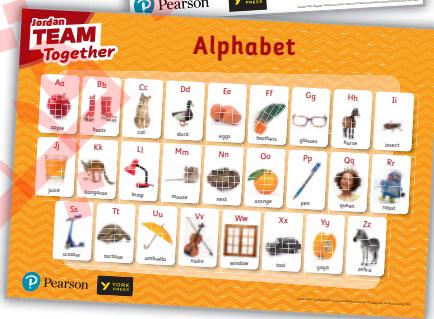
Posters

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

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

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

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



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

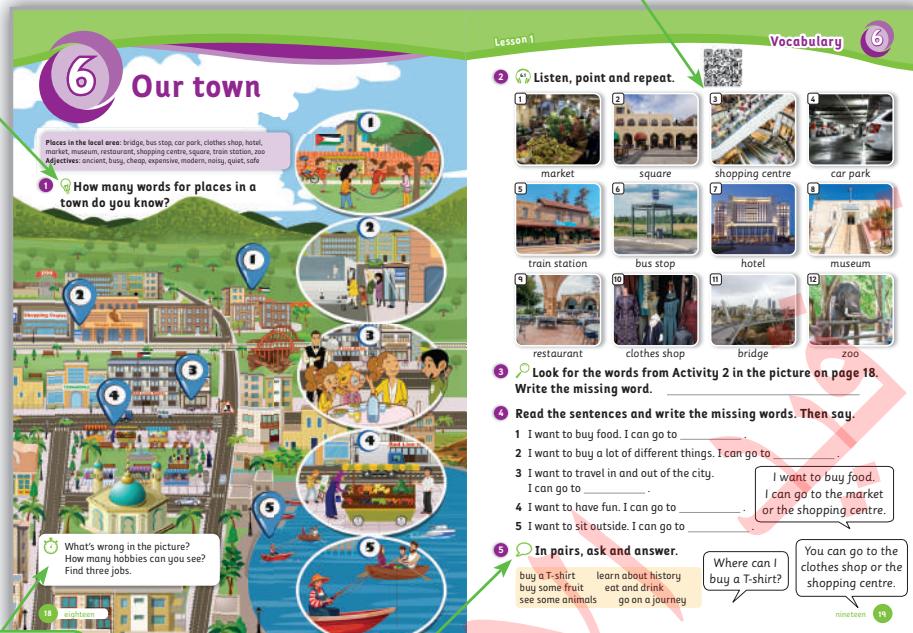
Lesson	Component and focus
1	Pupil's Book and Activity Book Vocabulary
2	Pupil's Book and Activity Book Story
3	Pupil's Book Grammar
4	Activity Book Grammar
5	Pupil's Book Vocabulary and Grammar
6	Activity Book Vocabulary and Grammar
7	Pupil's Book and Activity Book Culture
8	Pupil's Book and Activity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

Unit walkthrough

Lesson 1

 Think! activity to activate pupils' previous knowledge

Photographic vocabulary presentation



 Stopwatch activity to revise vocabulary and language from previous units

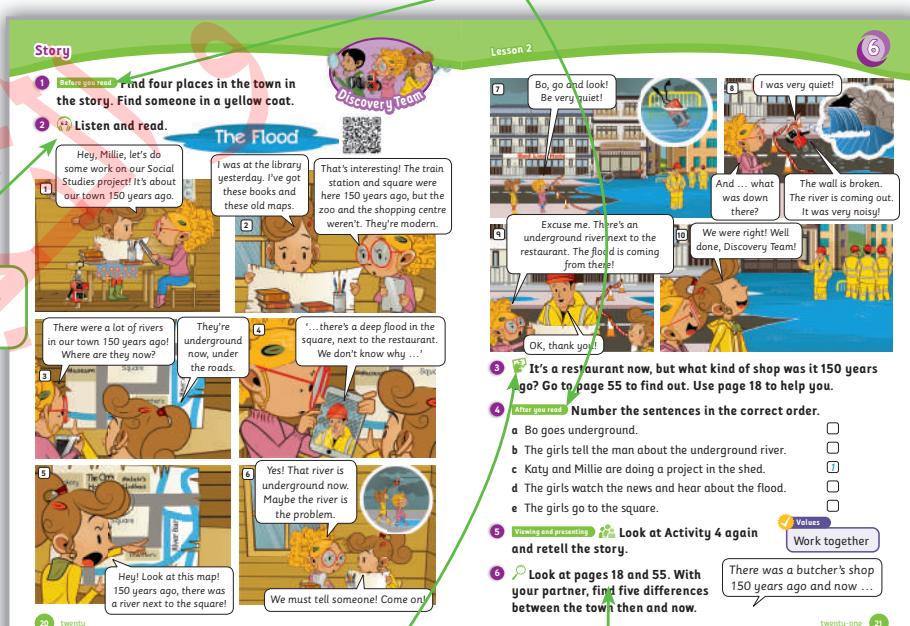
 Communicate activity for personalisation and speaking practice

Further practice is in the Activity Book.

Lesson 2

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

Stories available in audio format



 Solve activities encourage curiosity and stimulate critical thinking

21st century skills activities in every lesson

Further practice is in the Activity Book.

Lessons 3 and 5

Grammar box with recorded phrases

Visual Vocabulary presentation

Song to teach vocabulary and grammar in context

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

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 7–8

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

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

Focus on functional language from early levels

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

Work on pronunciation through tongue twisters

Useful phrases at a glance

Lessons 9–10

Skills section for integrated skills practice

Recorded text

Scaffolded step-by-step instructions for the writing task

Skills

Reading

1 Before you read Look at the text. How many paragraphs are there?

2 Listen and read.

Amman then and now

1 400 years ago, Amman was very different! The city was smaller than today. There weren't any cars or car parks, but there were lots of people. There weren't any trains or train stations. The roads weren't very safe. There were markets, but there weren't any hotels.

2 Today, the city is much bigger and it's very busy. You can see ancient and modern buildings. If you go to al-Hashemi Street, there are people everywhere! There are a lot of restaurants and shops on the street.

3 There are still markets in Amman. There's a famous market called Souk Jara in the summer in Jabal Amman. The first Souk Jara was in 2005. You can buy food and art. It's very interesting and noisy.

4 There are a lot of modern hotels in Amman now. Some of the hotels are very tall. The tallest hotel has got 50 floors!

3 After you read Match the headings to the paragraphs.

a Amman today ————— b Amman 400 years ago —————
c The tallest hotel ————— d The famous market —————

Lesson 9

Lesson 10

Listening

1 Listen and choose.

1 Last week Nader was in...
A London. B Lisbon.
2 Nader's hotel was...
A ancient. B modern.
3 In the park there was...
A a restaurant. B a museum.
4 Nader's favourite place was...
A the zoo. B the bridge.

Speaking

2 Talk about your town or city in the past and now.

• What was there 400 years ago?
• What is there now?
400 years ago, there was ... Now there is ...

Writing

3 Read Mustafa's text. What are the differences between Aqaba 400 years ago and the city today?

My town then and now

Hi, my name's Mustafa. I live in Aqaba. 400 years ago, there were a lot of boats in the port on the Red Sea. There weren't any cars or buses. There weren't any hotels.

Today, Aqaba is a big, modern port city. There are a lot of cars and buses and a busy airport. There are a lot of beautiful hotels in Aqaba.

4 Write about your town or city in the past and now.

Plan

• What's the name of your town or city?
• What was there 50 years ago?
• What can you see there now?

Write

1 I live in ... 50 years ago, there were/weren't ... Today, there are/aren't ...

Check your work

• A paragraph for each new idea?
• Commas between adjectives?

Activity Book, page 21

Writing

When you have two adjectives, use a comma between the adjectives. A big, modern port city.

Model text in the writing section

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

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

Assessment

Monitoring progress and exam readiness with *Jordan Team Together*

Jordan Team Together can be used for all general English courses. *Jordan Team Together* aligns with the CEFR (the Common European Framework of Reference for Languages). This framework can be used to map achievements in language learning. It provides teachers and institutions with the GSE tools that enable them to demonstrate visibility of pupil progress step by step, and a way of identifying and addressing learner needs and supporting the achievement of goals.

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

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

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

The Global Scale of English



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

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

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

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

What is English Benchmark?

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

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

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

Formative assessment / Assessment for learning

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

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

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

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

Main strategies of formative assessment

The main stages of the formative assessment process are:

- 1 Setting the aims and criteria for success
- 2 Monitoring pupils' learning, including giving constructive feedback
- 3 Peer learning
- 4 Independent learning/long-term assessment

Setting aims and criteria

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

Monitoring pupils' learning

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

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

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

- **Lollipop stick technique or Random selection tool.** Use sticks or cards that pupils can personalise with their names at the beginning of the school year. Pick them randomly to call on pupils for questions thus ensuring that all pupils have an active role and will produce a similar amount of language, because pupil talking time (PTT) matters!
- **Basketball technique.** Use this for choosing pupils at random to answer questions, to get feedback for an activity or to ask for opinions. Throw a soft ball to a pupil. The pupil who catches the ball then responds. Continue with other pupils as necessary. This ensures that all pupils have an active role.

- **Happy/sad face technique.** (also Yes/No, Stop/Go, True/False). Use this for critical thinking development and yes/no answers. Make a set of cards with a happy face on one side, and a sad face on the other – one for each pupil – or pupils can make their own. After practising a skill, ask pupils how they feel they are doing. Alternatively, pupils can show this on a scale from 1–5 using the fingers on their hands for a deeper understanding of the yes and no answers. Photocopiable cards can be found on page 126.

- **Traffic light cards.** Use them to check that pupils know what to do on a given task. Pupils show you a green/yellow/red card, depending on their level of confidence. Photocopiable cards can be found on page 127.
- **Exit slips.** Use them to evaluate your lessons at the end of the day or session, to get feedback from the lesson, or to offer pupils the opportunity to give opinions. Exit slips can simply be post-it notes stuck on the door on their way out of class.

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

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

Peer learning

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

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

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

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

Independent learning and long-term formative assessment

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

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

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

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

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

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

Using rubrics for assessment in CLIL

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

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

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

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

Holistic rubrics

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

Holistic Rubric

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

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

Analytic rubrics

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

Analytic rubric

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

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

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

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

Steps to make a rubric

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

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

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

How to work with projects

by Magdalena Custodio Espinar

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

Collaborative work

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

Cooperative work

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

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

To apply successful project work in the classroom you should:

- Keep a flexible project schedule and involve pupils in project design when possible. Promote parent involvement.
- Prepare pupils by having them thinking about the project in advance. A rubric can be very useful to show them what they are aiming for and trying to accomplish. Use negotiation strategies to help them understand the rationale for this type of work.
- Establish moments for feedback and specific products at the end of each work session to promote a sense of mission, e.g. record evidence of progress using field notes or observation templates. Keep records public so pupils have ownership of them by using rubrics or checklists.
- Avoid making decisions for pupils. It will take time for pupils to be able to develop time management skills and learning to learn competence. Promote this by providing them with support during the project, e.g. a timeline with the work sessions; worksheets with instructions or steps to follow; a project goals checklist to tick; a webquest to develop critical thinking skills, etc.

- Assess the quality of projects by using professional work as a reference. Boost the quality of your pupils' work by showing them good examples of other pupils' work. Develop scaffolding to help pupils reach the standards and include both individual and group grades.
- Promote full participation by using a checklist for active observation of pupils that will give you objective evidence of their performance. Set realistic alternatives and consequences for non-participation such as suggesting individual ways of working on the project, negative individual grades, etc.
- Foster reflection strategies both for the process and for the final product from a critical point of view to improve future performance.

When deciding on how to group your pupils, you should consider your rationale so as to group pupils according to the right criterion. Here are some ideas to arrange your class for group and project work.

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

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

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

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

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

How to work with mixed-ability groups

by Magdalena Custodio Espinar

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

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

Language scaffolding

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

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

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

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

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

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

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

Differentiated learning

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

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

Stage 1 – Before listening to the story

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

Stage 2 – Listening to the story

At this stage, remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened.

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

Stage 4 – Acting out

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

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

Suggested exercises

- Ask pupils to draw a scene from the story they have heard.
- Ask pupils to invent another ending for the story they have heard.
- Pupils draw their favourite character.
- Talk to pupils about what the characters learnt.
- Ask pupils about the way they would behave or feel if they were one of the characters.
- Read some lines from the story. Pupils should provide the name of the character who says the lines.
- Ask pupils to create their own story on the same theme, with themselves as the characters. A photocopyable blank storyboard can be found on page 128.

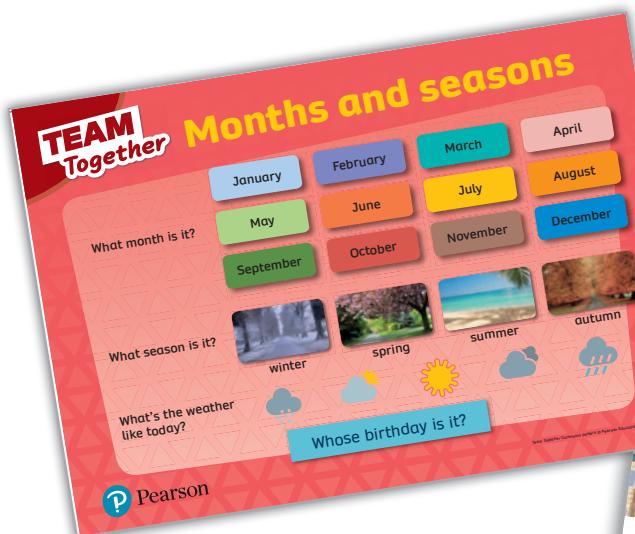
How to work with posters

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

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

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

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



Techniques of working with posters

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

Predicting

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

Asking questions

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

Finding and pointing

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

Memory game

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

True or false?

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

Quiz

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

Peeping through a keyhole

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

Singing

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

Placing words on the poster

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

Make your own poster

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

Classroom language

Greeting the class

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

Starting the lesson

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

Managing the class

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

Words of praise

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

During the lesson – instructions

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

During the lesson – questions

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

Pair work/Group work

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

Language used for playing games

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

Useful phrases for the pupils

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

Ending the lesson

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

Word card games

Draw the word

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

Games with songs

Sing and respond

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

Sing and stand in the correct order

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

Performances

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

TPR activities

What does the picture present?

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

Alternative bingo

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

Catch and say it!

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

Pass the ball

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

The ball is burning

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

Guessing game: pictures

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

Simon says

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

Team games

Picture charades

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

Answer and draw points

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

Parachute

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

Shadowing

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

Ghost Writing

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

Backs to the board

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

Mill drill

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

Concentric circles

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

Don't say it!

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

Charades

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

Picture Pair Dictation

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

Welcome

Hello from Hamed!

1 Listen and read.



What savoury foods can you see?
What sweet foods can you see?

4 four



What savoury foods can you see? **salad, olives**
What sweet foods can you see? **fruit, cupcakes**

Unit objectives

Revise vocabulary and grammar from Grade 4 Semester 1, including school subjects and school people, food and drink, jobs and landscapes.

Language

Vocabulary	School subjects Art, Career Skills, Digital Skills, English, Islamic Studies, Math, PE, Science, Social Studies People and places in school headteacher, school nurse, science lab Food cereal, cupcakes, fruit, noodles, olives, salad, sandwiches, vegetables Drink coffee, lemonade, milkshake, tea Jobs bus driver, carpenter, chef, doctor, farmer, firefighter, mechanic, police officer, scientist, teacher, vet, waiter/waitress Landscapes city, forest, hill, island, lake, mountain, river, town, waterfall
Grammar	Revision of present simple with dates and times; <i>There is/There isn't</i> with countable and uncountable nouns; comparatives and superlatives; present continuous; <i>must/mustn't</i>
Viewing & Presenting	Act out the story.

Key competences

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

Social and civic competences: learn to be creative (L. 1-3)

Cultural awareness and expression: raise awareness of cultural similarities and differences (L. 1-3)

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)

Initiative and entrepreneurship: choose topic for investigation (L.3)

21st Century Skills for Learning and Innovation

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

Evaluation

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

Mapping

Topics	Theme 1: Society Theme 2: Culture Theme 4: Environment Theme 6: Recreation Theme 7: National Identity and World Affinities
Scope and Sequence Matrix	<p>Listening: understanding and responding to questions in presented oral material; identifying two or more key ideas in an oral presentation or a conversation; using textbook illustrations and dictionaries to understand unfamiliar words</p> <p>Speaking: using the simple present to answer simple questions and partake in dialogues</p> <p>Reading: using pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; reading and understanding short illustrated stories, provided that the images help him/her to guess a lot of the content</p>
Learning Outcomes and Performance Indicators	<p>Listening: respond to questions before, during and after listening; locate needed information while listening; participate in a variety of short simple dialogues; use teacher introduction to understand new words when listening</p> <p>Reading: use pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; use illustrations and key details in a text to determine its main idea(s)</p>

School subjects and people in a school

Objectives

- Lesson aims:** to reintroduce the main characters; to recall vocabulary for school subjects and people in a school from Grade 4, Semester 1; to listen, read and act out a story about a friend on holiday
- Target language:** Art, Career Skills, Digital Skills, English, headteacher, Islamic Studies, PE, reading, school nurse, Science, Social Studies

Materials

- sheets of A4 paper per pair
- stopwatch/timer

Global Scale of English (GSE)

- Reading:** Can follow simple dialogues in short illustrated stories (GSE 26). Can identify specific information in a simple story if guided by questions (GSE 35).
- Listening:** Can understand main information when people talk about their school day (e.g. school subjects, times and days) (GSE 19).
- Speaking:** Can talk about school subjects and people in a school using simple language (GSE 32). Can act out parts of a picture story using simple actions and words (GSE 30).

Assessment for Learning

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

Starting the lesson

- Display pictures of Hamed, Millie, Katy and Bo on the board. Ask pupils if they can remember the names of the characters from Semester 1. Can they remember any of the stories from Semester 1 featuring the characters?
- Display a photograph of Ajloun on the board. Have pupils guess where it is. Ask pupils to tell you if they have ever visited another place in Jordan on holiday.

Presentation

- Explain that in this lesson pupils will revise talking about subjects and people in a school, as encountered in Semester 1.

Practice

Pupil's Book

1 W1 Listen and read.

- Refer pupils to page 4. Give pupils time to look at the pictures.
- Play the audio. Ask pupils to track the words with their fingers as they read along with the audio.
- Check comprehension. Ask *Where is Hamed? Where are Katy and Millie? Who is Hamed visiting?*
- Pick up the stopwatch. Explain to pupils they will have to work within a time limit. Appoint a timekeeper and decide on a time.
- Give one sheet of paper to each pair. They collaborate to draw a simple outline of two plates and the food they see in the story, putting the savoury food on one plate and the sweet food on the other plate.
- Pairs name the foods and compare with another pair.



Extra activity Communication

-  Challenge pupils to retell the story to their partner.

2 Read and circle True or False.

- Have pupils read 1–5. Pupils find and circle the correct answers.
-  Pupils compare answers in pairs.
- Check answers as a class.

Diversity

Challenge

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

Support

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

3 Viewing and presenting Act out the story.

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



4 W2 Listen, point and repeat.

- Pre-teach the subjects *Career Skills* and *Islamic Studies* if these are not already known to pupils.
- Have pupils look at the picture. Ask them if they can name any of the subjects in the school, and if their school is the same or different.
- Play the audio and have pupils point and repeat the words as they hear them.



5 W3 Listen and match. What does each child do first on Mondays?

- Have pupils listen and elicit the first answer to demonstrate the task.
- Pupils draw lines to match each child to the school subject they have first on Mondays.
-  Pupils compare answers in pairs. Ask one pupil to confirm the answer.
- Extension** Pupils listen again and note down the subjects the children have and when.

Girl 1: Hi, Amina!

Girl 2: Hi Dalia! Have you got your new school timetable?

Girl 1: Yes, I have. I have Maths every day at 1 o'clock.

Girl 2: I have English every day at 1 o'clock. When do you have PE, Dalia?

Girl 1: I have PE at 8 o'clock on Mondays. It's my first lesson! What's your first lesson on Mondays, Amina?

Girl 2: My first lesson on Mondays is Science. I like Science.

Girl 3: Hi, Dalia!

Girl 1: Hello! Amina, this is my friend, Noura.

Girl 2: Hello, Noura.

Girl 1: Have you got your new school timetable, Noura?

Girl 3: Yes, I have. Let's see ... I have Digital Skills twice a week, on Tuesday and Thursday morning. I have Maths every day at 1 o'clock.

Girl 1: Me, too! What's your first lesson on Mondays?

Girl 3: Hmm. It's Art. Art is my favourite subject!

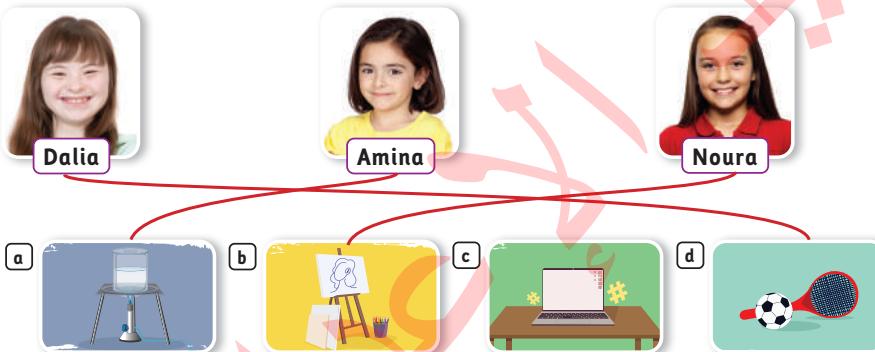
6 In pairs, talk about your week.

-  Demonstrate the task first, then have pupils work in pairs.

2 Read and circle True or False.

- 1 Hamed is visiting his aunt and uncle.
- 2 Hamed can see an island from his window.
- 3 Hamed's aunt is a teacher.
- 4 Hamed's uncle is a police officer.
- 5 There aren't any olives.

True / False
True / False
True / False
True / False
True / False

3 Viewing and presenting  Act out the story.4  Listen, point and repeat.5  Listen and match. What does each child do first on Mondays?6  In pairs, talk about your week.

What do you do on Wednesdays after school?

I do my homework.

five 5

Activity Book

1 Look, read and complete.

- Pupils complete the activity individually, then in pairs.
- Answer key** 1 uncle; 2 city; 3 hills; 4 chef; 5 salad

2 Draw and describe an adult from your family.

- Pupils work individually, then check in pairs.

3 Look at the pictures. Find and write the words.

- Pupils work individually, then check in pairs.

Answer key 1 Digital Skills; 2 Islamic Studies; 3 Maths; 4 Science; 5 Art; 6 Social Studies; 7 headteacher; 8 reading; 9 school nurse; 10 English

4 Write about your school.

- In this activity, pupils should write about their school, including the subjects they can study, the rooms that the school has, and the people who work there. Give scaffolded sentences on the board if necessary.

Finishing the lesson

-  Using the Summative questions technique, have pupils work in pairs taking turns describing the picture in Activity 4 using *S/He's a ... (job) S/He teaches ... (subject) It's a/an ... (place)* for their partners to guess. Focus on correct usage of *s/he* and *it's*.

Food and drink Jobs

Objectives

- Lesson aims:** to recall vocabulary for food and drink, and for jobs from Grade 4, Semester 1
- Target language:** cereal, coffee, cupcakes, fruit, lemonade, milkshake, noodles, olives, salad, sandwiches, tea, vegetables; bus driver, carpenter, chef, doctor, farmer, firefighter, mechanic, police officer, scientist, teacher, vet, waiter/waitress

Materials

- sheets of A4 paper per pair
- stopwatch/timer

Global Scale of English (GSE)

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

Assessment for Learning

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

Starting the lesson

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

Presentation

- Explain that in this lesson pupils will revise talking about food and drink, and jobs, as encountered in Semester 1.

Practice

Pupil's Book

1 Look at page 4. Can you find anything to eat in the story?

- Pupils point to the things to eat in the story.
- Using the Thumbs up/down technique, ask *Did you find anything to eat?*

Extra activity Critical thinking

- Have pupils decide which foods are the healthiest and why.
- Discuss other foods eaten in Jordan that pupils might enjoy. Suggest countable and uncountable foods like rice, meat, yoghurt, figs, hummus, bread.

2 W4 Listen. What does each person like to have for lunch? Tick (✓).

- Ask pupils to point to and name the foods in the first column of the table.
- Have pupils listen and elicit the first answer to demonstrate the task.
- Pupils listen and tick the correct foods in the table for each person.
- Elicit answers as a class.



- Hamed:** Hello, Uncle. What are you cooking?
Uncle: I'm cooking lunch for my friends. They all like different things!
Hamed: Can I help you?
Uncle: Of course! Thank you, Hamed.
Hamed: There are a lot of vegetables.
Uncle: Yes. My friend Kamal likes vegetables and noodles. Kamal is a firefighter.
Hamed: Wow! That's a great job!
Uncle: It is. Can you make some sandwiches? My friend Hassan likes sandwiches.
Hamed: OK. What job does Hassan do?
Uncle: He wears a white coat.
Hamed: Is he a doctor? Does he help people?
Uncle: No. He helps animals. He's a vet.
Hamed: Is your friend Omar coming? Omar the carpenter?
Uncle: Yes, Omar the carpenter is coming! He likes salad.
Hamed: He likes fruit, too.
Uncle: Yes, he does! I've got some fruit here. My friend Rakan likes fruit, too. He's a scientist.
Hamed: Do your friends like cupcakes?
Uncle: Kamal and Hassan like cupcakes. Omar and Rakan don't like cupcakes. Can I have two cupcakes, please?
Hamed: Here you are!
Uncle: Thank you! Please put them on a plate.
Hamed: OK. What do your friends like to drink?
Uncle: Omar and Hassan like tea. Kamal and Rakan like coffee.



3 W5 Choose and write the correct words to complete the sentences. Then listen again and check.

- Ask pupils which jobs they heard mentioned in the audio, using thumbs up for jobs they did hear, and thumbs down for jobs they didn't hear.
- Have pupils write the correct words to complete the sentences.
- Play the audio for pupils to check their answers, pausing at the relevant points.

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

- On the board write *I like ... I don't like ...*
- Pupils look at the table in Activity 3. Ask some pupils what they like/don't like eating. Pupils ask each other in pairs.

Diversity

Challenge

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

Support

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

Activity Book

1 Look, read and match.

- Pupils work individually, then check in pairs.
- Answer key** 1d; 2c; 3b

2 Read and write True or False.

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

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

3 W6 Correct the false sentences in Activity 2. Then listen and check.

Answer key 1 Hamed's uncle is a chef. He works in a restaurant (in the city).; 3 Hassan is a vet. He helps animals.; 5 Rakan is a scientist. He studies Science.



1  Look at page 4. Can you find anything to eat in the story?

2  Listen. What does each person like to have for lunch? Tick (✓).



		Kamal	Hassan	Omar	Rakan	
	✓					
	✓					
			✓			
					✓	
					✓	
	✓	✓				✓
	✓					✓
			✓		✓	

3  Choose and write the correct words to complete the sentences. Then listen again and check.



bus driver carpenter police officer mechanic
scientist firefighter farmer vet waiter

- 1 The firefighter likes vegetables and noodles.
- 2 The vet likes sandwiches. He likes tea.
- 3 The carpenter likes salad and fruit. He likes tea.
- 4 The scientist likes fruit and coffee. He doesn't like cupcakes.

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

6 six

I like ... I don't like ...

Hamed: Please sit down everyone! Lunch is ready!
Man 1: Thank you. It looks delicious. Your uncle is a good chef.
Hamed: Yes, he is. He works in a restaurant in the city. My cousin Amer works there too. He's a waiter. I'm a waiter today! Here are your vegetables and noodles.
Man 1: Thank you. My name's Kamal. I'm a firefighter. I help people.
Hamed: Wow! That's a great job!
Man 2: I can see some sandwiches. I like sandwiches!
Hamed: I made them! I'm Hamed.
Man 2: Hello, Hamed. I'm Hassan.
Hamed: You're a vet.
Man 2: Yes, I am! I help animals.
Hamed: Are you Omar the carpenter? Here's your salad.
Man 3: Thank you! Yes, I am Omar the carpenter. I build things with wood. I work mostly outdoors.
Hamed: Then you must be Rakan. What's your job?
Man 4: That's right, I'm Rakan. I'm a scientist. I study Science. I work in a science lab.
Hamed: Oh yes. My uncle told me that you're a scientist. That's a really interesting job.

Diversity

Challenge

- Have pupils complete the activity in pairs, taking turns to suggest a job that fits in the given category until they run out of ideas.

Support

- Call out jobs and have pupils use the Thumbs up/down technique to say whether they think the job fits the given category or not.

Finishing the lesson

- Using the Summative questions technique, ask pupils to reflect on what was easy and difficult today.
- Write a category heading on the board, for example, *Outdoor jobs*, then ask pupils to call out as many jobs as they can think of that fit that category. Invite pupils to think of other category headings to continue the activity.

Landscapes

Objectives

- Lesson aims:** to recall vocabulary for landscapes
- Target language:** city, forest, hill, island, lake, mountain, river, town, waterfall

Materials

- travel magazines or pictures of popular travel destinations
- True/False cards
- stopwatch/timer

Global Scale of English (GSE)

- Listening:** Can describe isolated words related to familiar topics, if spoken slowly and clearly supported by pictures or gestures (GSE 16).
- Speaking:** Can name everyday objects in pictures using single words (GSE 23). Can read aloud familiar single words (GSE 20). Can talk about a familiar place in a basic way (GSE 33). Can give simple reasons to explain preferences, given a model (GSE 35). Can ask a range of questions in guessing games to find the answer (GSE 36).
- Reading:** Can recognise a range of basic everyday nouns and adjectives (GSE 17). Can recognise single, familiar everyday words if supported by pictures (GSE 24). Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).
- Writing:** Can use capital letters for names and titles (e.g. of people, places) (GSE 24). Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Assessment for Learning

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

Starting the lesson

- Draw an island, a river and a mountain on the board. Using the Key question technique, ask *Do you know what these are in English? What words am I looking for?* and elicit answers. Write responses above the drawings, read the words and have pupils repeat.

Presentation

- Explain that in this lesson pupils will revise talking about landscapes, as encountered in Semester 1.

Practice

Pupil's Book

- Look back! Tick (✓) the sentence in this picture.**
 - Pupils answer the question individually and check with a partner.
 - Check answers as a class by having pupils turn to page 4 and point to the correct part of the story.
 - Extension** Ask pupils to look at page 4. Read out sentences with the target language in them in random order and ask pupils to find them in the story.

2 W7 Listen and tick (✓) what's in Ajloun.

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



Voicemail: You have one new message.

Millie: Oh, Hamed has left me a voice message.

Katy: Let's listen to it!

Hamed: Hello, Millie! Hello, Katy! I'm having a great time with my aunt and uncle in Ajloun. It's a very interesting place. Ajloun isn't a town. It's a city, but there are hills and high mountains. There's a river called the Yarmouk in the north, and a river called the Zarqa in the south. There aren't any dangerous lakes in Ajloun, but you can see a lake from Ajloun castle. The castle is on top of a hill. There's a beautiful waterfall at Wadi al-Rayyan. In the Ajloun Forest Reserve, you can see a lot of colourful flowers. There are trees with delicious fruit on them. You can see wild animals and birds in the forest!

3 W8 Read and circle. Then listen again and check.

- Have pupils read 1–4. Pupils find and circle the correct answers.
- Pupils compare answers in pairs.
- Play the audio for pupils to check their answers, pausing at the relevant points.



Extra activity TPR

- Using the True/False response cards technique, pupils respond to true and false statements you make about Ajloun, or about their own local area.

4 Play a guessing game

- Pupils work in pairs to play a guessing game taking turns to ask and answer *Has it got ...? Yes it has./No, it hasn't. Is it a ...? Yes, it is./No, it isn't.*

Extra activity TPR

- Play Charades. Point to a landscape feature picture for a pupil to mime, making sure the other pupils can't see which picture. Pupils guess which landscape feature it is from their actions. Have pupils work in small groups. Pupils take it in turns to mime the different landscape features while the others guess. Pupils might like to add in superlative adjectives, e.g. by miming a small mountain or a high mountain, etc.

Activity Book

1 What can Hamed see in Ajloun? Follow and write.

- Give pupils one minute to complete the activity. Pupils compare answers in pairs.

Answer key 2 colourful flowers; 3 high mountains; 4 dangerous lakes

Diversity

Challenge

- Pupils find out about the landscape in their country. They write four interesting facts and tell the class.

Support

- Pupils find out about the landscape in their country. Pupils write down two facts and tell the class. Pupils use True/False cards to answer.

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

- 1 He's visiting his aunt and uncle in Ajloun.
- 2 I can see beautiful hills from my window!
- 3 I'm painting the forests of Ajloun.

2  Listen and tick (✓) what's in Ajloun.

river



mountains



lake



waterfall



city



town



forest



hills

3  Read and circle. Then listen again and check.

- 1 There are hills and **high** / **deep** mountains in Ajloun.
- 2 There's a **beautiful** / **difficult** waterfall at Wadi al-Rayyan.
- 3 There are a lot of **boring** / **colourful** flowers in the Ajloun Forest Reserve.
- 4 There are trees with **dangerous** / **delicious** fruit on them in the forest.

4  Play a guessing game.

Has it got water?

Yes, it has.



Is it a waterfall?

No, it isn't. It's deeper than a waterfall.

Is it a lake?

Yes!

seven

7

2  Choose a country and answer the questions. Then compare your answers in pairs.

- Pupils complete the activity individually, then compare answers with their partner.
- Extension** Pupils draw a picture of themselves and their family in their chosen country, in using the pictures of Hamed exploring Ajloun as a model.

Extra activity 21st Century Skills

-  Pupils work in pairs using a child-friendly search engine (e.g. *kiddle*, *swiggle*, *kidrex*, *safesearch kids*) to find answers to the questions in Activity 2. Ask pupils to point out which results are ads (look for ad icons), and how these are different from the search results. Ask pupils if the information listed in search engine results is necessarily true (*no*) and discuss why not (*paid content*, *incorrect information*, *lack of fact checking*, etc.)

Finishing the lesson

-  Using the Summative questions technique, ask *What topic was the most interesting for you in Grade 4 Semester 1?* Have pupils raise their hands to offer answers. Finally, encourage pupils to reflect on what they found easy and difficult when revising the vocabulary from Grade 4 Semester 1.

Mapping

Topics

Theme 4: Environment

Theme 6: Recreation

Scope and Sequence Matrix

Listening: understanding and responding to questions in presented oral material; using textbook illustrations and pictionaries to understand unfamiliar words

Speaking: using the simple present progressive

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

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

Viewing and presenting: realising that visual information reflects and contributes to the understanding of the context; delivering short oral presentations

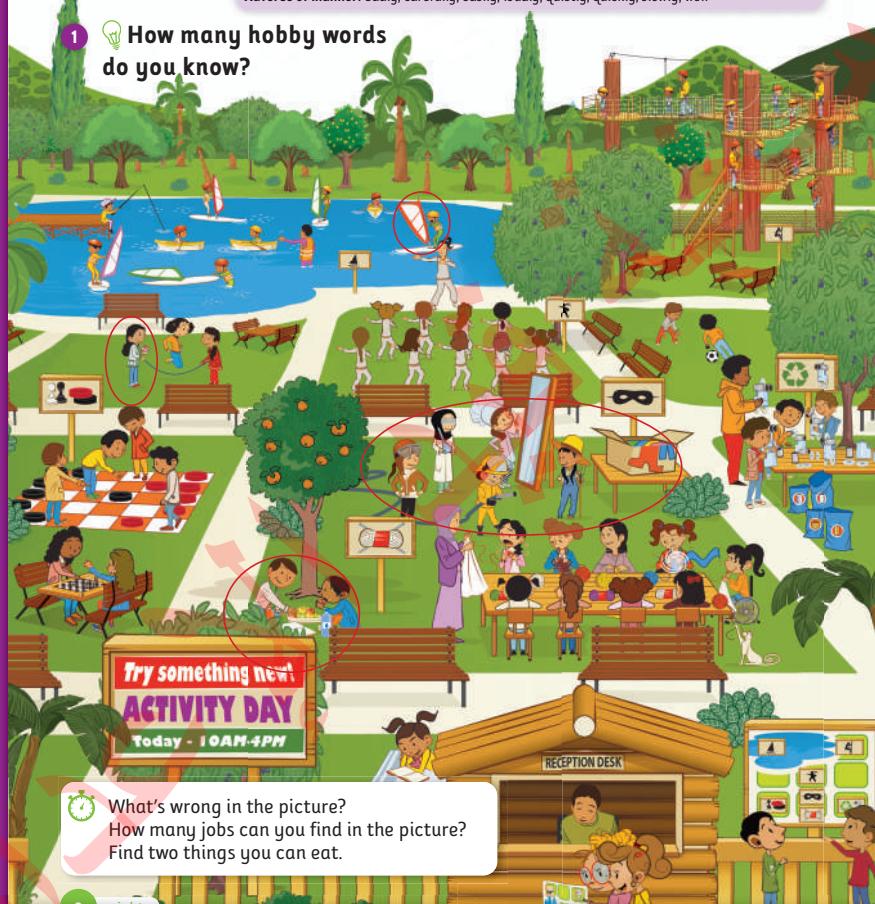
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Hobbies

Freetime activities: build a robot, dress up, go fishing, go sailing, go windsurfing, kick, knit, play board games, play chess, play computer games, sew, skip

Adverbs of manner: badly, carefully, easily, loudly, quietly, quickly, slowly, well

1. How many hobby words do you know?



What's wrong in the picture? **The red windsurf sail is upside down.**
How many jobs can you find in the picture? **pilot, scientist, chef, farmer, firefighter**
Find two things you can eat. **some fruit (apples), cupcakes**

Learning Outcomes and Performance Indicators

Listening: follow instructions in activities and games; respond to questions before, during and after listening; locate needed information while listening; respond to oral presentation, instructions or conversations using simple questions or statements; participate in a variety of short simple dialogues; use textbook illustrations, and pictionaries to understand new words when listening; use teacher introduction to understand new words when listening; listen to others with care and show engagement [TB support]

Speaking: modify actions using adverbs; use the present progressive to answer questions and/or produce statements in pupil dialogues

Reading: use pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; ask and answer questions to help determine or clarify the meaning of words/ phrases in context; use illustrations and key details in a text to determine its main idea(s)

Writing: write correct sentences; write short texts that serve a purpose such as messages, emails, lists and reminders

Viewing and presenting: view a range of visual language formats (film/video, posters, drama) and discuss their effectiveness [TB support]

Unit objectives

Talk about free time activities and use adverbs of manner

Language

Vocabulary	Freetime activities build a robot, dress up, go fishing, go sailing, go windsurfing, kick, knit, play board games, play chess, play computer games, sew, skip Adverbs of manner badly, carefully, easily, loudly, quickly, quietly, slowly, well
Grammar	can/can't
Functions	Talk about preferences <i>What shall we do?</i> <i>Do you want to (play a computer game)? Not really. I'd rather (play chess).</i>
Pronunciation	/əʊ/

Key competences

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

Mathematical, science and technological competences: order sentences (L. 2)

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

Social and civic competences: learn to be creative (L. 10); learn to remind people to do something (L. 8)

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

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 5 and 7)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 9); Problem solving (L. 2); Logical thinking (L. 1, 2 and 7); Defining and describing (L. 1, 2, 5 and 7); Finding information (L. 1–3, 8, 9 and 10); Planning (L. 10); Reflecting on learning (L. 1–10)
Communication	Remembering words (L. 1); Describing what people are doing (L. 3); Answering questions (L. 5); Talking about sports and hobbies (L. 7 and 8); Expressing preferences (L. 8); Functional dialogue (L. 10); Challenge game (L. 9)
Collaboration	Project groupwork (L. 7); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 17; Activity Book p. 13
- Unit 5 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, English in Action, CLIL
- Unit 5 Test

Vocabulary

Objectives

- Lesson aims:** to learn and use freetime activities vocabulary
- Target language:** *go fishing, go sailing, go windsurfing, play chess, play board games, play computer games, build a robot, dress up, kick, knit, sew, skip*

Materials

- sheets of A4 paper, enough for each pupil and pair of pupils
- stopwatch
- Resource 34A

Global Scale of English (GSE)

- Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30). Can answer simple questions about their daily activities or routines, given a model (GSE 29).

Assessment for Learning

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

Starting the lesson

- Using the Key question technique, write *Hobbies* on the board. Ask *What's your favourite hobby or freetime activity?* Pupils raise their hands to answer.

Presentation

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

Practice

Pupil's Book

1 How many hobby words do you know?

- Refer pupils to page 8. Read the rubric and tell pupils to look at the picture. Pupils work in pairs and tell each other the hobbies they know.
- Using the Lollipop stick technique, ask pupils to say hobbies they know.
- Place pupils in the same pairs. With the stopwatch, explain that they have one minute to answer the questions together.
- Check answers as a class by having pupils raise their hands to give answers.
- Extension** Have pupils describe the picture on page 8 in pairs, telling each other where the people in the picture are and what they are doing, and naming any objects they know, e.g. *lake, picnic tables, playing a game*.

2 5.1 Listen, point and repeat.

- Tell pupils to count how many hobbies they know on page 9.
- Play the audio.
- Tell pupils to look at the photos 1–12 and practise the new vocabulary. Tell pupils to give you answers as you mime the actions in random order.
- Have pupils say a word to their partner who points 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 spell out the words.

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. Write the missing word.

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

4 Find these children in the picture on page 8. What are they doing?

- Pupils work in pairs to complete the activity.
- Ask different pairs to give an answer for each picture.
- Extension** Internet search key words: *kids hobbies freetime activities*

Extra activity Creativity

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

5 In pairs, ask and answer.

- Place pupils in the same pairs for this activity.

Extra activity TPR

- Assign a hobby or sport to each pupil. Call out the words for each. When pupils hear their hobby or activity, they stand up and do a mime which is either a true or a false representation. The other pupils use the Thumbs up/down technique to show which.

2  Listen, point and repeat.

go fishing



go sailing



go windsurfing



play chess



play board games



play computer games



build a robot



dress up



knit



sew



skip



kick

3  Look for the words from Activity 2 in the picture on page 8. Write the missing word. play computer games4  Find these children in the picture on page 8. What are they doing?

He's kicking a ball.



They're playing chess.



She's dressing up.



She's knitting.



He's going windsurfing.



They're building a robot.

5  In pairs, ask and answer.

What are your hobbies?

When do you go fishing?

I like going fishing.

I go fishing at the weekend.



nine

9

Activity Book

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

Answer key 2 They're trying on jobs costumes.; 3 There's windsurfing and sailing.

2 Look and write.

Answer key Issa: sailing, windsurfing; Laith: computer games, board games, chess; Eman: dress up, sew, kick, build a robot, knit, skip

3 What are they doing? Look at Activity 2 and write True or False.

• Pupils work individually to complete the activity. They then compare ideas with a partner.

• Ask for feedback using the Lollipop stick technique.

Answer key 2 False, 3 False, 4 True, 5 False, 6 True

Finishing the lesson

-  Pupils close their books and work in pairs. Give them one minute to write down the names of the hobbies and free time activities on page 8 of their Pupil's Books.
-  Using the Summative questions technique, ask *How many hobbies did you remember?*

Story

hobbies: play chess, knit, dress up, skip, go climbing, windsurfing; animals: bird, cat



- 1 Before you read **Find three hobbies and two animals in the story.**

- 2 Listen and read.

OK, what shall we do first?
I want to play chess and skip.
I want to knit, too.

OK, let's play chess first!

I'd rather dress up.
But I can play chess, too.

I want to go climbing.

Good idea, Jamal!



The activity day

2

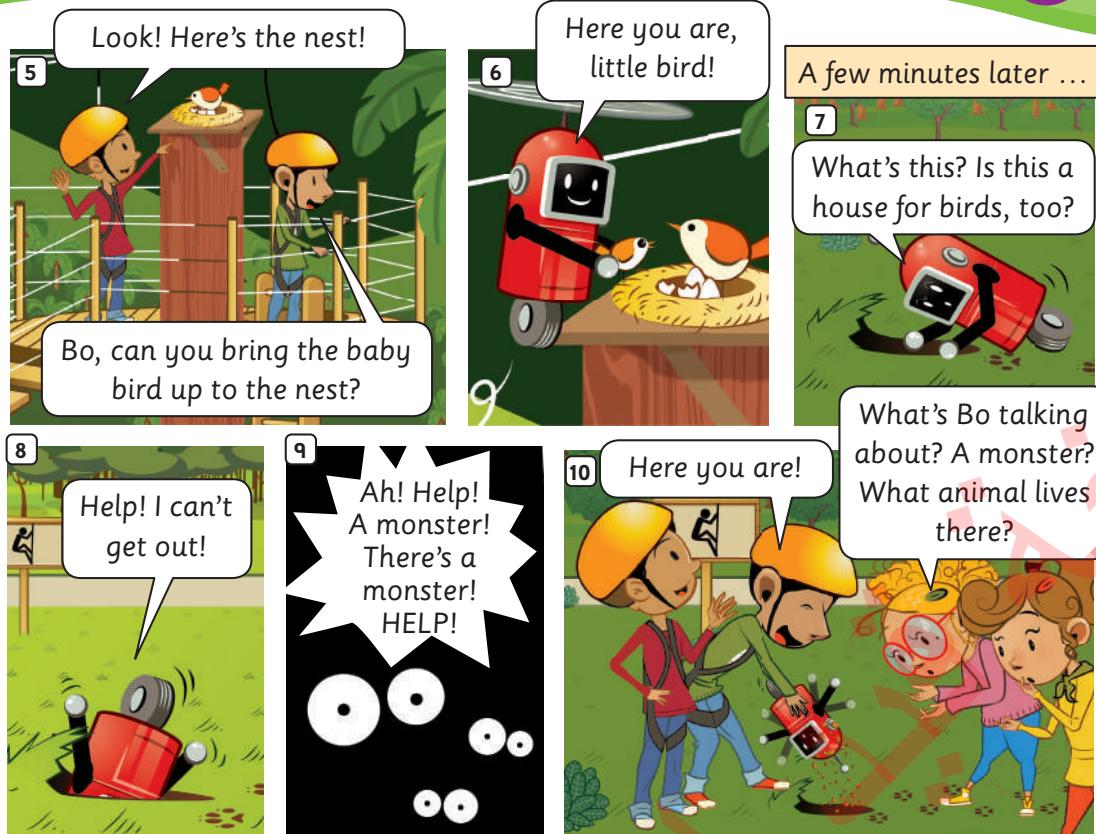
This is hard work!

You can climb very well, Hamed!
But why are you breathing loudly and quickly?

Well, when I exercise, my heart goes faster. I need more air, so I breathe more loudly and more quickly.



10 ten



3 **What animal lives there? Go to page 55 to find out.**
a rabbit

4 **After you read** Look at the story. Circle what happens first: **a** or **b**.

- 1 a Hamed and Jamal go climbing.
b The children look at the map.
- 3 a Jamal finds a nest.
b Bo finds a baby bird.

- 2 a Hamed tells Bo about breathing.
b Bo tries to breathe loudly.
- 4 a Bo brings the baby bird to the nest.
b Bo finds another animal house.

5 **Viewing and presenting** In small groups, design a map for an activity day with at least five different activities.

6 Act out the story.

Values

Protect animals

Story

Objectives

- Lesson aims:** to listen, read and act out a story about an activity centre
- Target language:** revision of hobbies and sports vocabulary

Materials

- a ball
- sheets of A4 paper, enough for each pupil
- coloured pencils
- Resource 62

Global Scale of English (GSE)

- Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 26).
- Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

Assessment for Learning

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

Starting the lesson

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

Presentation

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

Practice

Pupil's Book

1 Before you read Find three hobbies and two animals in the story.

- Refer pupils to pages 10 and 11.
- Ask pupils to check their answers with a partner. Elicit answers.

2 5.2 Listen and read.

- Mime *breathe*, *monster*, *baby*. Write these words on the board.
- Play the audio.
- Check comprehension. Ask *Which animal is in danger?* (*the baby bird*), *Why?* (*It can't fly up to its nest.*), *What does Bo do?* (*flies over and rescues it*), *What do you think Bo sees?* (accept any reasonable answers).



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.

Extra activity Collaborative work

- Ask pupils to work in pairs. Give each pair a sheet of A4 paper and some coloured pencils. Have them look back at story frame 2. Ask pupils to draw a diagram to show Hamed's heart and lungs, adding arrows or other means to illustrate to Bo how the human body works. Elicit ideas on the board with a diagram if necessary.

3 4 What animal lives there? Go to page 55 to find out.

- Pupils discuss in pairs.
- Using the Thumbs up/down technique, ask *Did you find what animal lives there?* Ask pupils to point to the correct picture on page 55. (*rabbits*)

4 After you read Look at the story. Circle what happens first: a or b.

- Pupils work individually to complete the activity. Ask for answers using the Basketball technique.

5 6 Viewing and presenting In small groups, design a map for an activity day with at least five different activities.

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

6 Act out the story.

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

Extra activity TPR

- Have pupils work in the same groups in different roles (Katy, Millie, Hamed, Jamal, Bo). Play the story. Pupils listen and act out the story miming what their role/the dialogue/the pictures demand.

How to work with stories

Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise all ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story.

Stage 2 – Listening to the story

At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. When answering, pupils additionally practise and consolidate the previously introduced language material.

Stage 4 – Acting out

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

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

Suggested exercises

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

Activity Book

1 After you read Look, read and match. Then order.

- Give pupils one minute to complete the activity.

Answer key 2 b What's a nest?; 3 c Bo, can you bring the baby bird up to the nest?; 4 d Help! I can't get out!

2 What activities can you see on the map in Picture a?

- Discuss the question as a class, asking pupils to say what information the map can give them and noting answers on the board.
- Pupils complete the activity individually.

Answer key climbing, chess, knitting, sailing

3 Complete the sentences. Which is the extra word?

- Pupils complete the activity individually.

Answer key 2 bird; 3 nest; 4 scared; 5 help extra word: windsurfing

4 Values Read and tick (✓). How do you protect animals?

- Pupils tick and then compare and discuss their answers in small groups, giving reasons why/why not.

Answer key 3, 5

Extra activity Critical thinking

- Pupils make posters showing their answers to Activity 4 and add other ways to protect animals. Pupils take it in turns to present their ideas to the class. The posters can be displayed.

Extra activity Fast finishers

- Pupils find words in the story connected to hobbies and sports and draw them in their notebooks, illustrating each to help learn the vocabulary.

CLIL Link

In Unit 5, the story is based around the heart and how it pumps blood around the body from the Science curriculum.

The Discovery Team go climbing on the activity day event at the park. Bo asks Hamed why he is breathing loudly and quickly, and he explains that his heart is beating faster and he needs more air. Bo wants to exercise too, and when he is flying around he spots a bird that has fallen from its nest, which he takes back up to the tree. Then he sees a den and gets scared because he sees some eyes glowing in the dark. It is a rabbits' den.

To explore the concept of the heart and how it pumps blood around the body further, you can use Resource 62.

Finishing the lesson

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

Grammar

Objectives

- Lesson aims:** to talk about hobbies and freetime activities with *can* and *can't*
- Target language:** *I can (go sailing). I can't (play board games). Can you (sew)? Yes, I can. No, I can't.*

Materials

- Resource 38A

Global Scale of English (GSE)

- Listening:** Can identify specific information about where people are from their surroundings, or from pictures with a short, simple description of where they are and what they are doing (GSE 30).
- Speaking:** Can ask a range of questions to find the answer (GSE 36).

Assessment for Learning

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

Starting the lesson

- Write *The Activity Day* on the board. Ask *What do the kids do? What happens to Bo? What is the monster Bo finds underground?* and elicit answers.
- Ask pupils what else they remember from the story from Lesson 2. Prompt with questions *What activities are there? Why does Hamed climb? Why does Bo's exercise go wrong? Who can/can't fly?*

Presentation

- Explain that in this lesson pupils will learn to use *can/can't* to talk about ability.

Practice

Pupil's Book

- 1 Look back! Tick (✓) the sentence in this picture.**
 - Refer pupils to pages 10 and 11. Have them work in pairs to look at the picture and say what is happening to Bo and why.
- 2 5.3 Listen and repeat.**
 - Pupils look at the story on pages 10 and 11. They find the sentences with *can/can't* in the story. Write on the board *I can fly!* Ask pupils *Who/What can fly? (Bo)*. Ask *Can you fly, (name)?* to elicit *No, I can't*. Write *It can't get back to its nest*. on the board. Say *Why not? (It can't fly. It's a baby.)* Write *Jamal, can you see a nest up there?* on the board. Say *Can he? (Yes, he can.)* Ask *Can Bo bring the baby bird up to the nest? Why? (Yes, because he can fly.)* Ask pupils to write and illustrate these examples of *can/can't* in their notebooks.



- Play the audio. Ask *How do you make a question with can? (Can you/he/she/it + green word/verb) You know how/are able to. Is that can/can't? (can) You don't know how, you are not able to is ...? (can't)*.
- Ask pupils to make the sentences true for them by changing the words in red/green. Have pairs make a question by replacing *sew* with any verb of their choice that fits.

3 Circle the correct word. Then answer the questions.

- Refer pupils to the story on pages 10 and 11. Ask *Which picture frame shows the answer to question 1? In which picture is Hamed climbing? Can you point to it? (2)*
- Pupils complete the activity individually. They then compare answers with a partner.
- Check answers using the Lollipop stick technique.

4 Who is it? Ask and answer.

- Draw pupils' attention to the pictures and the chart. Ask *What can you see in the pictures? (two girls, two boys, build a robot/skip/sew)*.
- Focus pupils' attention on the speech bubbles and the chart. Model the pronunciation. Divide the class into two halves, ask one half to repeat the questions, and the other the answers.
- Pupils work in pairs.

Diversity

Challenge

- Pupil A asks a question with *Is it/Can ...* about the picture and Pupil B answers. Then they swap roles.

Support

- Pupils take turns to say some affirmative and negative sentences about the children in the pictures/chart first. Work together as a class. Elicit, guide and write the questions on the board.

Extra activity TPR

- Say verbs about sports or physical abilities and have pupils mime/shake/nod their heads e.g. *You can swim/climb*, etc.

Finishing the lesson

- Using the Summative questions technique, ask *When and why do we use can/can't?* and elicit answers. Finally, encourage pupils to reflect on what they found easy and difficult today.

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

- 1 Bo, what are you doing?
 2 I can fly!
 3 Can you climb down?



2  **Listen and repeat.**

I can go sailing.
 I can't play board games.
 Can you sew? Yes, I can. / No, I can't.



3 **Circle the correct word. Then answer the questions.**

- 1 Can / Can't Hamed climb well?
 2 Can / Can't birds fly? Yes, they can.
 3 Why can / can't the baby bird get back to the nest?
 4 What animal can / can't Bo see in the hole? It can't fly. Bo can see a rabbit.

Can Hamed climb well?

Yes, he can.

It can't fly.

Bo can see a rabbit.

4  **Who is it? Ask and answer.**

	Nadia	Omar	Samia	Tareq	
	✓	✗	✗	✗	Is it a boy or a girl?
	✓	✓	✓	✗	Can he skip?
	✗	✗	✓	✓	Is it Omar?

12 twelve

Lesson 4 Activity Book

Objectives

- Lesson aims:** to talk about hobbies and free time activities with *can* and *can't*
- Target language:** *I can (go sailing). I can't (play board games). Can you (sew)? Yes, I can. No, I can't.*

Materials

- Activity Book page 8

Global Scale of English (GSE)

- Listening:** Can identify specific information about where people are from their surroundings, or from pictures with a short, simple description of where they are and what they are doing (GSE 30).
- Speaking:** Can ask a range of questions to find the answer (GSE 36).

Assessment for Learning

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

Starting the lesson

-  Ask pupils about their own hobbies and things they like to do in their free time. As each pupil suggests a hobby or free time activity, ask the rest of the class to indicate whether they can or can't do the activity with the Thumbs up/down technique.



Practice

1  **5.4 Listen and match. Write.**

- Ask pupils to look at the pictures. Check pupils understand the task. Ask *What can/can't Habib do?*
- Play the audio.
-  Check answers using the Lollipop stick technique.

- I'm Habib. I can play chess very well, but I can't kick a ball.
- I'm Tareq. I can't skip, but I can play chess.
- I'm Lubna. I can knit, but I can't sew.
- I'm Majeda. I can knit and I can sew. It's fun.
- I'm Nasser. I can't skip and I can't play chess.
- I'm Ghada. I can't skip and I can't kick a ball!

Answer key a Lubna, b Ghada, c Majeda, d Tareq, f Nasser

2  **Look at Activity 1. Who can't do the same thing? Write.**

Answer key Tareq, Nasser and Ghada can't skip.

3 **Write the questions and match the answers.**

Answer key 2 Can Majeda sew? b; 3 Can Lubna sew? d; 4 Can Tareq skip? a; 5 Can Habib and Ghada kick a ball? c; 6 Can Lubna and Majeda knit? f

4 **Write two things you can do and two things you can't do.**

- Pupils complete individually first. Then compare in pairs, checking the spelling.

Extra activity Communication

-  Pupils work in small groups. Set a time limit of one or two minutes for them to find as many things in common that they can/can't do. They can report back to the class taking it in turns, e.g. *We can ... but we can't ...*

Finishing the lesson

-  In small groups, pupils survey each other to learn what people can and can't do.

Vocabulary and Grammar

Objectives

- Lesson aims:** to learn and use adverbs of manner
- Target language:** *badly, carefully, easily, loudly, quietly, quickly, slowly, well*

Materials

- eight cards with words: *badly, carefully, easily, loudly, quietly, quickly, slowly, well*
- Resources 34B, 38B, 42 and 46

Global Scale of English (GSE)

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

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 *What can you do well and very well?* Say 'Well' means *you are good*, and 'very well' means *you are very good at doing this*. and elicit answers.

Presentation

- Explain that in this lesson pupils will learn and use some adverbs of manner (words that tell us how something happens) with *can*. They will also sing a song.

Practice

Pupil's Book

1 5.5 Listen, point and repeat.

- Refer pupils to page 13.
- Play the audio.
- Practise the vocabulary. Pupils use the adverbs to talk about the pictures. Ask *Who is running?* (6 and 7). Mime running slow. Which runner is slow? (7), *How does he run?* (slowly). Mime running fast. Which runner is fast/number 1? (6), *How does he run?* (quickly), *Who is good at something?* (1), *How does she do it?* (well), *Who is strong?* (8). Mime lifting heavy/light weights. *How does he lift weights?* (easily), *Who is writing?* (5), *How is he writing?* (carefully), *How do I know?* (look at the neat writing!), *Who isn't a very good tennis player?* (2), *How does she play tennis?* (badly), *Who is singing?* (3 and 4). Whisper *Which singer can't I hear well?* (4), *How does she sing?* (quietly). Shout *Which singer can I hear very well?* (3), *How does he sing?* (loudly).



Extra activity Collaborative work

- Have pupils describe or mime the pictures with the adverbs to their partner who points to the correct picture. Then they swap.

2 5.6 & 5.7 Listen and sing.

- Pupils look at the pictures and raise their hands to say which verb/adverb they can see.
- Play the song and tell pupils to stand up, listen and mime silently this time.
- 5.7 Play the karaoke version of the song again and encourage pupils to sing along.



3 5.8 Listen and repeat.

- Play the audio.
- Ask *Which words are adjectives? Which words are adverbs of manner?* and elicit answers.



4 In pairs, ask and answer.

- Model the pronunciation.

Diversity

Challenge

- Pupils complete the activity in pairs. Ask different pairs to demonstrate one question and answer. Ask pupils to write more questions using the adverbs.

Support

- Before completing the activity, write the example on the board. The first pupil uses the example to say something true about themselves. *I can ... very well. How about you?* (turning to the next pupil) This pupil says *(name) can ... and I can ... How about you?* The pupils continue.

5 Pupil A: Activity Book, page 43.

Pupil B: Activity Book, page 45.

- Place pupils in pairs.

Extra activity Communication

- Place the word cards and flashcards around the room. Divide the class into two. Assign *verb* to one group and *adverb* to the other group. Play *In the manner of the word*. Pick a pupil from each group. Have all the other pupils shut their eyes. Pupils pick a card each and mime the action in the manner of the word for the other pupils to guess, e.g. skip slowly, play chess loudly, etc.

Finishing the lesson

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

Lesson 6 Activity Book

Objectives

- Lesson aims:** to learn and use adverbs of manner
- Target language:** *well, badly, loudly, quietly, quickly, slowly, easily, carefully*

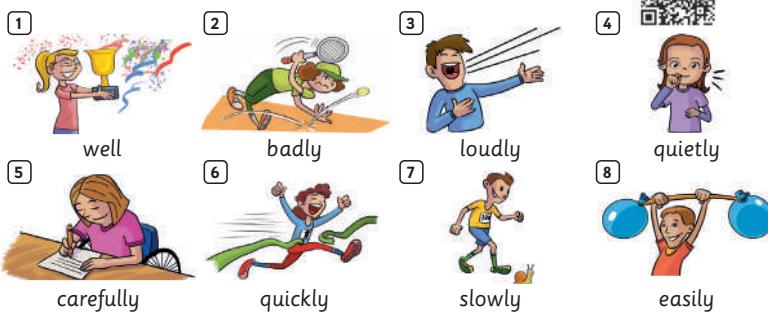
Materials

- Activity Book page 9

Global Scale of English (GSE)

- Reading:** Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23).
- Writing:** Can use adverbs of frequency and manner in the correct position (GSE 36).

1 Listen, point and repeat.



2 Listen and sing.



Muna can paint well.
She can knit easily.
She can play chess carefully.
She can skip very quickly.

Quickly, slowly, loudly, quietly,
Easily, carefully:
we all do things differently!

I can't paint well
And I can't knit easily.
I can't play chess carefully
Or skip very quickly.



Quickly, slowly, loudly, quietly,
Easily, carefully:
we all do things differently!

But I can write very well.
I can draw very carefully.
I can sew very quickly.
I can sing very loudly.



Quickly, slowly, loudly, quietly,
Easily, carefully:
we all do things differently!

3 Listen and repeat.



easy → easily	I can't knit easily.
quick → quickly	I can't dress up quickly.
good → well	I can write well.

4 In pairs, ask and answer.

- 1 What can you do well?
- 2 What can you do easily?
- 3 What can you do quietly?
- 4 What can you do slowly?

I can play board games very well. How about you?

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

thirteen

13

Assessment for Learning

- Peer learning: pairwork; groupwork; Think-pair-share technique
- Monitoring pupils' learning: Lollipop stick technique

Starting the lesson

- Using the Think-pair-share technique, ask pupils to discuss how they can do selected activities and present their ideas in groups.

Practice

1 Look and write.

- Pupils complete the activity individually.

Answer key 2 badly, 3 carefully, 4 easily, 5 well, 6 loudly, 7 quickly, 8 quietly

2 Look at Activity 1. Can you find pairs?

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

Answer key 2 well, badly; 3 loudly, quietly

3 5.9 Listen and match.

- Place pupils in pairs.
- Ask a pair to tell the class their answers. Ask the other pupils to raise their hands if they have the same answer. Ask pupils to say different answers.



Girl: Hi, I'm Reem. I can do many things, but there's one thing I do badly. I cook badly! Look at my friends and how they can do some activities. Sana and Asma can play chess well. They play every day. Lama can skip quickly; she is the quickest girl in the class. Zaid is the only one who can climb; he can climb slowly. This is Osama and this is Ali. They can write carefully. And this is Heba and this is Fadia. They love arts and crafts. They can sew easily.

Answer key Zaid, climb, slowly; Lama, skip, quickly; Heba and Fadia, sew, easily; Osama and Ali, write, carefully; Sana and Asma, chess, well

4 Look at Activity 3 and complete.

- Pupils work individually to complete the activity.

Answer key 2 can climb slowly.; 3 can skip quickly.; 4 can sew easily; 5 can write carefully.; 6 can play chess well.

Finishing the lesson

- In small groups, pupils identify things their classmates can do well and give them a compliment, e.g. Lubna can draw well.

Culture

Objectives

- Lesson aims: to learn about ball games around the world
- Target language: revision of vocabulary and grammar

Materials

- a variety of balls (sizes, purposes)

Global Scale of English (GSE)

- Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- Writing:** Can write a short list of instructions for using or doing something (e.g. playing a game), given a model (GSE 42).
- 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

- Show pupils all the balls you have. Write *Ball games* on the board. Ask *What's your favourite ball game? Why?* and elicit answers.

Presentation

- Explain that in this lesson pupils will talk about ball games around the world.
- Introduce the key words from the text, e.g. *bat, hoop*, drawing pupils' attention to the pictures on page 14.

Culture notes

- Football is a very popular sport in Jordan. The men's national football team in Jordan is known as *Al Nashama*. The team qualified for the World Cup for the first time in 2025.
- Handball was first introduced to Jordan in about 1959, with the Jordan Handball Federation being established in 1961. Handball is a fast game, and professional handball teams can score more than 30 goals each in a game.

Practice

Pupil's Book

1 Before you read Which ball game is the most popular in your country?

- Refer pupils to page 14 and read the question. Pupils discuss in pairs for one minute. Then ask for class feedback. Pupils raise their hands to offer ideas.

2 5.10 Listen and read.

- Tell pupils to find different pieces of sports equipment while they read.
- Play the audio all the way through.
- Check comprehension with questions *Where in the world do people love baseball? (Japan and the USA) Can you run with the ball in football? (yes) How do you win in handball? (throw the ball in the goal)*.



3 After you read Activity Book, page 10.

- Pupils turn to page 10 in their Activity Books.

Extra activity Critical thinking

- Pupils work in pairs and find the similarities and differences between the ball games in the text, e.g. *you need ... you must ... you can ...*, etc.

4 5.11 What's different about the games you play with a ball? Think of three things. Then tell your partner.

- Place pupils in pairs for this activity.
- Walk around the class monitoring pairs.
- Use the Basketball technique to elicit ideas from different pairs.

Diversity

Challenge

- Using the Basketball technique, ask pupils to say a key word from the text that is connected to the theme of ball games. Pupils write the words in their vocabulary lists.

Support

- Write key phrases or words from the text on the board. Have pupils copy the words into their vocabulary lists. Explain meanings if necessary.



Project

Viewing and presenting Make a rules poster for a ball game. Share.

- Divide pupils into groups of four.
- Explain that pupils should write at least one rule each on their poster.
- Monitor and help groups.
- Each group presents their poster to the class. Make sure every pupil says something.
- Extension** Internet search key words: *kids ball games around the world*

Extra activity TPR

- Ask pupils to choose a ball game from their poster presentations and go outside to play it together.

Activity Book

1 Complete the bubble web.

- Pupils work individually and check in pairs.

Answer key from left to right clockwise: run, score goals, jump high, diamond

Ball games around the world

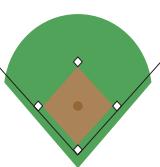
What ball games do you know?

Do you play with a bat?

Do you play with your hands or feet?

Baseball

Baseball is a very popular game in the USA and in Japan. You play baseball with a bat and a ball. You must hit the ball, then you run quickly around the diamond.



diamond



bat

Football

Football is very popular in Jordan. Each football team has eleven players. Players must kick the ball and run. Teams must score goals to win. The goalkeeper can catch the ball to stop it going in the goal.



goalkeeper

Handball

A lot of people in Jordan play handball. You can catch the ball with your hands and you can pass it. You can jump high. You must throw the ball in the goal to win. It's a very exciting game!



goal

Fun fact

Do you know that people all around the world play ball games?

- 1 Before you read **Which ball game is the most popular in your country?**

- 2 Listen and read.



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

- 4 **What's different about the games you play with a ball? Think of three things. Then tell your partner.**

At school, we play ..., but we don't play ...

14 fourteen

Project

Viewing and presenting Make a rules poster for a ball game. Share.



- 1 In groups, choose a sport.
- 2 Find or draw pictures of this sport. Share.
- 3 Write about the sport. Answer these questions:
 - What's the name of the sport?
 - What can you do?
 - What must you do?
 - What mustn't you do?
- 4 Present your poster to the class.



The rules of volleyball

You can play it indoors or outdoors. You must hit the ball with your hands. You must play on one side of the net. You mustn't catch the ball.

- 2 After you read Complete the sentences with one or two words.

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

Answer key 2 a bat; 3 can; 4 stop; 5 catch; 6 win

- 3 Think of a sport you play at school and answer.

- Pupils complete the activity individually first.
- Place pupils in pairs to compare ideas and prepare for the poster activity.
- Walk around the class monitoring pairs.
- Place two pairs together and have pupils discuss their ideas.
- Ask for class feedback after pupils complete the activity.

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 talk about preferences; to learn and practise /əʊ/
- Target language:** *What shall we do? Do you want to (play a computer game)? Not really. I'd rather (play chess).*

Materials

- 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 understand short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- Speaking:** Can give simple reasons to explain preferences, given a model (GSE 35). Can say simple tongue twisters and other types of playful language (GSE 27). Can make simple arrangements to do something (GSE 36).

Assessment for Learning

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

Starting the lesson

- Ask pupils questions for them to respond with their Yes/No response cards. Ask *Do you like playing football? Do you like playing board games/computer games? (Which?) Do you like arts and crafts/drawing? Do you like knitting/sewing?* Ask pupils to say what their hobbies are and what sports they do.

Presentation

- Explain that in this lesson pupils will learn to talk about preferences.
- Write these verbs on the board: *play, go, do*. Ask pupils to predict phrases about hobbies and sports using the verbs on the board.

Practice

Pupil's Book

1 What hobbies can you see in the pictures? Which do you want to do?

- Refer pupils to page 15. Pupils discuss in pairs and then raise their hands to offer answers.

2 5.11 Listen and point. What would Talal rather do?

- Play the audio. Do not confirm answers yet.

3 5.12 Listen again, 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. Focus on appropriate polite intonation. Elicit the opposite of 'not really' (*Good idea!* or *Yes, I do!*).

Extra activity Collaborative work

- Divide the class into two groups. One group is Talal; the other is his friend. Play the audio and pause after each sentence. Pupils from each group repeat.

4 Plan your day.

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

Diversity

Challenge

- Have pupils perform their conversation to the class.

Support

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

Extra activity TPR

- Team mimes. Ask a pair of pupils to mime exchanges from Activity 4 silently, using body language. The other pupils suggest ideas, which are confirmed (or not) by the players.

Pronunciation

5 5.13 Listen and say the tongue twister.

- Write /əʊ/ on the board. Say the sound and have pupils repeat.
- Play the audio, pausing after each line, and pupils repeat. Play it again for pupils to say the tongue twister with the audio.
- In pairs, pupils say the tongue twister to their partner as fast as they can.



Activity Book

1 5.14 Listen and tick (✓) what they would rather do.

- Check pupils understand *I'd rather*. Say it means you want to do one thing more than another.
- Confirm answers using the Lollipop stick technique.



1

- Boy 1:** What shall we do?
Boy 2: Do you want to go fishing?
Boy 1: Not really. I'd rather go windsurfing. It's very windy!
Boy 2: Good idea!

2

- Girl 1:** What shall we have for lunch?
Girl 2: Do you want a cheese sandwich?
Girl 1: Not really. I like vegetables. I'd rather have a salad.
Girl 2: OK. Let's have a salad.

3

- Boy 3:** What shall we do?
Boy 4: Do you want to ride a bike?
Boy 3: Not really. I'd rather ride a scooter! My bike is broken.
Boy 4: Good idea!

4

- Girl 3:** What shall we do?
Girl 4: Do you want to play computer games?
Girl 3: Not really. I'd rather watch TV. My favourite TV programme is on now.
Girl 4: Yes! Let's watch TV!

Answer key 2 a, 3 b, 4 a

1 What hobbies can you see in the pictures?

Which do you want to do? play computer games, go fishing

1



2



2 Listen and point. What would Talal rather do?

go fishing

3 Listen again, read and check.



What shall we do, Talal?

Do you want to play a computer game?

Not really. I'd rather play chess.

I can't play chess very well. I'd rather go fishing!

Good idea!

OK, let's go fishing on the lake!



Say it!

What shall we do?

Do you want to play a computer game?

Not really. I'd rather play chess.

4 Plan your day.

Do you want to ...?

Not really. I'd rather ...



Pronunciation

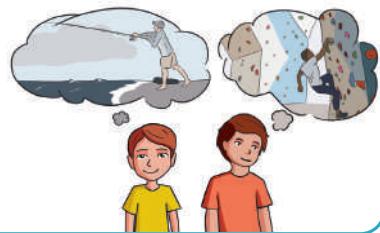
5 Listen and say the tongue twister.

Hello Omar, let's go fishing on my boat!

No, thank you! I haven't got my coat.

I'd rather go climbing with a rope.

The climbing wall is open now, so let's go!



fifteen

15

2 Complete the dialogue.

- Play the audio.
- Extension Pupils read the dialogue in pairs.

Answer key want to, I'd rather, good idea

3 In pairs, talk about what you want to do together. Look at the pictures in Activity 1 or use your own ideas.

- Place pupils in pairs to complete the activity.

4 5.15 Colour the words with the /əʊ/ sound. Then listen and check.

- Play the audio. Pupils do the activity individually.

Answer key boat, coat, hello, nose, rose, open



Finishing the lesson

- Using the Thought-provoking questions technique, ask What would you rather do tonight, ... or ...?

Skills

Objectives

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

Materials

- a ball
- sheets of A4 paper/card, enough for each pair of pupils
- Resource 50

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can find specific information about typical free-time activities for young people in simple illustrated information leaflets (GSE 39).
- **Speaking:** Can give simple reasons to explain preferences, given a model (GSE 35).

Assessment for Learning

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

Starting the lesson

- Write *Leisure centre* on the board. Have pupils raise hands and tell you things they expect to or would like to be able to do in a leisure centre.

Presentation

- Explain that in this lesson pupils will read a text about a leisure centre. Explain that *Give-it-a-go Day* is the same as *Activity day*.
- Write the words *trampoline*, *safety harness*, *helmet*, *races* and *arts and crafts* on the board. Ask pupils to work in pairs and find the pictures that show these activities on page 16.
- Ask pupils to point to the pictures for feedback.

Diversity

Challenge

- Ask pupils extra questions: *Have you been to a leisure centre? What can you do there? What activities are on the page?*

Support

- Give pupils some extra information before they read. Say *The text is about the activities you can see in the pictures. What equipment do you need? Can you do these activities/hobbies/sports?*

Practice

Pupil's Book

Reading

1 Before you read Look at the pictures. Which activity do you want to try?

- Refer pupils to page 16. Pupils work in pairs. Ask pupils to give reasons for their answers and ask each other *Why/Why not?*
- Ask a few pupils to report back to the class.

2 5.16 Listen and read.

- Play the audio.
- Check comprehension with questions. Ask *What day and time is Give-it-a-go Day? (10th of April 10 am-4 pm), What activities can you try? (trampolining, climbing, races, arts and crafts), Why do you need a safety harness? (to try trampolining and climbing), Where can you climb? (up a climbing wall), When can you do fun races? (all day, morning and afternoon), What's another way to say painting, drawing, sewing and knitting? (arts and crafts).*



Extra activity Critical thinking

- Pupils work in pairs and find all the nouns and verbs in the text connected to the theme of leisure activities. They write the words in their notebooks under two separate headings.

3 After you read Answer the questions.

- Pupils complete the activity individually. They then compare answers with a partner.
- Ask for feedback using the Lollipop stick technique.

Extra activity Collaborative work

- Pupils work in groups to think of more/different leisure activities for their own *Give-it-a-go Day* (e.g. at school, a local leisure centre, an outdoor space). Have them draw and label activities they think of.

Activity Book

1 After you read Look and read. Choose the correct word and write.

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

Answer key 2 cost, 3 safety harness, 4 race, 5 trampoline, 6 arts and crafts

2 Circle the correct word.

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

Answer key 2 wall, 3 evening, 4 can, 5 leisure centre, 6 everything you do

Reading

- 1 Before you read **Look at the pictures. Which activity do you want to try?**
- 2 **5.16 Listen and read.**



Amman Leisure Centre

Give-it-a-go Day!

Do you want to find a new hobby or try a new sport? Come to our Give-it-a-go Day! We've got a lot of different sports and activities for you!

Trampolining

Jump high on our amazing trampolines! With the safety harness on, you can jump very high or try some more exciting moves!



Climbing

Do you love climbing trees? Come and try our climbing wall! You can learn to climb safely and have lots of fun! You must wear a helmet.



Races

We've got a lot of fun races, too! There are running races in the morning and afternoon.



Arts and crafts

Do you love making things? Come and try your hand at lots of different arts and crafts! Would you rather learn knitting or sewing? Or would you rather learn painting or drawing?



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

In which activity can you ...

1 use paint? Arts and crafts

2 jump very high? Trampolining

3 use pencils? Arts and crafts

4 wear something on your head? Climbing

5 wear a safety harness? Trampolining / Climbing

When: Saturday 10th April, 10 o'clock to 4 o'clock

Where: Amman Leisure Centre

Cost: just 3 JOD for all activities!

Fill in your form now!

16 sixteen

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 they can do at the leisure centre. They take turns to say a sentence.
- Using the Thought-provoking questions technique, ask *Did you remember everything? What do you think about Give-it-a-go Day?*

Skills

Objectives

- **Lesson aims:** to understand a listening task; to make a plan with a partner; to complete a form
- **Target language:** revision of vocabulary and grammar

Materials

- a ball
- sheets of A4 paper, enough for each pupil
- coloured pencils
- Resource 54

Global Scale of English (GSE)

- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30).
- **Speaking:** Can make simple arrangements to meet or do something (GSE 36).
- **Writing:** Can complete a simple form with basic personal details (GSE 29).

Assessment for Learning

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

Starting the lesson

- 5.6 Play the song from Lesson 5 and encourage pupils to join in and do the actions.

Presentation

- Explain that in this lesson pupils will listen to children talk about what they can and can't do well, make a plan with a partner and then fill in a form.
- Using the Basketball technique, ask pupils to say activities and hobbies they can do well.

Practice

Pupil's Book

Listening

1 5.17 Look at the pictures. Listen and choose the correct picture.

- Refer pupils to page 17 and tell them to read the questions and the names before they listen so they know what to listen for.
- Play the audio.



1

- Girl 1: It's Give-it-a-go Day at the sports centre tomorrow!
 Girl 2: What's that?
 Girl 1: It's an activity day. You can try a lot of different activities. There are races, too. I'm in a running race with Jameela. She runs very quickly. I'm worried about it!
 Girl 2: What about Salwa? Is she in the race? She can run very quickly, too, can't she?
 Girl 1: Salwa? No, she runs very slowly! It's Jameela who runs quickly.

2

- Boy 1: On Tuesday, there's a big football match.
 Boy 2: Who's playing in goal?
 Boy 1: Malek. But he can't catch the ball easily. Adnan plays much better.
 Boy 2: Why isn't Adnan playing?
 Boy 1: He's got a broken leg so he can't play football. That's why Malek's playing in goal.

Diversity

Challenge

- Ask more comprehension questions *When is Give-it-a-go Day? (tomorrow), Where is Give-it-a-go Day? (sports centre), Who is the fastest, Jameela or Salwa? (Jameela), Why isn't Adnan playing football? (He's got a broken leg, so he can't.).*

Support

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

Speaking

2 Make a plan with a partner about which activities you'd like to do at the Give-it-a-go Day.

- Pupils work in pairs.
- When they have made a plan, ask one pupil in each pair to stand up and sit with another pupil from another pair. Pupils then repeat the activity.
- Ask different pupils to tell the class about the activities their partner(s) wants to do.

Writing

3 Read the form. Who is Adel's emergency contact?

- Give pupils a minute to read the text and find the answer.
- Check comprehension with questions *When's Adel's birthday? (27th February), What is the phone number to call if there is an emergency? (07700 900567), Is he racing? (no).*

Extra activity TPR

- Using the Thumbs up/down technique, pupils respond to your questions: *Do you know how to fill in a form like this? Are you ready to write this text?*

4 Fill in your own form.

- Read the Writing tip to pupils. Explain that we use capital letters when filling out forms to ensure that the writing is clear for the reader. Work with pupils to come up with more examples of when you should use capitals letters.
- Read the plan to pupils. Pupils turn to their Activity Books.

Activity Book

1 Read and match.

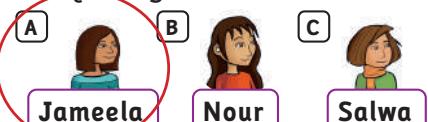
- Pupils complete the activity individually. They then read the matching sentences in pairs.

Answer key 2 d, 3 g, 4 h, 5 i, 6 c, 7 e, 8 a, 9 f

Listening

- 1  **5.17** Look at the pictures. Listen and choose the correct picture.

1 Who can run very quickly?



2 Who plays football badly?



Speaking

- 2 Make a plan with a partner about which activities you'd like to do at the Give-it-a-go Day.

What activity do you want to do?

I want to do trampolining.

Why?

Because you can jump high and it's exciting!

I'd rather ...

Writing

- 3 Read the form. Who is Adel's emergency contact? *his father*

Amman Leisure Centre

First name: **ADEL**
 Surname: **ALJABI**
 Date of birth: **27/02/10**
 Address: **ABDOUN, TAJ MALL, AMMAN**
 Home phone number: **07 9995 6177**
 Emergency contact: **RAMZI ALJABI**
 Relationship: **FATHER**
 Emergency contact phone number: **07700 900567**
 Any allergies? **YES - ALLERGIC TO BEE STINGS**
 Taking part in: **TRAMPOLINING, CRAFTS, CLIMBING**
 Signature: **Adel Aljabi**

tip Writing

Use capital letters when you fill in a form.

- 4 Fill in your own form.

1 Plan

- Who's your emergency contact?
- What's his/her phone number?
- Do you have any allergies?

2 Write!

- Create and fill in your form.

3 Check your work ✓

- A new line for each piece of new information?

» Activity Book, page 13

seventeen

17

2 Fill in your own form.

- Plan: Give pupils one minute to complete their notes. Monitor and help with ideas.
- Write: Pupils work individually to complete the form.
- Check your work: Pupils evaluate their own work.
-  Pupils use the Two stars and a wish technique, pupils read and check each other's work.

3  Design your own form and swap with a partner. Ask your partner to fill it in.

- Hand each pupil a sheet of A4 paper. They look at the form on page 17 of the Pupil's Book. Pupils design their own form, adding any categories they wish.
- Work can be displayed for parents and other classes to see.

Finishing the lesson

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

Extra activity 21st Century Skills

-  Pupils work in pairs using a child-friendly search engine to research adventurous outdoor activities they could do in Jordan. Ask pupils to use the vocabulary and grammar they have learnt in Unit 5 to present their findings to the rest of the class, either orally or by creating a poster or display.

Mapping

Topics

Theme 1: Society
Theme 2: Culture
Theme 4: Environment

Scope and Sequence Matrix

Listening: understanding and responding to questions in presented oral material; using textbook illustrations and pictionaries to understand unfamiliar words

Speaking: using the simple past (to be) to answer simple questions and partake in dialogues

Reading: using pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; reading texts (up to half a page); reading and understanding short illustrated stories, provided that the images help him/her to guess a lot of the content

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

6 Our town

Places in the local area: bridge, bus stop, car park, clothes shop, hotel, market, museum, restaurant, shopping centre, square, train station, zoo
Adjectives: ancient, busy, cheap, expensive, modern, noisy, quiet, safe

1 **💡 How many words for places in a town do you know?**

What's wrong in the picture? **The letters are the wrong way round in the supermarket sign.**
How many hobbies can you see? **Four: football, skipping, fishing, painting**
Find three jobs. **police officer, waiter, bus driver, artist, greengrocer**

Learning Outcomes and Performance Indicators

Listening: follow instructions in activities and games; respond to questions before, during and after listening; locate needed information while listening; respond to oral presentation, instructions or conversations using simple questions or statements; participate in a variety of short simple dialogues; use textbook illustrations, and pictionaries to understand new words when listening; use teacher introduction to understand new words when listening; identify main ideas and specific details in descriptions of people, places, and past events

Speaking: talk about needs and wants; use the simple past (to be) to answer questions and/or produce statements in pupil dialogues

Reading: use pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; ask and answer questions to help determine or clarify the meaning of words/phrases in context; use illustrations and key details in a text to determine its main idea(s); identify main characters, settings and major events in a short simple narrative using key details [TB support]; discuss causes of certain events in a reading text [TB support]; identify and discuss new ideas and vocabulary items in a text [TB support]; identify the gist of the whole text regardless of any difficult words [TB support]; discuss the text using clues and referring to certain sentences, phrases or words

Writing: Write correct sentences

Viewing and presenting: realise that visual information reflects and contributes to the understanding of context; view a range of visual language formats (film/video, posters, drama) and discuss their effectiveness [TB support]

Unit objectives

Talk about places in a local area

Language

Vocabulary	Places in the local area bridge, bus stop, car park, clothes shop, hotel, market, museum, restaurant, shopping centre, square, train station, zoo Adjectives ancient, busy, cheap, expensive, modern, noisy, quiet, safe
Grammar	Past simple of <i>to be</i> <i>There was/were</i> affirmative and negative sentences and questions
Functions	Drawing conclusions and making recommendations <i>I was at the... What was it like?</i> <i>It was... How was it? You should (go and see it)!</i>
Pronunciation	/ɔɪ/

Key competences

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

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

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

Social and civic competences: learn to be creative (L. 1); be collaborative (L. 2); raise awareness of social skills and empathy (L. 3)

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

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 5 and 7)

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 9); Problem solving (L. 2); Logical thinking (L. 1, 2 and 7); Defining and describing (L. 1, 2, 5 and 7); Finding information (L. 1–3, 8, 9 and 10); Planning (L. 10); Reflecting on learning (L. 1–10)
Creativity	Designing a town for the 21 st century (L. 1)
Communication	Describing a town (L. 1); Asking and answering questions (L. 3); Talking about towns and things people did in the past (L. 1, 3, 7, 8 and 10); Functional dialogue (L. 8); Challenge game (L. 10)
Collaboration	Project groupwork (L. 7); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 27; Activity Book p. 21
- Unit 6 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, English in Action, CLIL
- Unit 6 Test

Vocabulary

Objectives

- Lesson aims:** to learn and use words related to places in the local area
- Target language:** *market, square, shopping centre, car park, train station, bus stop, hotel, museum, restaurant, clothes shop, bridge, zoo*

Materials

- sheets of A4 paper, enough for each group and each pupil
- stopwatch
- Resource 35A

Global Scale of English (GSE)

- Speaking:** Can say what's in a town (e.g. buildings, places) using basic words and phrases (GSE 30). Can ask about the location of places in a town, using simple language (GSE 35).

Assessment for Learning

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

Starting the lesson

- Using the Key question technique, write *Our town* on the board. Explain the meaning if necessary. Ask *Is this school in a town? Vote!* Hands up for Yes, it is. Hands down for No, it isn't a town. Ask *Why do you say that? Why is/isn't it a town? What makes a place a town/village/city?*

Presentation

- Explain that in this lesson pupils will learn to talk about places in a local area.
- Ask *Do you prefer to be in the town or the country? Why?*

Practice

Pupil's Book

- How many words for places in a town do you know?**
 - Refer pupils to page 18. Read the rubric and tell pupils to look at the picture in pairs and find the places they know.
 - Using the Lollipop stick technique, ask pupils to say the names of the places in the town they know.
 - Use the stopwatch and explain that they have one minute to answer the questions together.
 - Check answers as a class. Have pupils raise their hands to give answers.
 - Extension** Ask pupils to look at page 18. Have them describe the picture in pairs, telling each other what they can see, e.g. *the hills, a waiter, they're fishing.*

- 6.1 Listen, point and repeat.**

- Refer pupils to page 19. Tell pupils to count how many places in the town they know.
- Play the audio.



- Ask pupils to say something about the places, e.g. *You can find a bus here, you can have a meal here, etc.*
- Model and ask pupils to repeat. Have pupils say *It's a ...* to their partner and their partner points 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.

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

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

- Read the sentences and write the missing words. Then say.**

- Pupils do the activity and check their answers in pairs.
- Have pupils take it in turns to say the sentences up to the ... for their partner to complete.

Extra activity Critical thinking

- Pupils work in pairs to make a list of things, people, animals or cars do in the places. Then they make true or false sentences using adverbs of manner, e.g. *People can sleep badly in a hotel*, etc. Ask different pairs to report back to the class to decide *yes, no* or *maybe* using the Thumbs up/down technique, e.g. *Elephants eat quietly in the zoo*. Ask pupils who decide *maybe* to say why.

- In pairs, ask and answer.**

- Check pupils understand the words in the box. Say the options and ask pupils to pretend they are tourists, so they must communicate by miming the actions.
- Place pupils in pairs to complete the activity.

Extra activity TPR

- We are the town:** Have pupils work in pairs or groups of three or four to represent one of the places 1–12. Tell them that they now make their own town, by physically placing their bodies to represent a bridge, a building, a zoo with animals, etc.

Activity Book

- Look at Pupil's Book page 18 and answer.**

Answer key 2 No, he isn't. He's painting.; 3 A hotel.

- Look and write.**

Answer key 2 car park, 3 market, 4 restaurant, 5 museum, 6 train station, 7 square, 8 clothes shop, 9 shopping centre, 10 bridge, 11 bus stop, 12 hotel

- Answer the questions with words from Activity 2.**

- Pupils work individually to complete the activity.
- Ask for feedback using the Lollipop stick technique.

Answer key 2 market/shopping centre, 3 bus stop, 4 museum, 5 restaurant

- Which places from Activity 2 do you go to at the weekend? Compare in pairs.**

- Pupils ask and answer in pairs and then report back to the class.

2 Listen, point and repeat.



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

4 Read the sentences and write the missing words. Then say.

1 I want to buy food. I can go to the market.

2 I want to buy a lot of different things. I can go to the shopping centre.

3 I want to travel in and out of the city.

I can go to the bus stop the theatre, the restaurant or

4 I want to have fun. I can go to the zoo.

5 I want to sit outside. I can go to the square.

I want to buy food.
I can go to the market
or the shopping centre.

5 In pairs, ask and answer.

buy a T-shirt
buy some fruit
see some animals

learn about history
eat and drink
go on a journey

Where can I
buy a T-shirt?

You can go to the
clothes shop or the
shopping centre.

nineteen

19

Extra activity Creativity

- Hand pupils a sheet of A4 paper. Pupils work in pairs to design a town. Ask pupils to present their town to another group or the class.

Finishing the lesson

- Divide pupils into groups to play *Hangman* practising the new vocabulary.
- Using the Summative questions technique, encourage pupils to reflect on what they found easy and difficult today.

Story

train station, square, zoo, shopping centre, restaurant.
Katy and the workmen are wearing yellow coats.

- 1 Before you read **Find four places in the town in the story. Find someone in a yellow coat.**



- 2 Listen and read.

The Flood



20 twenty



- 3 **It's a restaurant now, but what kind of shop was it 150 years ago? Go to page 55 to find out. Use page 18 to help you.**

a clothes shop

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

- a Bo goes underground. 4
- b The girls tell the man about the underground river. 5
- c Katy and Millie are doing a project in the shed. 1
- d The girls watch the news and hear about the flood. 2
- e The girls go to the square. 3

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

Values

Work together

- 6 **Look at pages 18 and 55. With your partner, find five differences between the town then and now.**

There was a butcher's shop 150 years ago and now ...

Story

Objectives

- Lesson aims:** to listen, read and act out a story about a flood in town
- Target language:** revision of places in the local area vocabulary; *underground*

Materials

- a ball
- Resource 63

Global Scale of English (GSE)

- Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can identify specific information in a simple story if guided by questions (GSE 35). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- Speaking:** Can describe basic differences between two pictures showing familiar activities, using simple language (GSE 39). Can act out parts of a picture story using simple actions and words (GSE 30).

Assessment for Learning

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

Starting the lesson

- Using the Basketball technique, ask pupils to say one place in a town each from Lesson 1.

Presentation

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

Practice

Pupil's Book

- Before you read** Find four places in the town in the story. Find someone in a yellow coat.
 - Refer pupils to pages 20–21.
- 6.2 Listen and read.**
 - Write *flood* on the board. Draw on the board and explain or translate the word.
 - Play the audio.
 - Check comprehension: *Why are the children looking at an old map of their town? (for their Social Studies project) Which places in their town are more than 150 years old? (the train station and square) What are the children watching on the tablet? (local TV news) What is the problem? Why are the emergency services in the square? (a flood) What does Bo see when he swims in the flood? (a broken wall / why the river is coming out).*



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.

- It's a restaurant now, but what kind of shop was it 150 years ago? Go to page 55 to find out. Use page 18 to help you.**

- Pupils discuss in pairs.
- Using the Thumbs up/down technique, ask *Did you find the answer?* Ask pupils to point to the correct place on the map on page 55. (*Malek's clothes shop*)

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

- Pupils work individually to complete the activity. Elicit answers using the Basketball technique.

Extra activity Critical thinking

- Pupils work in pairs and write two sentences to say what happens next in the story, to add to those in Activity 4. They compare sentences with another pair and choose the best two, or rewrite their sentences to include all the ideas.

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

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

- Look at pages 18 and 55. With your partner, find five differences between the town then and now.**

- Put pupils in pairs, nominating each pupil A and B. Ask B pupils to turn to page 55, and A pupils to page 18.
- Pupils sit so they can't see each other's picture.
- Pupils take it in turns to describe their picture, e.g. *There's a ... but ... Ask How about now/150 years ago?*
- Ask pupils to report what's the same and what's different. Use the Basketball technique.

Extra activity Critical thinking

- Pupils research, using books, photographs or maps on the Internet, their own location 50, 100 or 150 years ago to find out what was there then and what is new.

How to work with stories

Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise all ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story.

Stage 2 – Listening to the story

At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. When answering, pupils additionally practise and consolidate the previously introduced language material.

Stage 4 – Acting out

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

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

Suggested exercises

- Using the Summative questions technique, 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.

Activity Book

1 After you read Read and complete. Then match.

- Give pupils one minute to complete the activity.

Answer key 2 river, 3 problem, 4 wall, 5 coming; 2, 5, 3, 4

2 Read and write True or False.

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

3 Correct the false sentences in Activity 2.

- Pairs work together to complete the activity.
- Elicit answers from pupils. Have pupils raise their hands.

Answer key 3 There was a train station/square 150 years ago.; 4 Bo goes down to the underground river.; 5 The rivers in the town are under the roads.

4 Values Read and tick (✓). How do you work together?

- Pupils work individually and check in pairs.
- Have a class discussion. Ask pupils to say why 4 isn't very appropriate to say. Elicit ideas for more diplomatic ways to say this, e.g. *That's one/an interesting idea. Why/What about*(add the issue/challenge/problem or say why you don't like it with a good reason).

Answer key 2, 3

Finishing the lesson

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

Extra activity Fast finishers

- Pupils find words connected to the places in a town in the story and write the words in their notebooks.

CLIL Link

In Unit 6, the story is based around the concept of old maps and what these can tell us about how our town used to be, from the Social Studies curriculum.

There is a flood in the town square and the Discovery Team find out that there used to be a river next to the square and that is where the water is coming from. They find this out by looking at a map of how the town was 150 years ago. They let the workmen know about their discovery so that they can fix the problem.

To explore the concept of old maps and what these can tell us about how our town used to be further, you can use Resource 63.

Grammar

Objectives

- Lesson aims: talk about the past with *was/were*
- Target language: *yesterday, last night*

Materials

- Resource 39A

Global Scale of English (GSE)

- Listening:** Can understand short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or pictures (GSE 39).
- Speaking:** Can ask where others were in the past, using *was/were*, given a model (GSE 37). Can say where they and others were in the past, if supported by questions or prompts (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

Starting the lesson

- Ask pupils what they remember from the story from Lesson 2. Prompt with questions e.g. *What was the emergency in the town? What did Bo see underground? How was the town different 150 years ago? How did the Discovery Team help?*

Presentation

- Explain that in this lesson pupils will learn to use *there was* and *there were* to talk about the past.
- To contextualise the language, ask pupils *Were you at the shopping centre yesterday?* Elicit truthful answers from pupils. Write answers on the board, e.g. *(Name) was ... and (Name) wasn't ...*
- Ask different pupils *Were you in/at ... yesterday morning?* Elicit or tell pupils the short forms, *Yes, I was./No, I wasn't.* Write these on the board. Ask *Was (name) in/at ... yesterday morning?* and elicit *Yes, she/he was./No, she/he wasn't.*

Practice

Pupil's Book

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

- Refer pupils to pages 20 and 21.

2 6.3 Listen and repeat.

- Play the audio.

3 6.4 Listen and circle.

- Ask different pupils to describe what they can see in the pictures.
- Play the audio.
- Pupils work individually, then check in pairs.
- Confirm answers using the Lollipop stick technique.

1

- Girl 1: Hi, Dalia! Hi, Zeina! How was your weekend?
 Girl 2: It was good, thanks. I was at the museum on Saturday with my family.
 Girl 1: Weren't you there a week ago, too?
 Girl 2: Yes, I was! But we love going to the museum!

2

- Girl 2: How about you, Mariam?
 Girl 1: It was fun! I was at the market with my dad on Saturday.

3

- Girl 2: How was your weekend, Zeina?
 Girl 3: It wasn't very exciting! On Saturday I was at the clothes shop with my grandma, looking for a new school uniform. But there wasn't any in the shop.

Extra activity Communication

- Pupils listen to the audio again and say how the children show interest. Elicit by pausing the audio just after *How was your weekend? Weren't you there a week ago, too? How about you? How was your weekend, Malek?* Discuss as a class how these questions show interest.

4 Circle the correct answer.

- Pupils do the activity and check their answers in pairs.

Diversity

Challenge

- Where possible, pupils also write the questions and the correct short answers.

Support

- As a class, elicit which sentences are negative/positive and whether they need negative/positive short answers.

5 In pairs, ask and answer. Where were you ...

- Ask two pupils to read the example. Elicit the correct questions and write them on the board.
- Pupils work in pairs.

6 Pupil A: Activity Book, page 43.

Pupil B: Activity Book, page 45.

- Place pupils in pairs for this activity.

Finishing the lesson

- Using the Summative questions technique, ask *When do we use was/wasn't or were/weren't?*

Lesson 4 Activity Book

Objectives

- Lesson aims: to talk about the past with *was/were*
- Target language: *Who was at the museum last night? / Dana and Aisha were at the bank two days ago.*

Materials

- Activity Book page 16

Global Scale of English (GSE)

- Listening:** Can understand short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or pictures (GSE 39).
- Writing:** Can write about past activities using simple language, given a model (GSE 40).

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork; Think-pair-share technique

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

- 1 We were right!
- 2 There were a lot of rivers in the town 150 years ago.
- 3 I was at the library yesterday.

2  **Listen and repeat.**She **was** at the zoo **a week ago**.They **were** at the market **yesterday**.Were you at the museum **last night**?Yes, I **was**. / No, I **wasn't**.Where **were** you **yesterday morning**?I **was** at the shopping centre.3  **Listen and circle.**4  **Circle the correct answer.**

- 1 I **was** / **wasn't** at the bookshop yesterday evening.



- 2 Laith **was** / **wasn't** at the museum last night.



- 3 Were you at the zoo two weeks ago?
Yes, we were /
No, we **weren't**.



- 4 They **were** / **weren't** on holiday in France last summer.

5  **In pairs, ask and answer. Where **were** you ...**

- last Saturday? Where were you last Saturday?
- a year ago?
- yesterday at 8 o'clock in the morning?

I was at the zoo.

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

22 twenty-two

Starting the lesson

-  Using the Think-pair-share technique, ask pupils to discuss where they were the previous weekend and present their ideas in groups.

Practice1  **6.5 Listen and tick (✓).**

-  Check answers using the Lollipop stick technique.



1

- Boy 1:** I was at the market with my dad last week. There were delicious fruit and vegetables. I don't like going shopping.
- Boy 1:** What do you like doing?
- Boy 2:** I love going to the museum! I was at the museum with my dad last week.

2

- Girl 1:** Hi, Samia! Hi, Zeinab!
- Girl 2 & 3:** Hi, Huda!
- Girl 1:** Where were you yesterday? I was at the library, but you weren't there.
- Girl 3:** Sorry, Huda. Zeinab and I were at the shopping centre doing some shopping.
- Girl 1:** That's fine.

3

- Girl 4:** How were your exams last week, Halima?
- Girl 5:** Good, I think.
- Girl 4:** For me the Maths exam was the easiest.
- Girl 5:** Yes, for me, too. I think Science was the most difficult of all.
- Girl 4:** Yes, it was very difficult.

Answer key 2 b; 3 b2  **Complete the questions with **was** or **were**.****Answer key** 2 Was, 3 Were, 4 were3 **Today is Sunday. Look and answer the questions in Activity 2.**

-  Place pupils in pairs. Ask pupils to name the pictures.

Answer key 2 No, wasn't, was at the post office; 3 No, weren't, were at the library; 4 were at the supermarket**Finishing the lesson**

-  In small groups, pupils make sentences about places they have visited and when.

Vocabulary and Grammar

Objectives

- Lesson aims:** to learn and use adjectives to describe places; to learn and use *there* with *was/wasn't* and *were/weren't*; to learn and sing a song
- Target language:** *ancient, busy, cheap, expensive, modern, noisy, quiet, safe*

Materials

- True/False response cards
- eight cards with words: *noisy, busy, cheap, expensive, quiet, safe, ancient, modern*
- Resources 35B, 39B, 43 and 47

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).
- 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: True/False response cards technique; Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Ask *Where were you yesterday in the evening? What can you remember from the last lesson?* Give pupils a minute to tell a partner and elicit answers.

Presentation

- Explain that in this lesson pupils will learn and use vocabulary to describe places, things and people, and how to use *there* with *was/were*. They will also sing a song.
- Draw a Venn diagram on the board and label the three circles with *people, places and things* on the board. Ask pupils to suggest a word/adjective they know that can describe one or all these things and write their ideas on the board. Accept all reasonable suggestions.

Practice

Pupil's Book

1 6.6 Listen, point and repeat.

- Refer pupils to page 23.
- Play the audio.
- Practise the vocabulary using the True/False response cards:
At lunchtime our school is noisy/quiet.
Our town is ancient/modern.
Holidays in Jordan are cheap/expensive.
Climbing mountains is safe/dangerous.
Amman/Aqaba/London is quiet/busy.



Extra activity Collaborative work

- Have pupils say a word to their partner and their partner points to the correct picture. Then they swap.

2 6.7 & 6.8 Listen and sing.

- Ask pupils to look at the pictures and raise their hands to say who they can see (*an old man thinking about when he was a boy, running*).
- Play the song and tell pupils to listen only this time.
- 6.8 Play the karaoke version of the song again and encourage pupils to sing.



3 6.9 Listen and repeat.

- Ask pupils to find examples of *there was/were* and *wasn't/weren't* in the song. Have pupils copy and illustrate these examples in their notebooks.
- Ask pupils to look at the grammar box and repeat as you play the audio. Focus on the pronunciation.



4 What do you know about your town 200 years ago? Ask and answer.

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

5 Use the words to make sentences about your town 200 years ago.

- Place pupils in pairs for this activity. Check pupils understand they are making guesses, using *I think ...*
- Ask pupils to illustrate their sentences with simple drawings in their notebooks.
- Walk around the class monitoring pairs.

Diversity

Challenge

- Let pupils work in pairs without preparation time, and have them say their sentences and respond with *Yes, I think you're right* or *I'm not sure, because ...*

Support

- Read out the example in the speech bubble. Point out to pupils that they need to use *I think* and that they aren't expected to know – they are guessing. Give pupils preparation time. Working in pairs, they write their sentences in their notebooks.

Extra activity TPR

- Hand out the word cards to different groups of pupils. Tell them they have one minute to practise a mime to do as they say the word for the others to copy. After copying, pupils should say the opposite adjective.

Finishing the lesson

- Using the Summative questions technique, ask *Do you like the song? Can you remember it without looking at the book?*
- 6.8 Play the karaoke version of the song again and encourage pupils to sing.
- Ask *What's your favourite song in the book so far?* Have a class vote. Play the karaoke version of the winning song again and encourage pupils to sing.

1 Listen, point and repeat.



noisy busy cheap expensive quiet safe ancient modern

2 Listen and sing.

Many years ago,
When I was very small,
This town was very quiet and safe.
It isn't the same now at all!

There were a lot of small, cheap shops. Now there's a modern shopping centre.
There weren't a lot of noisy roads. There are busy roads and car parks.
There weren't any expensive hotels. But there is one place that's still the same:
It was very different, you know! Our ancient square and park!

Many years ago ...



Many years ago ...



3 Listen and repeat.

There was an expensive shop.	There weren't a lot of noisy roads.
Was there a restaurant?	Yes, there was. / No, there wasn't.

4 What do you know about your town 200 years ago?

Ask and answer.

- 1 Were there any cars?
- 2 Was there a noisy train station?
- 3 Was there a modern shopping centre?
- 4 Was there a busy market?

Were there any cars?

No, there weren't.

5 Use the words to make sentences about your town 200 years ago.

hotel bridge
clothes shop
car park bus stop

ancient modern busy
quiet safe expensive
cheap noisy

I think there was a busy hotel
and cheap clothes shops. There
weren't any noisy car parks.

twenty-three 23

Lesson 6 Activity Book

Objectives

- Lesson aims: to learn and use adjectives to describe places; to learn and use *there* with *was/wasn't* and *were/weren't*
- Target language: *ancient, busy, cheap, expensive, modern, noisy, quiet, safe*

Materials

- Activity Book page 17

Global Scale of English (GSE)

- Reading: Can recognise simple words and phrases related to familiar topics if supported by pictures (GSE 23).
- Writing: Can use a range of adjectives to add details to a simple description (GSE 49).

Assessment for Learning

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

Starting the lesson

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

Practice

1 Look, follow and write.

Answer key cheap, ancient, safe

2 Look and tick (✓) or cross (✗). Then complete the sentences.

- Check feedback using the Lollipop stick technique.

Answer key tick: modern bridges, a busy market
cross: an expensive shopping centre, ancient squares, a big museum
2 are; 3 isn't an; 4 There aren't any; 5 There is a busy; 6 There isn't a

Extra activity Fast finishers

- Ask pupils to make statements using the Three facts and a fib technique about their town, city or village, like the ones in Activity 2. In small groups, pupils take it in turns to read their sentences aloud.

Finishing the lesson

- In small groups, pupils make sentences about a place they know from a book or film, using adjectives to describe buildings there.

Culture

Objectives

- **Lesson aims:** to learn about important historic buildings in Jordan and Italy; to make a timeline poster of historic buildings in your country
- **Target language:** revision of vocabulary and grammar

Materials

- pieces of paper, enough for each pupil
- coloured pencils
- pictures of ancient and modern buildings

Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 21). Can understand basic factual statements relating to pictures or simple texts (GSE 30). Can identify the main topic of a simple structured text (GSE 38). Can extract factual details from a simple text (GSE 40).
- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Speaking:** Can talk about familiar places in a basic way (GSE 35). Can talk about something they like or dislike and give reasons, if guided by questions (GSE 39).

Assessment for Learning

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

Starting the lesson

- Put the pictures of the buildings on the board and refer pupils to page 24. Check understanding of the words *ancient* and *modern*. Ask *Which buildings are modern and which are ancient?*

Presentation

- Explain that in this lesson pupils will learn about historic buildings in their country and around the world.

Culture notes

- The Duke's Diwan is one of the oldest and best preserved stone buildings in Amman. It has been a post office and a hotel, but since 2001, has been restored and converted into a Diwan, where people, thinkers and artists meet.
- The original Queen Alia International Airport was built in 1983, but it was updated and a new airport opened in 2013. The airport is the largest in Jordan, and one of the busiest in the Middle East region.
- The Colosseum is the biggest amphitheatre (a circular Roman building) in the world. It was commissioned in 72 AD by the emperor Vespasian and took about ten years to build.

Practice

Pupil's Book

- 1 **Before you read** Is there a historic building in your city? Is it modern or ancient?
 - Explain that *historic* refers to famous or very important buildings, not just old ones.

- Give pupils time to think about their town or city in pairs. Then pupils share their answers with the class.

2 6.10 Listen and read.

- Ask pupils to look at the pictures on page 24.
- Play the audio for pupils to listen and read in silence. Play the audio again for pupils to read along aloud.
- Check with comprehension questions, e.g. *Is the Duke's Diwan made of glass? (No) Is Queen Alia International Airport the biggest in Jordan? (Yes) Is the Colosseum a modern building? (No) What ancient civilisation built it? (the Romans)*
- **Extension** Pupils work in pairs to make and respond to statements, e.g. Pupil A: *There's a restaurant.* Pupil B: *Queen Alia International Airport.* Pupil B: *It's quiet inside.* Pupil A: *the Duke's Diwan.*



3 After you read Activity Book, page 18.

- Pupils turn to page 18 in their Activity Books.

Extra activity Critical thinking

- **Ask** Have pupils think about the three buildings in pairs. Ask *Why do you think these buildings have the design they have?* Pupils discuss reasons. Share pupils' ideas with the class.
- Ask a volunteer to read the Fun fact. Ask *What are the advantages and disadvantages of having a building that looks like a piano and a violin?* Write pupils' ideas on the board.

4 6.10 Which building do you want to visit? Why? Tell your partner.

- Put pupils in pairs. Pupils think about which building they would like to visit and tell their partner.
- Say *Hands up if you would like to visit the Duke's Diwan.* Ask about the other two buildings. Put the class into three groups depending on their preferences. Initiate a class discussion on why they want to visit these buildings. Encourage pupils to use sentences such as *We want to visit ... because we can ...*

Diversity

Support

- Write the key words from the text on the board, e.g. post office, hotel, museum, airport, restaurants, shops, theatre – quiet, biggest, modern, busy, noisy, ancient, round, big, popular. Have pupils copy the words into their vocabulary lists. Review the meanings of the words.

Challenge

- In pairs, pupils find all the adjectives in the texts (*busy, modern, ancient, round, big, popular, quiet, noisy*). They write sentences with the adjectives to describe places in their town or city.
- Suggest pupils put their work in their portfolios.



Project

Viewing and presenting Make a timeline poster of historic buildings in your country. Share.

- Divide pupils into groups of three. Give each group a piece of paper and some coloured pencils.
- Discuss how to find information about historic buildings.
- Monitor and help groups. Ensure all pupils are involved.
- Make a classroom timeline display of the finished projects.



Historic buildings

Historic buildings aren't always old! They can be modern, too. Let's take a look at three very different historic buildings!

Name: The Duke's Diwan, Amman, Jordan
Year: 1924

The Duke's Diwan is more than 100 years old. It's made of stone. It was the first post office in Amman. Later, it was a hotel. Now it's a museum and place for people to think. It's quiet inside.

Fun fact

In China there's a building that looks like a piano and a violin!

Name: Queen Alia International Airport, Zizya, Jordan
Year: 2013

This building is the biggest airport in Jordan. It's very modern! Planes fly from here to countries all around the world. It's very busy and very noisy. It's got restaurants and shops in it.



Name: The Colosseum
Rome, Italy
Year: 80 BCE

The Colosseum is an ancient theatre in Rome, Italy. It's more than 2,000 years old! It's round and it's very big. In Roman times it was very popular and people watched shows there. Today it's quiet inside, but many years ago it was very noisy.



1 Before you read Is there a historic building in your city? Is it modern or ancient?

2 Listen and read.



3 After you read

Activity Book, page 18.

4 Which building do you want to visit? Why? Tell your partner.

I want to visit the Colosseum because ...

24 twenty-four

Activity Book

1 Look and number.

- Pupils complete the activity. Pupils check answers in pairs.

Answer key noisy: 2, 3; ancient: 3; modern: 2; big: 2, 3

2 After you read Match the sentence halves.

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

Answer key 1 f; 2 a, d; 3 c, e

Project

Viewing and presenting Make a timeline poster of historic buildings in your country. Share.



1 In groups, choose a historic building. Each group must choose a different building!

2 Find or draw pictures of this building. Share.

3 Write about the building:

- What's its name?
- Where is it?
- Is it ancient or modern?

4 Present your building to the class.

5 Put the buildings together on a timeline poster.

Kerak Castle



This is Kerak Castle. It's ...

3 Read and choose.

- Review comparative and superlative adjectives as a class, focusing particularly on when to use which form.
- Pupils circle the words to complete the sentences.

Answer key 1 modern, ancient; 2 more famous, most famous

Finishing the lesson

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

- Write on the board *The best thing in this lesson for me was ...* Have pupils complete the sentence in their notebooks.

English in action

Objectives

- Lesson aims:** to learn to draw conclusions and make recommendations; to learn and practise /ɔɪ/
- Target language:** *I was at the ... What was it like? It was ... How was it? You should go and visit!*

Materials

- sheets of A4 paper, enough for each pupil
- Resource 59

Global Scale of English (GSE)

- **Reading:** Can understand a simple text about a past event (GSE 35).
- **Listening:** Can listen to 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 a familiar place in a basic way (GSE 33). Can talk about past events or experiences, using simple language (GSE 41). Can say simple tongue twisters and other types of playful language (GSE 27).

Assessment for Learning

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

Starting the lesson

- Ask pupils to think of two or three places they like to visit, and why. Give a minute for pupils to think. Then ask them to tell a partner. Elicit some ideas. Ask the class to tell you places they remember from the last lesson and ask pupils to spell these as you write them on the board.

Presentation

- Ask *Where were you last summer/on your last holiday/weekend?* and have pupils answer. Respond to different answers and ask *How was it? What was it like? Do you think I/other pupils would like it there? Why/Why not? Do you recommend it? Why?*
- Explain that in this lesson pupils will learn how to make recommendations, and the sounds /ɔɪ/.

Practice

Pupil's Book

- **What places in your town are very busy? What places are very quiet?**
 - Refer pupils to page 25. Pupils discuss in pairs and then raise their hands to offer answers.

- **6.11 Listen and write. Where were Khawla and Randa yesterday?**

- Play the audio. Pupils write their answers before giving feedback. Do not confirm answers yet.



- **6.12 Listen again, read and check.**

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



Extra activity Collaborative work

- Divide the class into two groups. One group is Randa and the other group is Khawla. 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.

- **In pairs, talk about somewhere you visited. Use the places in the box or your own ideas.**

- 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 perform their conversation to the class.

Support

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

Pronunciation

- **6.13 Listen and say the tongue twister.**

- Write /ɔɪ/ on the board. Say the sound and have pupils repeat. Then say *boy* and have pupils repeat. Ask pupils where in the word they hear the sound.
- Play the audio. Play it again, pausing after each line, and have pupils repeat. Play it a third time and have pupils say the tongue twister with the audio.
- In pairs, pupils say the tongue twister as fast as they can to their partner.
- **Extension** Place pupils in groups of four. Ask them to find words they know that have the sound /ɔɪ/, e.g. *boy, toy*. Write these on the board. Pupils write a tongue twister using words with this sound.
- Invite a few pupils to the front to say the tongue twisters.



Activity Book

- **1 Read and choose the best answer.**

- Check answers using the Lollipop stick technique.
- Answer key** 2 c, 3 a, 4 b

- **2 Complete the dialogue with sentences 1–4 in Activity 1.**

- Remind pupils to include any necessary punctuation, e.g. question marks, full stops.

Answer key Where were you yesterday?; How was it?; You should go and see it.

- **3 In pairs, ask and answer.**

- Pupils work in pairs. Ask different pupils to report back and tell the class something their partner said.

- **6.14 Colour the words with the /ɔɪ/ sound. Then listen and check.**

- Play the audio.
- Pupils do the activity individually.

Answer key boy, coin, oil, point, soil, toy, boil



- 1 **What places in your town are very busy?
What places are very quiet?**
- 2 **6.11 Listen and write. Where were Khawla and Randa yesterday?**
Khawla: shopping centre Randa: museum
- 3 **6.12 Listen again, read and check.**


Say it!

I was at the clothes shop.
What was it like?
It was very busy.
How was it?
You should go and see it!

Hey, Randa, I was at the new shopping centre yesterday.

Really? What was it like?

It was very new and modern. There were a lot of shops. But it was very busy. Where were you yesterday?

I was at the museum.

How was it?

The tickets were cheap, and it was really interesting.
You should go and visit!

Good idea!

- 4 **In pairs, talk about somewhere you visited. Use the places in the box or your own ideas.**

zoo lake market restaurant
train station library

Pronunciation

- 5 **6.13 Listen and say the tongue twister.**

Look at the boy at the market,
With his mum as she buys some oil.
He's holding on to his favourite toy,
What's that? There's a coin in the soil!



twenty-five

25

Extra activity | Fast finishers

- Pupils close their books and write down three recommendations for places in the local area a tourist should visit and things they should do.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *What do you think a visitor to our country should do?* and elicit answers.

Skills

Objectives

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

Materials

- a ball
- sheets of A4 paper, enough for each group
- Resource 51

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).

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 *Amman, then and now* on the board. Write the current year under now, and ask *What was the year 400 years ago?* Write the answer under, then ask *What do you think is different about Amman then and now?* Give pupils one minute to write down some ideas. Have pupils raise their hands and offer ideas. Accept all reasonable suggestions.

Presentation

- Explain that in this lesson pupils will read a text comparing how Amman was in the past, and how it is today.
- Ask pupils to look at the images on page 26 and say what they see. Ask for predictions about what ideas the text will contain.

Practice

Pupil's Book

Reading

1 Before you read Look at the text. How many paragraphs are there?

- Refer pupils to page 26. Pupils discuss in pairs first.

2 6.15 Listen and read.

- Play the audio.
- Check comprehension with questions. Ask *Which paragraph tells us about a famous market in Amman? (3) Which paragraph tells us on which street we can find restaurants and shops? (2) Which paragraph is about hotels now? (4) Which paragraph is about places and transport then? (1)*.



Extra activity Critical thinking

- Pupils work in pairs and find all the words in the text connected to the themes of places and how to travel in a city. Remind pupils to update their vocabulary lists.
- Hand a sheet of A4 paper to each group. Pupils create picture crossword clues with the words in their lists. They swap their crosswords with other groups to complete.

3 After you read Match the headings to the paragraphs.

- Pupils work individually first, then check answers with a partner. Ask for feedback using the Lollipop stick technique or the TPR activity below.
- In groups, pupils can research and write another paragraph about Amman now.
- Extension** Internet search key words: *Amman facts kids*

Extra activity TPR

- An alternative for answers to Activity 3: Tell pupils each wall or corner of the class represents a, b, c or d. Say *The heading for paragraph 1 is ...* Pupils move to the wall or corner to show their answers.

Diversity

Challenge

- Ask pupils to write two or three questions with a partner. Pairs work with another pair to ask and answer their questions. Have pupils choose one question from each group to ask the class.

Support

- Elicit and write a question for each paragraph on the board from the whole class. Have pupils answer in pairs. Decide which one is the most interesting/easiest, etc.

Activity Book

1 After you read Complete the table.

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

Answer key 400 years ago: markets, camels, no trains, no hotels
Now: car parks, bigger, markets, hotels, restaurants, Souk Jara

2 Look at the table. Find one thing in common.

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

Answer key markets

3 Choose the correct answer.

- Place pupils in pairs to complete the activity.
- Walk around the class monitoring groups.
- Place two sets of pairs together and have them compare. Have pupils show evidence in the text if they don't agree on the correct answer.

Answer key 2 hotels; 3 camels; 4 2005; 5 modern

4 Look at Activity 1. In groups, make a big poster of Amman then and now.

- Place pupils in groups to complete the activity.
- Walk around the class monitoring groups.
- Ask pupils to have a gallery walk. Pupils take it in turns to ask questions about other pupils' posters, and answer questions about their own.

Reading

1 Before you read **Look at the text. How many paragraphs are there?**

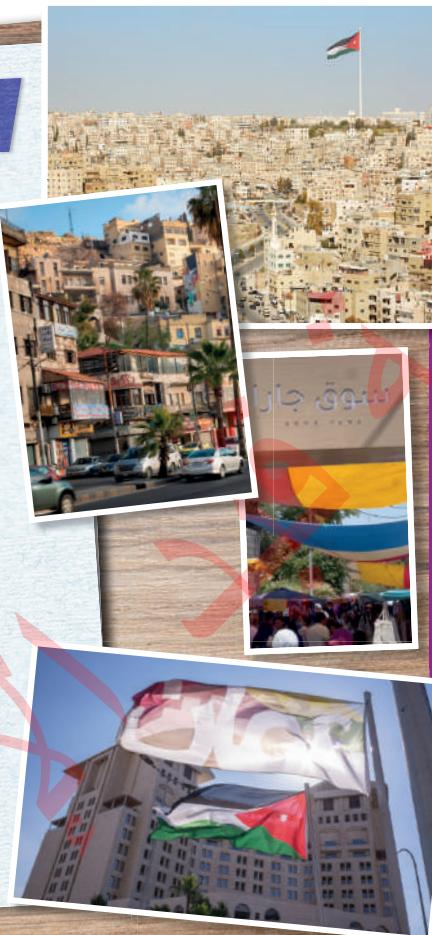
2  **Listen and read.**



four

Amman then and now

- 1 400 years ago, Amman was very different! The city was smaller than today. There weren't any cars or car parks, but there were camels in the desert around the city! There weren't any trains or train stations. The roads weren't very safe. There were markets, but there weren't any hotels.
- 2 Today, the city is much bigger and it's very busy. You can see ancient and modern buildings. If you go to al-Hashemi Street, there are people everywhere! There are a lot of restaurants and shops on this street.
- 3 There are still markets in Amman. There's a famous market called Souk Jara in the summer in Jabal Amman. The first Souk Jara was in 2005. You can buy food and art. It's very interesting and noisy.
- 4 There are a lot of modern hotels in Amman now. Some of the hotels are very tall. The tallest hotel has got 50 floors!



3 After you read **Match the headings to the paragraphs.**

a **Amman today** 2

b **Amman 400 years ago** 1

c **The tallest hotel** 4

d **The famous market** 3

26 twenty-six

Extra activity | Fast finishers

- Pupils write 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 of the headings.
- Walk around the class monitoring pairs.
-  Using the Thought-provoking questions technique, ask pupils to think about and write the answers to these questions in their notebooks in their first language: *Which activity helped you learn best? Why? What stopped you from learning? Why?*
- Give pupils a small piece of paper each. Ask them to choose one answer. Pupils write this down.
- Pupils hand you their exit ticket anonymously at the end of the class.

Skills

Objectives

- Lesson aims:** to understand a listening task; to talk and write about their town or city in the past and now
- Target language:** revision of vocabulary and grammar

Materials

- a ball
- slips of paper, enough for each group
- pupils anonymous exit tickets from the previous lesson
- Resource 55

Global Scale of English (GSE)

- Reading:** Can identify specific information related to a familiar topic in a short, simple text (GSE 37).
- Listening:** Can understand short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- Speaking:** Can talk about past events or experiences, using simple language (GSE 41).
- Writing:** Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. family, animals, possessions), given a model (GSE 35).

Assessment for Learning

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

Starting the lesson

- Ask pupils to think back to what helped them learn last lesson, and what didn't help them learn.
- Ask pupils to find their exit ticket. If they don't have them, give pupils a slip of paper.
- Have pupils write or draw *Today, I can ... to help me learn*, on one side of the slip. Pupils can use L1.
- Ask pupils to put their slip in their notebooks. Tell pupils they will reflect on this at the end of the class.

Presentation

- Explain that in this lesson pupils will listen to Nader talk about a trip to London, talk about their town or city now and in the past, and then write a description of this.
- Using the Basketball technique, ask pupils to say the words they remember to describe places.

Practice

Pupil's Book

Listening

1 6.16 Listen and choose.

- Refer pupils to page 27 and tell them to read 1-4 carefully before they listen so they know what to listen for.
- Play the audio.



- Man:** I hear you were in London last week, Nader! Tell me all about it!
- Boy:** It was great! We were in a hotel next to Victoria train station. It was a very big, modern hotel.
- Man:** Wasn't that very expensive?
- Boy:** No, it was a cheap hotel!
- Man:** Great!
- Boy:** Next to the hotel there was a beautiful park. There was even a restaurant in the park!
- Man:** Fantastic! What was your favourite place?
- Boy:** My favourite place was the zoo! There were so many animals!

Diversity

Challenge

- Ask more comprehension questions: *Did Nader go to London alone? (No) Did he stay with friends? (No, in a hotel) Did he pay a lot of money for the hotel? (No, it was cheap) Was the park far away? (No, it was next to the hotel)*.

Support

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

Speaking

2 Talk about your town or city in the past and now.

- Pupils work in pairs.
- When they have talked about their town or city in the past and now, ask one pupil in each pair to sit with another pupil from another pair.

Writing

3 Read Mustafa's text. What's the name of a hotel in his city?

- Give pupils a minute to read the text and find the answer.
- Check comprehension with questions: *Does he live in Amman? (no, Aqaba), What was transport like 400 years ago? (boats, but no cars or buses), What is different about Aqaba today? (bigger, lots of transport)*.

Extra activity TPR

- Using the Thumbs up/down technique, pupils respond to your questions: *Do you know how to write a description like this? Are you ready to write this description? Do you have any information to help you? Are you going to plan your ideas first? Ask How?*

4 Write about your town or city in the past and now.

- Read the Writing tip to pupils. Work with pupils to come up with more examples of two (or more) adjectives being used to describe something, noting the punctuation used. You may like to discuss adjectival order with pupils, which in English is opinion, size, age, shape, color, origin, material, purpose.
- Read 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 9 that they could use in their writing activity.

Activity Book

1 Look at the pictures and write. Choose an adjective from Box A and then choose an adjective from Box B.

- Pupils complete the activity individually.

Answer key 2 big, orange; 3 long, ancient; 4 small, busy

Listening

1 Listen and choose.

- 1 Last week Nader was in ...
 A London. B Lisbon.
- 2 Nader's hotel was ...
 A ancient. B modern
- 3 In the park there was ...
 A a restaurant
 B a museum.
- 4 Nader's favourite place was ...
 A the zoo. B the bridge.



Speaking

2 Talk about your town or city in the past and now.

- What was there 400 years ago?
- What is there now?

400 years ago, there was ...
Now there is ...



Writing

3 Read Mustafa's text. What are the differences between Aqaba 400 years ago and the city today?

My town then and now

Hi, my name's Mustafa. I live in Aqaba. 400 years ago, there were a lot of boats in the port on the Red Sea. There weren't any cars or buses. There weren't any hotels. Today, Aqaba is a big, modern port city. There are a lot of cars and buses and a busy airport. There are a lot of beautiful hotels in Aqaba.



tip writing

When you have two adjectives, use a comma between the adjectives. A big, modern port city.

400 years ago, there weren't any cars, buses or hotels.
Now there are a lot of cars, buses and hotels.

4 Write about your town or city in the past and now.

1 Plan

- What's the name of your town or city?
- What was there 50 years ago?
- What can you see there now?

2 Write

I live in ...
50 years ago, there were/weren't ...
Today, there are/aren't ...

3 Check your work ✓

- A paragraph for each new idea?
- Commas between adjectives?

» Activity Book, page 21

twenty-seven

27

2 Write about your town or city in the past and now.

- Plan: Give pupils one minute to complete their notes. Monitor and help with ideas.
- Write: Pupils work individually to complete the description.
- Check your work: Pupils evaluate their own work.
- Using the Two stars and a wish technique, pupils read and check each other's work.

Extra activity Fast finishers

- Pupils find the words connected to comparing a place in the past and now in the lesson and write the words in their notebooks.

Finishing the lesson

-  Pupils take out their slips from the start of the class. They write down what they did/didn't do to help them learn using the Two stars and a wish technique to evaluate themselves.
-  Pupils write what they achieved in their Learning diary: *Today I listened to ... I talked about ... and I wrote a description of ...*

Extra activity Critical thinking

-  Display photographs from some of the Jordanian places and landmarks covered in Unit 6. Ask pupils to look at each of the photographs and use the vocabulary and grammar they have learnt in Unit 6 to talk about what they can see, and how places are different now compared to what they were in the past. Ask pupils to think about the challenges they may have faced if they had lived 50 or 100 years ago.

Mapping

Topics

Theme 1: Culture

Theme 7: National identity and World Affinities

Scope and Sequence Matrix

Listening: understanding and responding to questions in presented oral material; using textbook illustrations and dictionaries to understand unfamiliar words

Speaking: accurately pronouncing the past -ed (/d/, /t/, /ɪd/) [TB support]; using the simple past to answer simple questions and participate in dialogues

Reading: using pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; reading texts (up to half a page); reading and understanding short illustrated stories, provided that the images help him/her to guess a lot of the content

Writing: independently writing short functional texts (messages, emails, lists, reminders); adhering to spelling conventions by conducting frequent Spelling Bees

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

7 Our history

Historical finds and materials: clay, coins, helmet, iron, jewellery, jug, mosaic, necklace, ring, shield, stone, wall
Regular verbs: arrive, live, need, start, stop, use, visit, work

1 How many words about the past do you know?

What doesn't belong in the picture? What food can you buy at the museum?

28 twenty-eight

What doesn't belong in the picture? **The banana that the girl is using to dig around the mosaic.**
What food can you buy at the museum? **fruit, crisps, sandwiches, cupcakes**

Learning Outcomes and Performance Indicators

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

Speaking: use the simple past to answer questions and/or produce statements in pupil dialogues; read silently first to understand the main idea and then loudly to show their understanding of, or feel, the text [TB support]; accurately pronouncing the past -ed (/d/, /t/, /ɪd/) [TB support]

Reading: use pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; use illustrations and key details in a text to determine its main idea(s); ask and answer questions to help determine or clarify the meaning of words/phrases in context; identify and use various text features (e.g. title, headings) to locate key facts or information in a text; discuss causes of certain events in a reading text; identify and discuss new ideas and vocabulary items in a text; identify the gist of the whole text regardless of any difficult words; discuss the text using clues and referring to certain sentences, phrases or words; retell short pictorial stories

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

Unit objectives

Talk about historical finds

Language

Vocabulary	Historical finds <i>clay, coins, helmet, iron, jewellery, jug, mosaic, necklace, ring, shield, stone, wall</i> Verbs <i>arrive, live, need, start, stop, use, visit, work</i>
Grammar	Past simple regular verbs, short answers and wh- questions with <i>and, then</i>
Functions	Making recommendations <i>You should wear a helmet. You shouldn't ...</i>
Pronunciation	/d/, /t/, /ɪd/

Key competences

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

Mathematical, science and technological competences: design a survey and graphic organiser (L. 10); order words and pictures to complete a task (L. 2, 5 and 7)

Digital competence: use eText Basic (L. 1–10); write an online blog (L. 9)

Social and civic competences: learn to be creative (L. 2 and 7)

Cultural awareness and expression: discuss the importance of historical sites and museums (L. 7)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 3 and 7)

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

21st Century Skills for Learning and Innovation

Critical thinking	Problem solving (L. 2); Logical thinking (L. 1, 2 and 7); Defining and describing (L. 1, 2, 5 and 7); Finding information (L. 1–3, 8, 9 and 10); Planning (L. 10); Reflecting on learning (L. 1–10); Suggesting reasons for the popularity of museums (L. 8)
Creativity	Design a map of historic places (L. 7)
Communication	Describing pictures (L. 3, 5 and 10); Asking and answering questions about the past (L. 5); Talking about a visit to a museum (L. 7 and 8); Functional dialogue (L. 8); Challenge game (L. 10)
Collaboration	Project groupwork (L. 7); Acting out (L. 2)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 37; Activity Book p. 29
- Unit 7 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, English in Action, CLIL
- Unit 7 Test

Vocabulary

Objectives

- Lesson aims:** to learn and use words about historical finds
- Target language:** clay, coins, helmet, iron, jewellery, jug, mosaic, necklace, ring, shield, stone, wall

Materials

- sheets of A4 paper, enough for each pair of pupils
- stopwatch
- coloured pencils
- Resource 36A

Global Scale of English (GSE)

- Speaking:** Can ask a range of questions in guessing games to find the answer (GSE 36).

Assessment for Learning

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

Starting the lesson

- Write *dig* and *historical finds* on the board. Explain the meanings, noting that 'dig' here is a noun, rather than a verb. Using the Key question technique, ask *What don't you know about these things? Have you got any questions?* Write these on the board and tell pupils that during this unit they can find out answers. Make a note of the questions for subsequent lessons.

Presentation

- Explain that in this lesson pupils will learn to talk about an (archaeological) dig and a history museum.

Practice

Pupil's Book

- How many words about the past do you know?**
 - Refer pupils to page 28. Tell pupils to look at the picture and find the words about the past they know. In pairs, pupils tell each other the words they know.
 - Using the Lollipop stick technique, elicit responses.
 - Place pupils in the same pairs. With the stopwatch, explain that they have one minute to answer the questions together.
 - Check answers as a class.
 - Extension** Have pupils look at page 28. Have them describe the picture in pairs, telling each other where the people are and what they are doing, and naming any objects and clothes they know, e.g. *arts and crafts, bags*.

7.1 Listen, point and repeat.

- Play the audio.
- Pupils look at the pictures and practise the new words. Ask questions and have pupils raise their hands to respond e.g. *Where do we use mosaics? (walls, floors), What is the wall made from? (stone), What did soldiers in the past wear on their heads? (helmets), What is heavier than stone and comes from under the ground? (iron), What can you buy things with? (coins), What examples of jewellery can you see? (ring, necklace), What can you put water in? (jug), What do we make jugs with? (clay).*
- Have pupils say a word about the historical finds to their partner and their partner points to the correct picture. Then they swap.



Look for the words from Activity 2 in the picture on page 28. Write the missing word.

- Give pupils one minute to work in pairs to find the words about the historical finds. Elicit feedback using the Lollipop stick technique.

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

- Check understanding. Elicit an example for each column. Pupils categorise the words writing them in the correct columns.
- Have three pupils come to the board. Assign each a column. Seated pupils spell out the words for the pupils at the board to write.

Diversity

Challenge

- Have pupils work alone first, then check in pairs, adding any more words they can think of to the columns.

Support

- Write the columns on the board and guide pupils by eliciting an example or two for each column. Assign pairs or small groups for the pupils to complete the task.

Extra activity Creativity

- In pairs and with a sheet of A4 paper, pupils choose and design a helmet, jewellery, shield or jug. They can design ancient or modern ones. They label their picture.

5 In pairs, play a guessing game.

- Assign pairs. Have two pupils demonstrate the activity by reading the speech bubbles.
- Draw pupils' attention to the word box and ask for possible endings for each. Write these on the board as further examples.

Extra activity TPR

- Assign a historical item to a pair or group of three pupils. All pupils stand up and mime finding, using or putting on the items for other pupils to guess.

2  Listen, point and repeat.

wall



helmet



shield



ring



necklace



jewellery



coins



jug



mosaic



stone



iron



clay

3  Look for the words from Activity 2 in the picture on page 28. Write the missing word. coins4  Sort and write the words from Activity 2. What other words can you think of? Add them to the table.

Things you wear	Materials	Things I've got at home
helmet	stone, iron, clay	wall, jug, coins, mosaic
shield, ring, necklace, jewellery		

5  In pairs, play a guessing game.

It's made of ... You wear it on ... You put ... It's ...



It's made of stone. It's high.

Yes!



A wall?

twenty-nine

29

Activity Book

1  Look at Pupil's book page 28 and answer.

Answer key 2 a jug, 3 They're dressing up.

2 Complete the crossword. What's the secret phrase?

- Pupils work individually, then check in pairs.

Answer key 2 coins, 3 mosaic, 4 wall, 5 necklace, 6 helmet, 7 shield, 8 jewellery, 9 jugs secret phrase: Roman times

3  Read and write a sentence with the words and your own ideas.

- Pupils work individually, then compare and check spelling and word order in pairs.
-  Ask for feedback using the Lollipop stick technique.

Answer key 2 The wall is made of stone.; 3 The mosaic is made of stone.; 4 The coins are made of iron.; 5 The jugs are made of clay.

Extra activity Fast finishers

-  Pupils write their sentences in their Learning diaries.

Finishing the lesson

-  In pairs and with books closed, pupils write down the historical find words in one minute.
-  Using the Summative questions technique, ask *How many words did you remember? Did you spell them correctly?*

Story

- 1 Before you read **Can you find two materials in the story? stone and clay**

- 2  Listen and read.

I liked that museum! Just imagine, people in the past lived and worked here! Amman was called Philadelphia in the past! There were old houses all round here. People in the past used stone to build houses and roads.



The discovery



30 thirty



3 Which coin is it? Go to page 55 to find out. **top right (coins)**

4 After you read **Read the sentences and circle True or False.**

Then say why.

- 1 The children are at school.
- 2 They see the walls of a building.
- 3 Millie finds a piece of iron.
- 4 Bo finds a helmet.
- 5 Katy asks Mr Omar to come.

True / **False**

Number 1. False.
They aren't at school,
they're at the **museum**.

5 **Act out the story.**

6 **Viewing and presenting** **Design and make your own coin.**

What does it have on it?

- 3 It's a piece of clay.
- 4 Bo finds some coins.
- 5 Hamed gets Mr Omar.

Values

Be careful

thirty-one

31

Objectives

- Lesson aims:** to listen, read and act out a story about a visit to a Roman museum
- Target language:** revision of historic finds vocabulary

Materials

- a ball
- sheets of A4 paper, enough for each pupil
- clay and art tools
- Resource 64

Global Scale of English (GSE)

- Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53). Can identify specific information in a simple story, if guided by questions (GSE 35).
- Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

Assessment for Learning

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

Starting the lesson

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

Presentation

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

Practice

Pupil's Book

- Before you read** Can you find two materials in the story?
 - Refer pupils to pages 30 and 31.
- 7.2 Listen and read.**
 - Give pupils a minute to look at the pictures first. Play the audio.
 - Check comprehension. Ask *Did people in the past live in Amman? (yes), Did the kids learn anything at the museum? (yes, a lot), What? (about life in the past), What are Millie and Bo doing? (discovering the places around the museum), How? (with Bo's video camera and Millie's mobile/tablet), What does Bo discover? (a jug under the ground), Why does Hamed go back to the museum? (to get Mr Omar from the museum), What does Katy think the coins are made of? (silver) How old does Mr Omar think the coins are? (more than 2,000 years old)*
 - Pupils work in groups to find out more about life in Jordan in the past. They can investigate the questions they had at the beginning of Lesson 1. They can make a poster about what they discover.



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 coin is it? Go to page 55 to find out.

- Pupils discuss in pairs.
- Using the Thumbs up/down technique, ask *Did you find the right coin?* Ask pupils to point to the correct picture on page 55. (*the coin with a bird on it*)

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

- Pupils work individually to complete the activity.
- Assign pairs. Ask pupils to compare answers. Tell pupils they must agree by looking back carefully over the story so pupils can say which story frame and text has the evidence.
- Ask for answers using the Basketball technique.

5 Act out the story.

- Divide pupils into groups of five. Allocate a role to each pupil (Katy, Millie, Hamed, Bo and Mr Omar).
- Pupils act out the story in groups.
- Extension** Internet search key words: *Jordan life kids*

6 Viewing and presenting Design and make your own coin. What does it have on it?

- Ask pupils to look at the task. Give out A4 papers for pupils to work individually.
- Give pupils a small piece of clay and show them how to roll and flatten it into an over-sized coin shape. Give pupils art tools with which to carefully scratch their design onto their clay coin.
- Place pupils in small groups. Have pupils present their coins to each other. They should describe and answer questions about the design decisions.

Activity Book

1 After you read Look, read and order.

- Give pupils one minute to complete the activity.
- Answer key** (left to right, top to bottom) 4, 1, 3, 2

2 Answer the questions.

- Answer key** 2 It was Philadelphia.; 3 She can see what Bo sees.; 4 It's made of clay.; 5 They find coins.

Extra activity Fast finishers

- Pupils who finished first can write their answers on the board, one each. Use these to confirm answers. Allow any other possible answers.

3 What do the coins look like? Tick (✓).

- Pupils complete the activity individually.
- Answer key** 2 ✓, 6 ✓

4 Values Read and tick (✓). When are you careful?

- Pupils choose and then compare answers with a partner.
- Ask pupils to compare their reasons why they are/aren't (usually) careful doing these things.
- Ask for some answers using the Basketball technique.

- Answer key** 1, 2, 5, 6

How to work with stories

Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise all ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story.

Stage 2 – Listening to the story

At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. When answering, pupils additionally practise and consolidate the previously introduced language material.

Stage 4 – Acting out

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

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

Suggested exercises

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

Extra activity Collaborative work

- Pupils make a poster with drawings like traffic signs to indicate things that are always/sometimes important to be careful with, and think of other activities where it is good to be freer, and not so careful, e.g. with art, drawing and painting.

Extra activity Fast finishers

- Pupils write different True and False sentences about the story in their notebooks. Ask pupils to read them out for the class. Pupils use the Thumbs up/down technique to indicate if the sentences are true or false. Elicit corrections for the false ones.

CLIL Link

In Unit 7, the story is based around the concept of historical remains and heritage from the Social Studies curriculum.

The Discovery Team have been learning a lot about the heritage of Amman, which used to be called Philadelphia. Thanks to a new device that Millie has inserted in Bo that lets them see what Bo sees when he is flying, the team discover a hidden clay jug which has mysterious contents.

To explore the concept of historical remains and heritage further, you can use Resource 64.

Finishing the lesson

- Using the Summative questions technique, ask pupils what they remember from the story.
- Encourage pupils to think about and discuss notes from their diary on their learning challenges and successes so far.

Grammar

Objectives

- Lesson aims:** to talk about the recent and distant past with the Past simple
- Target language:** *People in the past used clay to make things. They didn't use plastic. I played football yesterday. I didn't play tennis.*

Materials

- a ball
- Resource 40A

Global Scale of English (GSE)

- Listening:** Can follow short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- Speaking:** Can talk about past events or experiences, using simple language (GSE 41).
- Writing:** Can write about past activities using simple language, given a model (GSE 40).

Assessment for Learning

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

Starting the lesson

- Write *The Discovery* on the board. Ask *What did the kids find? How did Bo help? What did the coins look like?* and elicit answers.

Presentation

- Explain that in this lesson pupils will learn to use the Past simple.

Practice

Pupil's Book

- 1** **Look back!** Tick (✓) the sentence in this picture.
 - Refer pupils to pages 30 and 31.
- 2** **7.3 Listen and repeat.**
 - Play the audio.
 - Write the sentences from the grammar box on the board and say *Are we talking about the past, present or future? (past), Which word tells you when? (yesterday), Which letters or words tell you we are talking about the past? (-ed and didn't). Underline the -ed endings and did + not = n't. Say This is how we can talk about the past when something is over.*
 - Ask pupils *Did people in the past make things with clay? (Yes, they did.) Did people in the past make things with plastic? (No, they didn't. Plastic was invented in the 20th century.)*

Diversity

Challenge

- Ask pupils to look at the form of the Past simple and work out the rules themselves. Ask pairs to write a different example about people in the past and themselves.

Support

- Write the rules for the form of the Past simple on the board and have pupils copy them into their notebooks.

- 3** **7.4 Listen and point. What did they do yesterday?**

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



- Girl 1:** Yesterday I didn't play chess with my sister. We played tennis. It was great!
- Boy 1:** Yesterday I exercised in my bedroom. I didn't watch TV.
- Boy 2:** Yesterday I didn't play with my friends. I dressed up at the museum!
- Boy 3:** I didn't go shopping yesterday, because I climbed a mountain instead!

- 4** **Look at the pictures. Say affirmative and negative sentences.**

- Pupils do the task individually first. Check understanding.
- Pupils work in pairs. Pupils should say all sentences in affirmative first.
- Pupils say the negative sentence.

- 5** **Write one true and one false sentence about yourself. Your partner guesses which one is true.**

- Pupils work in pairs.
- Check pupils understand the task. Tell pupils one true and one false sentence about yourself. Pupils guess which is true.

Finishing the lesson

- Ask *When do we use the Past simple?* and elicit answers.
- Using the Summative questions technique, encourage pupils to reflect on what they found easy and difficult today.

Lesson 4 Activity Book

Objectives

- Lesson aims:** to talk about the recent and distant past with the Past simple
- Target language:** *Adnan didn't watch TV on Monday. He tidied up his bedroom..*

Materials

- Activity Book page 24

Global Scale of English (GSE)

- Listening:** Can follow short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- Speaking:** Can talk about past events or experiences, using simple language (GSE 41).
- Writing:** Can write about past activities using simple language, given a model (GSE 40).

Assessment for Learning

- Monitoring pupils' learning: Basketball technique, Lollipop stick technique
- Peer learning: pairwork

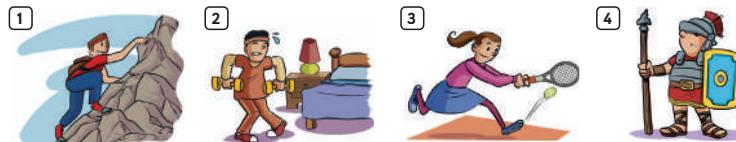
1  **Look back!** Tick (✓) the sentence in this picture.

- 1 People in the past worked in Philadelphia.
- 2 People in the past lived and worked here!
- 3 People in the past used iron.

2  **Listen and repeat.**

People in the past **used** clay to make things. They **didn't use** plastic.

I **played** football yesterday. I **didn't play** tennis.

3  **Listen and point. What did they do yesterday?** 3, 2, 4, 14 **Look at the pictures. Say affirmative and negative sentences.**

1	Jamal	walked / didn't walk	to the museum	two days ago
2	Sultan and Khalil	climbed / didn't climb	the city wall	on Tuesday
3	Muna		computer games	
4	Muneer and Jawad	played / didn't play	board games	yesterday
5	Ghada and Amal	cooked / didn't cook	lunch	last week

5  **Write one true and one false sentence about yourself. Your partner guesses which one is true.**

I cooked lunch yesterday.

False!

32 thirty-two

Starting the lesson

- Ask pupils to brainstorm Past simple verbs from the unit so far. Prompt with the verb in the Present if necessary.

Practice

1  **7.5 Listen and circle.**

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



- On Monday, I tidied up my bedroom after school! I didn't watch TV because it was very late, but at least my bedroom looks so clean and nice now!
- I watched a beautiful film last Saturday. I didn't watch it at the cinema because it was an old film. I watched it at home with my sister.
- My brother Talal and I love playing tennis a lot, but we also like painting. Yesterday it was our dad's birthday so we painted a beautiful picture for him! He loved it!
- My friend Imad and I were at the park two days ago. There was a climbing wall in the park, but we didn't climb it because it was very busy. So we skateboarded.
- At weekends, Noura and I love playing baseball. But last weekend it rained a lot, so we played board games!

Answer key 2 watch a film at home/last Saturday, 3 paint a picture/yesterday, 4 skateboard/two days ago, 5 play board games/last weekend

2 **Look at Activity 1 and complete the sentences.**

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

Answer key 2 watch a film at the cinema last Saturday, watched it at home; 3 play tennis, painted a picture (for their dad); 4 climb, skateboarded; 5 didn't play baseball. They played board games.

3  **Guess what your partner did yesterday. Tick (✓) or cross (✗). Then say and check.**

- Ask two pupils to read the example. They then work with a partner and take it in turns to guess.

Extra activity **Communication**

- In pairs, pupils take turns to add something that they did or didn't do to a list, e.g. Pupil A says *I went to the park last weekend*. then Pupil B says *I went to the park last weekend, but I didn't play tennis*. Pupil A continues, *I went to the park last weekend, but I didn't play tennis and I didn't tidy my bedroom ...* etc.

Finishing the lesson

- Encourage pupils to reflect on what they found easy and difficult today.

Vocabulary and Grammar

Objectives

- Lesson aims:** to learn and use the Past simple and *wh*- questions forms with regular verbs; to learn and sing a song
- Target language:** *live, work, visit, arrive, start, stop, need, use*

Materials

- a ball
- True/False response cards
- eight word cards: *live, work, visit, arrive, start, stop, need, use*
- Resources 36B, 40B, 44 and 48

Global Scale of English (GSE)

- Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- Speaking:** Can sing a basic song from memory (GSE 22). Can 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; Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Say *Last lesson, we ... but we didn't ...* Using the Basketball technique, have pupils say something else they remember doing/not doing in the last lesson.

Presentation

- Explain that in this lesson pupils will learn and use some regular verbs to talk about the past. They will learn to ask questions with *When?* and to answer them with short answers. They will also sing a song.

Practice

Pupil's Book

1 7.6 Listen, point and repeat.

- Refer pupils to page 33. 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: *We use a pencil to eat with. We live in Jordan. Do you need to go to the toilet? I work on a farm. The opposite of start is stop. We visit the cinema. We visit museums and friends. Begin means the same as start. We arrive at school after 10 o'clock.*



Extra activity Collaborative work

- Have pupils say a word to their partner and their partner points to the correct picture. Then they swap.

2 7.7 & 7.8 Listen and sing.

- Pupils look at the pictures and say what they can see (*a girl talking to a woman*).
- Play the song and tell pupils to listen only this time.
- Read out the song one line at a time and have pupils repeat.
- Play the song again and encourage pupils to join in.
- 7.8 Play the karaoke version of the song again and encourage pupils to sing.



Extra activity Communication

- Pupils work in small groups to change the questions and answers in the song, and then sing it to the class.

3 7.9 Listen and repeat.

- Play the audio.
- Divide the class into four groups. Assign the long answer to group 2, *Wh*-question to group 1, *yes* and *no* short answers to group 3 and *Past simple* question to group 4. Play the audio again, pausing after each sentence, and have pupils repeat in their groups. Then swap groups around and repeat. Monitor intonation.



4 Make questions and ask your partners.

- Explain that pupils are practising questions with *When...* about things that happened before now, when pupils were younger. Ask two pupils to read out the example in the speech bubbles. Elicit a question and write it on the board.
- Place pupils in pairs for this activity.

Diversity

Challenge

- Have pupils choose four of the verbs in the box and add four of their own ideas.

Support

- Read out the phrases in the box before pupils complete the activity. Have pupils call out the correct question forms and write them on the board.

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

- Display the word cards around the room. Divide the class into groups of five. Tell pupils to walk around and stand near a card when you signal. Pupils should then make a question with the verb to ask and answer. Set a time limit of 30 seconds. Pupils move around to the next card on your signal.

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.

1 Listen, point and repeat.



live



work



visit



arrive



start



stop



need



use

2 Listen and sing.

Where did people live,
many years ago?Did they use umbrellas?
No, they didn't!

Please tell me, I want to know!

Did they have coins?

Did they live in houses?

I don't know!

Yes, they did!

Where did people live,

Did they need warm clothes?

Yes, they did!

many years ago?

Please tell me, I want to know!



3 Listen and repeat.



When did you visit the museum?

We visited the museum on Monday.

Did people in the past live in houses?

Yes, they did. / No, they didn't.

4 Make questions and ask your partners.

live in a castle play board games
use a pencil to write start school
watch TV dress up
work in an office like vegetablesWhen you were two,
did you live in a castle?

No, I didn't.

5 Pupil A: Activity Book, page 44.

Pupil B: Activity Book, page 46.

thirty-three 33

Lesson 6 Activity Book

Objectives

- Lesson aims: to learn and use the Past simple and wh- questions forms with regular verbs

Target language: live, work, visit, arrive, start, stop, need, use

Materials

- Activity Book page 25

Global Scale of English (GSE)

- Writing: Can write about past activities using simple language, if given a model (GSE 40).

Assessment for Learning

- Monitoring pupils' learning: Basketball technique; Lollipop stick technique
- Peer learning: pairwork
- Independent learning: Thought-provoking questions technique

Starting the lesson

- Have pupils write as many verbs in the Past simple as they can in one minute.

Practice

1 Complete the sentences.

- Pupils do the task individually, then check in pairs.

Answer key 2 start, 3 live, 4 visit, 5 work, 6 arrive, 7 need, 8 stop

2 Order the words to make questions.

- Check feedback using the Lollipop stick technique.

Answer key 2 What time did Ali arrive?; 3 What did Ali need to buy?; 4 What did the woman use to take photos?; 5 Did the girls touch the shield?

3 Look and answer the questions in Activity 2.

- Pupils work individually to complete the activity.
- Place pupils in pairs to ask and answer the questions.
- Ask different pairs to tell the class one question and answer. Use the Basketball technique.

Answer key 2 He arrived at 11 o'clock.; 3 He needed to buy a ticket.; 4 She used a mobile phone.; 5 No, they didn't.

Extra activity Fast finishers

- Pupils write two or three more questions about the picture to ask the class. Have pupils write these on the board for the class to check first.

Finishing the lesson

- Use the Thought-provoking questions technique to ask pupils about their learning so far.

Culture

Objectives

- Lesson aims:** to learn about the historic places in Jordan
- Target language:** revision of vocabulary and grammar

Materials

- a ball
- a map
- large sheets of paper, enough for each group
- coloured pencils
- sheets of A4 paper, enough for each pair

Global Scale of English (GSE)

- Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- Speaking:** Can talk about past events or experiences, using simple language (GSE 41). Can talk about a familiar place in a basic way (GSE 33).
- Writing:** Can write short, simple descriptive texts about familiar places using basic connectors, given a model (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 *The History of Jordan* on the board. Ask pupils and elicit ideas for the following questions: *What are the twelve cities of Jordan? (Amman, Irbid, Zarqa, Mafraq, Ajloun, Jerash, Madaba, Balqa, Karak, Tafileh, Maan and Aqaba). Have you seen historical places in any cities in Jordan?*

Presentation

- Explain that in this lesson pupils will talk about in Jordan.
- Extension** Ask pupils to find Amman, Petra and Qusayr 'Amra on a map.

Culture notes

- People have lived in Jordan for more than 200,000 years.
- There are more than 100,000 places of archaeological interest in Jordan.

Practice

Pupil's Book

1 Before you read Do you know anything about the history of the place where you live?

- Pupils discuss in pairs. Ask for class feedback.
- Tell pupils to look at the photos. Ask *What can you see?* and elicit answers.
- Extension** Internet search key words: *ancient cities (Jordan)*

2 7.10 Listen and read.

- Tell pupils to find why Qusayr 'Amra is famous while they read.
- Play the audio all the way through.
- Check comprehension with questions: *What part of the Roman statue of Hercules can you see at the Amman Citadel? (the hand), Why is Petra sometimes called the 'Red Rose City'? (the colour of the stone), What material was used to build the castle at Qusayr 'Amra? (stone).*
- Pupils can search online for more information about the places.



Extra activity Collaborative work

- Show pupils online maps of the world in 1800 BCE, 300 CE and 700 CE, the historical periods covered in this lesson. Have them find the names of all the countries then and now.

3 After you read Activity Book, page 26.

- Pupils turn to page 26 in their Activity Books.

4 How many other historic places do you know in Jordan? Brainstorm with your partner.

- Place pupils in pairs for this activity.
- Ask different pairs to say what they know. Promote class discussion with questions: *Do you know anywhere else? Who has been there? What is it like?*

Diversity

Challenge

- Using the Basketball technique, pupils say a key word from the text that is connected to the theme of Roman times. 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

Viewing and presenting Make a map of historic places. Share.

- Divide pupils into groups of four. Hand them the materials for the poster.
- Explain that pupils should all contribute ideas for the poster.
- Display the posters. Ask pupils to walk around and ask and answer questions about the information in the posters.

Activity Book

1 After you read Complete the table.

- Pupils work individually and check in pairs.

Answer key Amman Citadel: on top of a hill; Petra: buildings in the stone, 'Red Rose City'; Qusayr 'Amra: stone castle, colourful frescoes

2 Answer the questions.

- Pupils work individually and check in pairs.

Answer key 2 The statue of Hercules was in the Amman Citadel.; 3 Petra is sometimes called the 'Red Rose City'; 4 More than a million people visit Petra every year.; 5 Qusayr 'Amra was built in the early 8th century.



THE HISTORY OF JORDAN

People have lived in Jordan for more than 200,000 years! There are a lot of very important historic places in Jordan.

AMMAN CITADEL

The Amman Citadel is on top of Jebel Al Qala'a, a hill above the city of Amman. Here, you can see a big hand that archaeologists think was from a Roman statue of Hercules. The hand is all we can see now!



Fun fact

Did you know that Jordan has seven places on the UNESCO World Heritage site list?

PETRA

The ancient city of Petra is one of the oldest cities in the world. People in the past carved buildings into the stone there. It is sometimes called the 'Red Rose City' because of the colour of the stone. The city is one of the New Seven Wonders of the World. Now, more than a million people visit Petra every year.



QUSAYR 'AMRA

Qusayr 'Amra is a stone castle in the desert to the east of Amman. People built it in the early 8th century. Now, you can't see the main part of the castle, but you can see a small house. Qusayr 'Amra is famous for colourful paintings on the walls called frescoes.



- 1 Before you read **Do you know anything about the history of the place where you live?**

- 2 Listen and read.



- 3 After you read Activity Book, page 26.

- 4 How many other historic places do you know in Jordan? Brainstorm with your partner.

There's an ancient city at Umm Qais.

Yes! And there's a castle in al-Kerak.

34 thirty-four

Project

Viewing and presenting

Make a map of historic places. Share.



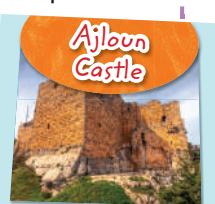
- 1 In groups, choose a historic place in Jordan.

- 2 Write about the place. Answer these questions:

- What's the name of the place?
- Where is it?
- What was it for?
- What's it like now?

- 3 Make a group presentation to the class. First, agree on who says what!

- 4 Stick each group's work on a large map of your country.



This is Ajloun Castle. It was built on a hill and had seven towers.

- 3 Order the pieces to make a sentence.

- Pupils complete the activity individually.

Answer key Petra is one of the New Seven Wonders of the World.

- 4 Look at the 'broken' sentence in Activity 3. Write a 'broken' sentence for your partner.

- Pupils work in pairs and copy the example from Activity 3. Then they swap with another pair and work it out together.

Pupils check each other's answers.

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 give advice; to learn and practise the past -ed with /d/, /t/ and /ɪd/
- Target language:** You should wear a helmet. You shouldn't ...

Materials

- sheets of A4 paper, enough for each pupil
- 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 understand basic information about common jobs, if spoken slowly and clearly and supported by pictures (GSE 31).
- Speaking:** Can talk about a familiar place in a basic way (GSE 33). Can give informal advice on everyday matters, using a range of fixed expressions (GSE 48). Can say simple tongue twisters and other types of playful language (GSE 27).

Assessment for Learning

- ⌚ Setting aims and criteria: lesson objectives presentation; Key question technique
- 🕒 Monitoring pupils' learning: Lollipop stick technique
- 👥 Peer learning: pairwork
- 🎓 Independent learning: Thought-provoking questions technique

Starting the lesson

- ⌚ Using the Key question technique, write *Our history* on the board. Tell pupils you will use each letter to write related words from the unit vertically. Have pupils raise their hands to suggest words. These do not have to start with a letter from the unit title, but must include it.

Presentation

- ⌚ Explain that in this lesson pupils will learn to give advice.
- Ask *When do you need advice?* and elicit ideas, e.g. *when you aren't sure what to do, when you need help with something, when you have a problem.*

Practice

Pupil's Book

1 ⓘ Tick (✓) the things you can see at a museum.

- Refer pupils to page 35. Pupils complete the activity individually, then check in pairs.

2 ⓘ 7.11 Listen and write. Where does Mr Abbas work?

- Play the audio. Pupils raise their hands to offer answers. Do not confirm answers yet.
- Pupils write down the answer they believe is correct.

3 ⓘ 7.12 Listen again, 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.



4 ⓘ In pairs, say what you should/shouldn't do when you cross the road.

- 👥 Place pupils in pairs to complete the activity.
- Check pupils know the meaning of the advice in the boxes. Assign pairs. Ask pupils to mime and act out the actions as you read these aloud.

Diversity

Challenge

- After completing the activity, ask pupils to add ideas of their own. Have different pupils write the advice on the board.

Support

- Revise the things you should/shouldn't do. Draw or mime and elicit or prompt the class. Write the words on the board. Do the activity as a class. Ask pupils why each is/isn't a good idea.

Extra activity Collaborative work

- 👥 In pairs, pupils design, label and draw a poster for other situations. They present their advice to the class.



Pronunciation

5 ⓘ 7.13 Listen and say the tongue twister.

- Write /d/, /t/ and /ɪd/ on the board. Say the sounds and have pupils repeat. Then say *lived, stopped* and *needed* and have pupils repeat. Ask pupils which sound is in which word.
- Play the audio. Play it again, pausing after each line, and have pupils repeat. Play it a third time and have pupils say the tongue twister with the audio.
- 👥 In pairs, pupils say the tongue twister as fast as they can to their partner.
- Extension** Place pupils in groups of four. Ask them to find words they know that have the sounds /d/, /t/ and /ɪd/, e.g. *loved, called, played, looked, helped, watched, planted, wanted, started*. Pupils write a tongue twister using words with these sounds.

Extra activity TPR

- Write *lived, stopped* and *needed* on pieces of paper. Display the pieces of paper on different sides of the room with space for pupils to move. Call out words with these sounds randomly and have pupils move to the side of the room of that sound, e.g. *loved, called, played, looked, helped, watched, planted, wanted, started*. If there isn't enough room, have pupils stand up if the sound is /d/ (*lived*), turn around if the sound is /t/ (*stopped*) and sit down if it is /ɪd/ (*needed*).



Activity Book

1 ⓘ 7.14 Write should or shouldn't. Then listen and number.

- 🗣 Check answers using the Lollipop stick technique.

Man: Listen carefully children. These are the new school rules for this year:

- 1 You should arrive on time.
- 2 You should listen to your teacher.
- 3 You shouldn't drop litter.
- 4 You should clean your table.
- 5 You shouldn't run in the classroom.
- 6 You shouldn't shout in class.

Answer key a should 2, b shouldn't 5, c shouldn't 3, d shouldn't 6, e should 4, f should 1

- 1  Tick (✓) the things you can see at a museum.

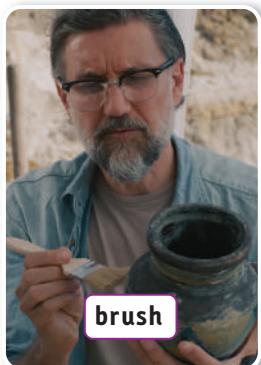
a clay jug jewellery coins
 a cake an iron helmet a costume

- 2  Listen and write. Where does Mr Abbas work?

at the museum



- 3  Listen again, read and check.



What should I do?
 You should wear old clothes.
 Should I work quickly?
 No, you shouldn't!

Hello, my name's Mr Abbas and I work at the museum. Today we're learning about finding old things in the ground.

Hello, Mr Abbas! What should I do?

OK. You should wear old clothes. You should use a small brush.

Should I work quickly?

Good question! No, you shouldn't! You should work very slowly and carefully.



- 4  In pairs, say what you should/ shouldn't do when you cross the road.

stop before you cross run across the road
 look both ways

Pronunciation

- 5  Listen and say the tongue twister.



The bus stopped outside, so I visited the museum.
 I arrived just in time to hear a talk about history.
 People in the past lived and worked in cities.
 But they needed to build them first!



thirty-five

35

- 2 Complete the dialogue.

- Pupils work individually and check in pairs.
- Extension** Pupils read the dialogue in pairs.

Answer key should I do, You should, Should we, No

- 3  Choose and complete for you. Then compare in groups.

- Pupils work individually. Then discuss in groups.

- 4  7.15 Complete the table. Then listen and check.

- Pupils do the activity individually.

Answer key /d/ arrived, lived; /ɪd/ visited, needed; /t/ worked, stopped

Finishing the lesson

-  Using the Thought-provoking questions technique, ask *Can you think of any good advice for our learning next lesson? What should/ shouldn't we do?* Elicit answers.

Skills

Objectives

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

Materials

- a ball
- slips of paper
- Resource 52

Global Scale of English (GSE)

- Reading:** Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts (GSE 39). Can understand a simple text about a past event (GSE 35). Can extract specific information in short texts on familiar topics (GSE 39).

Assessment for Learning

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

Starting the lesson

- Write *Diary of a Roman boy* on the board. Ask *Do you think it was exciting/dangerous to be a child in Roman times? Why?* Have pupils raise their hands and offer ideas. Accept all reasonable suggestions.

Presentation

- Explain that in this lesson pupils will read part of a Roman boy's diary.
- Ask *Why do people paint their faces?* Accept all reasonable suggestions. Say *I can't wait for ...* (e.g. the *weekend*, because ...) Ask *Do we say 'can't wait for' because you want to do something, or you don't want to? (you want to) How much? A lot or a little? (a lot)*. Ask *Have you seen a show before? What was it about? Who was in it? Where did you see it? Did you like it?*

Practice

Pupil's Book

Reading

1 Before you read Look at the picture. What do you think the diary is about?

- Refer pupils to page 36. Pupils discuss in pairs first.
- Ask pupils if they can remember learning about the Colosseum in Rome in Unit 6. What can they tell you about it? Elicit ideas and refer back to page 24 to review the information. Ask pupils if they can remember encountering the phrase 'chariot race' in a previous lesson, and remind them of the meaning.
- Using the Lollipop stick technique, ask pupils for answers.

2 7.16 Listen and read. Were you right?

- Play the audio.
- Check comprehension with questions, e.g. *Does Marcus have a pet? (yes, his cat Flora)*, *Is Rome a quiet city? (no, very busy)*, *What is the Colosseum? (a theatre in Rome)*, *Is it small or large? (very large)*, *What show did Marcus see with his father? (actors acting a chariot race)*, *Did he enjoy the show? How do you know? (yes, he can't wait to go again)*.



Diversity

Challenge

- Have pupils read the text aloud in pairs, taking it in turns to read sentence by sentence.

Support

- Pre-teach any other words from the story that pupils might have a problem with.

3 After you read Read the diary again. Complete the sentences with one or two words.

- Check pupils understand the task. Draw pupils' attention to the example answer. Read the exam tip.
- Pupils complete the activity individually. They then compare answers with a partner.
- Ask for class feedback. Have pupils raise their hands to read a sentence.

Diversity

Challenge

- Hand pupils a slip of paper. Ask pupils to write a sentence on one side. Pupils then remove one or two words. They write the sentence with gaps on the other side of the paper for their partner to complete.

Support

- Guide and prompt pupils to work on the sentences together as a class. Ask pupils some questions, e.g. *What kind of word comes next? Why? How do you know? Look at the diary, which words do we use 'the' before? (the nationalities)*.

Extra activity 21st Century Skills

- Discuss with pupils the idea that in the 21st century, now, instead of diaries many people keep blogs to share with other people online. Find a child-friendly blog and ask pupils if they want to start writing a blog or online journal in English, or read other children's blogs. Have a discussion about how blogging can help reading as well as writing.
- Extension** Find an English language primary school, or a school based in an English speaking country, to collaborate with. Search 'erasmus eTwinning primary education' online.

Activity Book

1 After you read Read and write.

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

Answer key 2 outside, 3 show, 4 diary, 5 winner

Reading

- 1 Before you read **Look at the picture. What do you think the diary is about?**

- 2  Listen and read. Were you right? 



- 3 Before you read **Read the diary again. Complete the sentences with one or two words.**

- 1 Marcus started his diary on Thursday.
- 2 On Friday, Marcus visited the Colosseum for the first time.
- 3 The Colosseum is a very big theatre.
- 4 More than 50,000 people can watch shows in the Colosseum.
- 5 Marcus watched a play about the Britons and the Romans.

tip Exam

Read each sentence carefully and think. Do you need one word or two?

36 thirty-six

DIARY OF A ROMAN BOY

Thursday

My name is Marcus and this is my first diary. I'm 11 years old. I've got a cat called Flora. I live in Rome. Rome is the busiest and most famous city in the world!

Friday

Today was a very exciting day because I visited the Colosseum for the first time! The Colosseum is a very big theatre in the centre of Rome. My father says that 50,000 people can be inside the Colosseum! When we arrived, I listened to all the people talking and shouting. It was so noisy! We watched a show. The people acted a chariot race between the Romans and the Britons. The Britons painted their faces blue. The Romans were the winners, of course! It was great! I can't wait to go back again!

2 Read and write True or False.

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

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

3 Correct the false sentences in Activity 2.

- Pupils complete the activity individually. They compare answers with a partner.
- Have pupils raise their hands to offer answers.

Answer key 3 The Colosseum was very noisy.; 5 The Romans were the winners of the race.

Finishing the lesson

-  Using the Thought-provoking questions technique, ask *Do you write a diary? Do you think it is a good idea? Should you read someone's diary? Why? Why not?*

Skills

Objectives

- Lesson aims:** to understand a listening task; to talk about a visit to a museum or historical site; to read a diary; to write a diary entry about a visit to a new place
- Target language:** revision of vocabulary and grammar

Materials

- sheets of A4 paper, enough for each group
- coloured pencils
- poster paper, enough for each group
- Resource 56

Global Scale of English (GSE)

- Reading:** Can understand a simple text about a past event (GSE 35).
- Listening:** Can extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- Speaking:** Can talk about past events or experiences, using simple language (GSE 41).
- Writing:** Can write about past activities using simple language, given a model (GSE 40).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Thumbs up/down technique
- Peer learning: pairwork; Two stars and a wish technique; groupwork
- Independent learning: Learning diary

Starting the lesson

- Ask pupils what places the people in the unit visited. Pupils can look back through the Pupil's Book. Have pupils say the names of museums or historical sites they visited. Write these on the board and tell pupils they will talk more about these in the lesson.

Presentation

- Explain that in this lesson pupils will listen to two children talk about places they visited, talk about a museum or historical place they visited, read a diary entry and then write one of their own.

Practice

Pupil's Book

Listening

1 7.17 Listen and choose.

- Refer pupils to page 37 and tell them to read the sentences carefully before they listen so they know what to listen for.
- Play the audio.



Girl: I was in Dana Village last summer. I visited the Dana Biosphere Reserve. It's the biggest nature reserve in Jordan. I saw a Nubian ibex standing on a mountain top. They're very rare. I hiked to the hills above Dana Village at sunset. The view was beautiful!

Boy: I was in Aqaba for my holidays. I lived there when I was younger, but now I live in Amman. I jumped in the Red Sea and saw a turtle. Wadi Rum is near Aqaba. I visited Wadi Rum at night and looked at the stars. I loved my holiday there!

Diversity

Challenge

- Ask more comprehension questions: *What time of year did Lama visit Dana Village? (in summer), What animal did she see in the nature reserve? (a Nubian ibex), Where did Jaber used to live? (Aqaba) What did he see in the Red Sea? (a turtle), Did he visit Wadi Rum in the day or at night? (at night).*

Support

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

Speaking

2 Talk about a visit to a museum or a historical site. What was it like?

- Pupils work in pairs.
- Remind pupils to look at the board for some ideas. If pupils can't remember a visit, tell them to talk about a place that the Discovery Team visited.
- Ask different pupils to tell the class about their visit.

Extra activity TPR

- Using the Thumbs up/down technique, check understanding. Pupils respond to your questions *Did you think of a place? Do you know what you are going to say? Do you say what it was like? Do you know what the words in the box mean?*

Writing

3 Read the diary. Which country did Mazen visit with his family?

- Give pupils a minute to read the diary and find the answer.
- Check comprehension with questions. Ask *Where are Mazen and his family going? (Georgia), When did he get there? (Tuesday), Did he see any animals? (no), Did he visit a beautiful waterfall? (yes).*

4 Write a diary about a visit to a new place.

- Read the Writing tip to pupils. Ask pupils to find and count the adjectives (*beautiful, biggest*). Work with pupils to come up with more interesting adjectives. Explain to pupils that they can use a thesaurus to research interesting adjectives.
- Read the plan to pupils. Pupils turn to their Activity Books.

Activity Book

1 Read and complete.

- Pupils complete the activity individually.
- Answer key** 2 exciting, 3 interesting, 4 dangerous

2 Write a diary about a visit to a new place.

- Plan: Give pupils one minute to complete their notes. Monitor and help with ideas.
- Write: Pupils work individually to complete the diary entry.
- Check your work: Pupils evaluate their own work.
- Using the Two stars and a wish technique, pupils read and check each other's work.

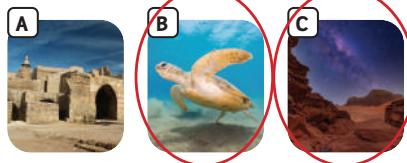
Listening

1 Listen and choose.

1 What did Lama visit?



2 What did Jaber visit?



Speaking

2 Talk about a visit to a museum or a historical site. What was it like?

visited watched listened
played exciting interesting
boring dangerous

Tell me about your visit.



I visited the Jordan Museum. I watched a film about people in Jordan in the past. It was very interesting.



Writing

3 Read the diary. Which country did Mazen visit with his family?

Tbilisi

My diary

Monday

My name is Mazen Alshawish. I'm 9 years old. I live in Amman, Jordan. Tomorrow is my family's trip to Georgia!

Tuesday

Today we arrived in Georgia! In the morning we visited a beautiful waterfall in the National Botanical Gardens. We didn't see any animals. Then we visited the biggest fairground in Georgia. It's at the top of a mountain!

tip Writing

Use adjectives to show how you feel and to make your writing more interesting! How many adjectives can you find in Mazen's diary?

4 Write a diary about a visit to a new place.

1 Plan

- What day is it?
- What's your name, how old are you and where do you live?
- When did you arrive?
- What did you visit?
- What was it like?

2 Write

My name is ... I'm ... I live in ...
Today we ...
In the morning we visited ...
Then we ...
It was ...

3 Check your work

- Used at least three adjectives?

» Activity Book, page 29

thirty-seven

37

Extra activity Collaborative work

- Pupils work in groups and read each other's work. They then ask and answer extra questions about the visit.

Extra activity Fast finishers

- Pupils draw a picture to go with the text they have written.

Extra activity Creativity

- Pupils work in groups to design, draw and label a museum. Hand out paper and coloured pencils to each group. They can choose any type of museum. They present their work to the class.

Finishing the lesson

- Pupils write down what they achieved in their Learning diary: *Today I listened to ... I talked about ... and I wrote ...*

Extra activity Critical thinking

- Have pupils work together in small groups to design a quick way to find out the most/least popular museums visited, e.g. a hand count or survey. Pupils create a bar chart, a pie chart or any other graphic representation of the results. Allow pupils to visit the websites of the museums, or display photographs from the museums for pupils to remind pupils what they can see in each place. Remind pupils to use the language and vocabulary they have learnt in Unit 7 as they discuss the museums they have visited.

Mapping

Topics

Theme 1: Society

Theme 2: Culture

Scope and Sequence Matrix

Listening: understanding and responding to questions in presented oral material; using textbook illustrations and pictionaries to understand unfamiliar words

Speaking: using the simple past to answer simple questions and partake in dialogues

Reading: using pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; reading texts (up to half a page); reading and understanding short illustrated stories, provided that the images help him/her to guess a lot of the content

Writing: independently writing short functional texts (messages, emails, lists, reminders); adhering to spelling conventions by conducting frequently Spelling Bees

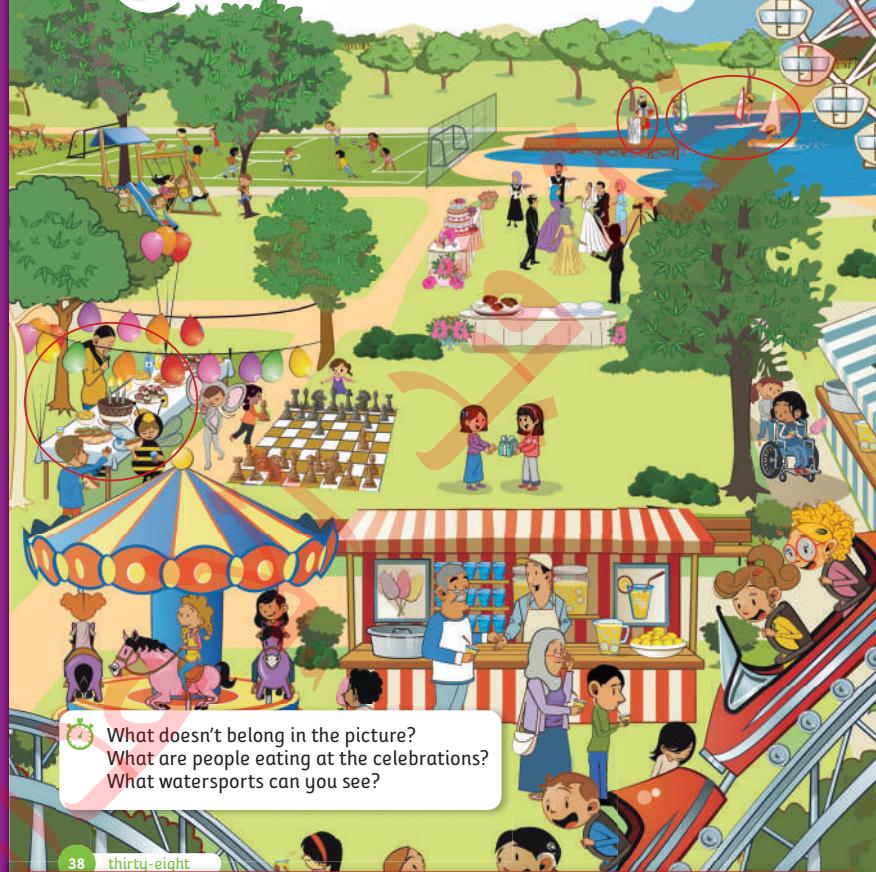
Viewing and presenting: realising that visual information reflects and contributes to the understanding of the context

8

Let's celebrate!

Celebrations: big wheel, bride, candle, costume, family gathering, funfair, games, groom, invitation, present, rollercoaster, wedding
Ordinal numbers: first–thirty-first

1 How many celebration words do you know?



38 thirty-eight



What doesn't belong in the picture? **the Roman soldier**
What are the people eating at the celebrations? **cake, cupcakes, crisps, sandwiches**
What watersports can you see? **windsurfing and sailing**

Learning Outcomes and Performance Indicators

Listening: follow instructions in activities and games; respond to questions before, during and after listening; locate needed information while listening; use textbook illustrations, and pictionaries to understand new words when listening

Speaking: identify main ideas and specific details in descriptions of people, places, and past events

Reading: use pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text; identify the topic and main idea(s) of simple reading materials; identify and discuss new ideas and vocabulary items in a text; identify the gist of the whole text regardless of any difficult words; use the simple past to answer questions and/or produce statements in Pupil dialogues; express opinions on characters, events, and information in a reading text [TB support]; retell short pictorial stories

Writing: write correct sentences

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

Unit objectives

Talk about celebrations

Language

Vocabulary	Celebrations big wheel, bride, candle, costume, family gathering, funfair, groom, invitation, present, games, rollercoaster, wedding Ordinal numbers (for dates) first-thirty-first
Grammar	Past simple irregular verbs Affirmative and negative short answers Wh- questions
Functions	Explaining that you lost something <i>What's the matter? I can't find my ...</i> <i>When did you last see it? I had it when ... You need to (turn it on).</i>
Pronunciation	/aʊ/

Key competences

Linguistic competence: use language as an instrument for communication (Lessons 1–10); find out how other languages figure in English (L. 10)

Mathematical, science and technological competences: order sentences or events (L. 2, 8 and 10)

Digital competence: use eText Basic (L. 1–10); use a child-friendly search engine (L. 2)

Social and civic competences: learn to be creative (L. 2, 8 and 10); discuss the value of talking to older family and other community members (L. 2)

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

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 3, 7 and 10)

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

21st Century Skills for Learning and Innovation

Critical thinking	Sorting words (L. 1); Predicting (L. 9); Problem solving (L. 2); Logical thinking (L. 1, 2 and 7); Defining and describing (L. 1, 2, 5 and 7); Finding information (L. 1, 2, 3, 8, 9 and 10); Planning (L. 10); Reflecting on learning (L. 1–10)
Creativity	Designing a ring (L. 2)
Communication	Describing celebrations (L. 1); Talking about what you have done (L. 3); Describing a special day (L. 3); Talking about regional celebrations (L. 7); Talking about birthdays (L. 5); Explaining that you lost something (L. 8); Functional dialogue (L. 8); Challenge game (L. 10)
Collaboration	Project groupwork (L. 7); Act out a story (L. 2 and 10); Create language tasks for other Pupils (L. 3); Create a new story or dialogue (L. 2, 8 and 10)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 47; Activity Book p. 37
- Unit 8 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, English in Action, CLIL
- Unit 8 Test

Vocabulary

Objectives

- Lesson aims:** to learn and use celebration words
- Target language:** *funfair, big wheel, rollercoaster, present, wedding, bride, groom, invitation, family gathering, games, costume, candle*

Materials

- slips of paper, enough for each group
- stopwatch
- Resource 37A

Global Scale of English (GSE)

- Speaking:** Can give simple reasons to explain preferences, given a model (GSE 35).

Assessment for Learning

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

Starting the lesson

- Write *Let's celebrate!* on the board. Explain the meaning if necessary. Ask *What do you celebrate?*

Presentation

- Explain that in this lesson pupils will learn to talk about weddings, family gatherings and funfairs.

Practice

Pupil's Book

1 How many celebration words do you know?

- Refer pupils to page 38. Have them describe the picture in pairs, telling each other where the people in the picture are and what they are doing, and naming any objects, clothes and food that they know.
- Place pupils in the same pairs. With the stopwatch, explain that they have one minute to answer the questions together.
- Check answers as a class.

2 8.1 Listen, point and repeat.

- Play the audio.
- Tell pupils to look at the pictures and ask *Where can you find a bride and a groom, at a wedding or at a funfair? (wedding)*, *What outdoor games do you play/know? What celebrations or events do you and your family get invitations for? What was your favourite costume when you were younger? And now? When do you and your family go to a family gathering? Do you have a cake with candles on it? Where can you go on a big wheel or a rollercoaster? (a funfair)*, *How do they make you feel?*
- Have pupils say a celebration word to their partners and their partner points to the correct picture. Then they swap.



Extra activity Critical thinking

- In groups, pupils write each word from Activity 2 on slips of paper and sort the words into categories.

3 Look for the words from Activity 2 in the picture on page 38. Write the missing word.

- Give pupils one minute to find the celebration words. Ask for feedback using the Lollipop stick technique.

4 8.2 Listen to the sounds and point to the pictures in Activity 2.

- Explain to pupils that they will hear only sounds.
- Play the audio. Stop after each noise. (1 *family gathering*, picture 9; 2 *rollercoaster*, picture 3 / *funfair*, picture 1; 3 *games*, picture 10)



5 Ask and answer. Sort the words: wedding, gathering or funfair?

- Place pupils in pairs to test each other.

Diversity

Challenge

- In pairs, pupils draw and label a picture that contains all the words. Explain that this can help them learn new words. Pupils can describe their pictures to the class.

Support

- Reuse the words on the slips in the Critical thinking activity. Pupils can use these slips again to help them before speaking.

6 In pairs, ask and answer.

- Ask pupils to tell the class one thing about their partner.

Activity Book

1 Look at Pupil's Book page 38 and write sentences about the picture.

- Pupils have one minute to complete the activity. Then they check their answers with their partners.

Answer key Suggested answers: 2 There's a lake near/behind the big wheel.; 3 There are two girls playing a big game of chess.; 4 There's a rollercoaster at the funfair.

2 Find, circle and write the words.

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

Answer key invitation, groom, roller coaster, big wheel, funfair, present, games, family gathering



3 8.3 Listen and complete.

- Play the audio.
- Ask for feedback using the Lollipop stick technique.
- Pupils work in groups on the *I'm learning* box in their Activity Books with images found from the internet.

2  Listen, point and repeat.

funfair



big wheel



rollercoaster



present



wedding



bride



groom



invitation



family gathering



games



costume



candle

3  Look for the words from Activity 2 in the picture on page 38. Write the missing word. invitation4  Listen to the sounds and point to the pictures in Activity 2.5  Ask and answer. Sort the words: wedding, gathering or funfair?

Invitation?



Gathering or wedding.

wedding: 4–9;
gathering 4,
8–12;
funfair 1–36  In pairs, ask and answer.

My favourite funfair ride is the ...

1 What's your favourite funfair ride?

2 What's your favourite thing to do at a family gathering?

3 Were you at a wedding last year?

thirty-nine

39

1

Girl 1: Hi, Amani! Look!
Girl 2: What have you got there, Halima?
Girl 1: It's an invitation.

2

Girl 2: Oh, it looks very nice. What is it for?
Girl 1: It's a family gathering for Eman's birthday. She's my cousin.
Girl 2: And how old is she?
Girl 1: She's ten next Sunday.

3

Girl 2: What kind of celebration is it?
Girl 1: It's fancy-dress. We can wear a costume!
Girl 2: And what are you wearing?
Girl 1: I'm wearing my new butterfly dress!
Girl 2: Wow!

4

Girl 1: The invitation says we can play a lot of games.
Girl 2: Wonderful! You like games.
Girl 1: Yes, I'm so excited.
5
Girl 1: But do you know the best of all, Amani?
Girl 2: Tell me ...
Girl 1: That we can go to the funfair in town!
Girl 2: It sounds great!

Answer key 2 gathering, 3 costume, 4 a lot of games, 5 funfair

Finishing the lesson

-  Pupils close their books and work in pairs. Give them one minute to write down the celebration words.
-  Using the Summative questions technique, ask *How many words did you remember? How are you going to remember them?*

Story

wedding: wedding dress, wedding ring, jewellery box, bride, groom
funfair: big wheel, rollercoaster



- 1 Before you read **How many wedding words can you find? How many funfair words?**

- 2 ⁸⁴ Listen and read.



1 **The lost ring**

Were there funfairs when you were small, Granny?

Yes, there were! I love funfairs!

Bo, what are you doing?

I'm finding metal things with my metal detector!

That's great, but can you find things quietly?

5 At Granny and Grandad's house ...

Wow! What a beautiful dress!

Look, there's a wedding! Where did you get married?



We didn't get married here. We got married in Aqaba on the 31st of July.



Granny, have you still got your wedding dress?

Yes, I have! Do you want to come and see it?



I wore this dress at our wedding! Your grandad gave me a beautiful gold wedding ring. We ate delicious food. The next day we went to Petra for two weeks.

40 forty



3 Which is Granny's wedding ring? Go to page 55 to find out.

4 After you read Circle the correct word. Then order the sentences to retell the story.

- a They find the jewellery in the box / bag / bowl. 6
- b Bo is looking for stone / metal / clay things. 3
- c The children are in the park at a wedding / funfair / show. 1
- d Grandad tells the children about the lost wedding necklace / shield / ring. 5
- e Granny and Grandad got married in Amman / Aqaba / Petra. 2
- f Granny takes out her wedding shoes / dress / hat. 4

5 Act out the story.

6 Viewing and presenting In pairs or small groups, design your own ring. Then have a class vote and choose:

- the most beautiful
- the most original
- the funniest design

Values

Listen to older people

Story

Objectives

- Lesson aims:** to listen, read and act out a story about a wedding celebration
- Target language:** revision of celebrations vocabulary; Ordinal numbers (for dates) 1st–31st

Materials

- a ball
- sheets of A4 paper, enough for each group
- coloured pencils
- Resource 65

Global Scale of English (GSE)

- Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53). Can understand the correct sequence of events in a simple story or dialogue (GSE 35).
- Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

Assessment for Learning

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

Starting the lesson

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

Presentation

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

Practice

Pupil's Book

- Before you read** How many wedding words can you find? How many funfair words?
 - Refer pupils to pages 40 and 41.
- 8.4 Listen and read.**
 - Play the audio.
 - Check comprehension with questions, e.g. *What does Bo's metal detector do? (find things made of metal, e.g. iron, silver or gold), When and where did Granny and Grandad get married? (Aqaba, 31st July), What did Granny wear? (a beautiful wedding dress and a ring), How was the wedding? What did Granny and Grandad do? (ate delicious food), Where did Granny and Grandad go after their wedding? (Petra), What is Grandad looking for in picture 7? (the jewellery box/Granny's ring), Where do Granny and Grandad think the jewellery box is? (lost in Petra), Where was the jewellery box? (in the clothes cover picture 9).*



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.

- Which is Granny's wedding ring? Go to page 55 to find out.

- Pupils discuss in pairs.
- Using the Thumbs up/down technique, ask *Did you find the answer?* Ask pupils to point to the correct picture on page 55. (*the plain gold ring*)

- After you read Circle the correct word. Then order the sentences 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 draw and write one more picture frame to add anywhere in the story that makes sense.

Extra activity Digital literacy

- Pupils work in small groups to research what a metal detector can/can't do, how much they cost, where they can be used, and where they can't. Pupils use a child-friendly search engine (e.g. Swiggle, Kiddle, Kids Search, Boolify) and compare their findings with other groups. Ask groups to write one or two facts on the board. Pupils can say why they would like to try some metal detecting, where they would choose to go, and what they would like to find.

- Act out the story.

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

Extra activity Collaborative work

- Pupils work in the same groups, taking the same roles as before. They should write out the parts of the dialogue they will say. Working together, ask pupils to change two or three facts in the story, and change the dialogue and actions. Ask pupils to act out the new story. Ask the class to notice and say what is different at the end. Have a class vote on categories pupils decide, e.g. the most changed, the most unusual, the most interesting, etc.

- Viewing and presenting In pairs or small groups, design your own ring. Then have a class vote and choose:

- Divide pupils into pairs or small groups. Hand out A4 paper and coloured pencils to each.
- Ask pupils to discuss and design the ring for a special celebration or for every day.
- Ask pupils to look at the categories for the class vote. Pupils present their ideas.
- Have a class vote. Encourage pupils to give reasons for their choices.

How to work with stories

Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise all ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story.

Stage 2 – Listening to the story

At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understand 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.

Activity Book

1 After you read Look, read and match.

Then circle. Who says what?

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

Answer key a 2 Granny, b 3 Hamed, d 4 Grandad

2 Tick (✓) the things that are lost in the story.

- Pupils complete the activity individually then check in pairs.

Answer key wedding ring, jewellery box

3 Correct the mistakes.

- Pupils complete the activity individually.

Answer key 2 Aqaba, 3 dress, 4 Petra, 5 jewellery box

4 Values What do you think? Read and choose.

- Pupils choose and then compare answers with a partner.
- Ask pupils to think about why it is a good idea to hear stories from older members of our society.

Answer key his older family members' youth

Extra activity Communication

- Pupils write some questions they can ask older family members and friends of the family.

CLIL Link

In Unit 8, the story is based around the characteristics of gold from the Science curriculum.

The Discovery Team are with Hamed's grandparents, who tell them about their wedding in Aqaba and their trip to Petra where they lost the jewellery box with Granny's wedding ring in it. But Bo finds the box inside the bag that keeps Granny's old wedding dress by using a metal detector.

To explore the characteristics of gold further, you can use Resource 65.

Finishing the lesson

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

Grammar

Objectives

- Lesson aims:** to talk about celebrations with the Past simple + irregular verbs
- Target language:** *I wore this dress at our wedding. We didn't see the ring again.*

Materials

- a ball
- slips of scrap paper, enough for each pair
- sheets of A4 paper, enough for each group
- Resource 41A

Global Scale of English (GSE)

- Speaking:** 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; Lollipop stick technique
- Peer learning: pairwork; groupwork; Three facts and a fib technique
- Independent learning: Summative questions technique

Starting the lesson

- Write *wedding ring, jewellery box, Granny, Grandad, metal detector* on the board. Ask pupils to work in pairs and say what they remember about these things from the story.

Presentation

- Explain that in this lesson pupils will learn to use the Past simple with irregular verbs.

Practice

Pupil's Book

- Look back!** Tick (✓) the sentence in this picture.
 - Refer pupils to pages 40 and 41.
- 8.5 Listen and repeat.**
 - Write the two sentences from the grammar box on the board. Ask *Who do you think said this?* about each (*Granny* or *Grandad*).
 - Play the audio. Ask pupils to look at the grammar box.
 - Tell pupils that the verbs in this unit are irregular. Remind them that regular verbs use *-ed* for the Past simple. Ask *How do we make the negative?* (*did + not = didn't*).
 - Focus pupils' attention on the irregular verbs box and say the past participles for pupils to repeat.



Diversity

Challenge

- Pupils write two positive and two negative Past simple sentences about yesterday using the irregular verbs. Ask pupils to include Three facts and a fib to read aloud to the class.

Support

- In pairs or small groups, pupils write out the irregular verbs in the box on one side and the past participles on the other. Pupils point to a verb while their partner(s) say(s) the Past simple form.

3 Circle the correct word.

- Ask pupils to describe what they can see in the picture.
- Check answers using the Basketball technique.

4 Write the correct sentences.

- Pupils discuss the sentences in pairs, then work individually to write correct sentences.

Extra activity Collaborative work

- Pupils write sentences like the ones in Activity 4 with incorrect information and draw quick sketches in their notebooks. Place two pairs together. Pupils show each other their notebooks and correct the sentences.

5 Tell your partner about a special day from your imagination. Choose five activities.

- Ask two pupils to volunteer to come to the board as sketch artists. Close books.
- Read the example in the speech bubble slowly, pausing at the end of each sentence.
- Have the pupils draw what they understand as you speak. The class corrects misunderstandings.
- Ask pupils to open their books and read the example in Activity 5 to check.
- Have pupils work in pairs taking turns to tell each other their special day.
- Extension** Pupils can draw their partner's day as they listen. Their partner corrects any mistakes using the target language, e.g. *I didn't eat fruit pizza! I ate four pizzas!*

Finishing the lesson

- Using the Summative questions technique, ask *What was easy/difficult about this lesson? What helped/didn't help you to learn today?*

Lesson 4 Activity Book

Objectives

- Lesson aims:** to talk about celebrations with the Past simple + irregular verbs
- Target language:** *I drank milk. I didn't eat chocolate.*

Materials

- Activity Book page 32
- sheets of A4 paper, enough for each pupil

Global Scale of English (GSE)

- Listening:** Can identify activity occurring in the past in short, simple dialogues (GSE 36).
- Reading:** Can understand a simple text about a past event (GSE 38).
- Writing:** Can write about past activities using simple language, given a model (GSE 40).

Assessment for Learning

- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique

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

- 1 We got married in Aqaba.
- 2 The next day we went to Petra for two weeks.
- 3 In Petra we lost the jewellery box.

2  **8.5 Listen and repeat.**

I **wore** this dress at our wedding.
We **didn't see** the ring again.



have → **had** do → **did** eat → **ate**
drink → **drank** go → **went** get → **got**
give → **gave** see → **saw**

► **More verbs on page 57.**

3 **Circle the correct word.**

I **went** / **made** to a family gathering at the weekend.
It was my cousin Rakan's birthday.
My other cousin Muneeb **didn't go** / **didn't find**
because he was on holiday. We **wore** / **ate** some
knafeh and we **drank** / **ate** lemonade. Rakan **got** /
lost some presents. We **went** / **had** so much fun!

4 **Write the correct sentences.**

- 1 My brother ran to the shops this morning.

My brother ran to school this morning.



- 2 I saw a wedding in the square.

I saw a funfair in the square.



- 3 Mum and Dad got married in Amman.

Mum and Dad got married in Petra.



- 4 My teacher lost her wedding necklace.

My teacher lost her wedding ring.

5  **Tell your partner about a special day from your imagination. Choose five activities.**

I went to an island in the middle of the sea! I went fishing with a firefighter and I saw three dolphins. I ate blue noodles and drank purple lemonade!

42 forty-two

Starting the lesson

- Give pupils a sheet of A4 paper each. Have pupils write ten irregular verbs and the Past simple form they have learnt so far. Refer pupils to Pupil's Book p.57 if necessary.

**Practice**1  **8.6 Listen and tick (✓).**

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

- 1 Yesterday it was very sunny and hot, so we went to the park. We played a lot of different games and we ran a lot! We were very thirsty! We drank a lot of water. We didn't drink lemonade because you get thirstier!
- 2 Yesterday it was Jobs Day at school and we dressed up. At first I wanted to wear a doctor costume but Rashed wanted to be a doctor, too. So I wore a pair of black trousers, a white shirt and I had a tray. A perfect waiter costume!

3 Last month my family and I went to an exciting celebration, but it wasn't for anyone's birthday. The bride wore a beautiful dress and the groom wore a smart suit. The wedding cake was delicious! We had fun!

4 We went to the funfair last Saturday. There were many people. There was a big wheel and a rollercoaster. We ate popcorn and drank lemonade. We didn't eat any ice cream because it was cold!

Answer key 2 b, 3 b, 4 a

2 **Look at Activity 1 and complete the sentences. Use the Past simple.**

- Pupils complete the activity individually.

Answer key 2 didn't wear, wore; 3 didn't go, went; 4 ate, didn't eat

3  **Write three things you did and three things you didn't do yesterday. Compare in pairs.**

- Check pupils understand how to complete the activity.

Finishing the lesson

-  Use the Thought-provoking questions technique to ask pupils about their learning so far.

Vocabulary and Grammar

Objectives

- Lesson aims:** to learn and use ordinal numbers for dates; to learn and use irregular Past simple questions and short answers; to learn and sing a song
- Target language:** *first - thirty-first, What did you eat at your birthday gathering? I ate cake. Did she get any presents? Yes, she did. / No, she didn't.*

Materials

- a ball
- a calendar
- True/False response cards
- Resources 37B, 41B, 45 and 49

Global Scale of English (GSE)

- Listening:** Can recognise ordinal numbers up to 50, if spoken slowly and clearly (GSE 25). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- Speaking:** Can use ordinal numbers up to 50 (GSE 27). Can say when their birthday is (day, month) (GSE 23). Can sing a basic song from memory (GSE 22).
- Reading:** Can recognise ordinal numbers up to 50 written as words (GSE 29).

Assessment for Learning

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

Starting the lesson

- Using the Basketball technique, have pupils say something they remember that helped/didn't help them to learn in the last lesson.

Presentation

- Explain that in this lesson pupils will learn how to make questions and short answers with Past simple irregular verbs and they will learn to talk about dates in English.

Practice

Pupil's Book

1 8.7 Listen, point and repeat.

- Play the audio. Pupils point and repeat individually.
- Practise the language together. Display a calendar of the current month.
- Ask a volunteer to say today's date with an ordinal number. *It's the ...* Ask pupils to choose other volunteers. The class use the True/False response cards technique as you say, e.g. *Today is the ... Yesterday was the ... Tomorrow is the ... Last Saturday was the ... Next Friday is the ... Two weeks ago today was the ... This day next week is the ... This (name a day, e.g. Thursday) is the ...*



2 8.8 Listen and write down the numbers you hear.

- Play the audio.
- Place pupils in pairs to check that their dates are the same.
- Pupils tell you their answers as ordinal numbers.



Woman: seventeenth, eighth, twenty-fifth, third, thirty-first, eleventh

3 8.9 & 8.10 Listen and sing. Say your birthday!

- Ask pupils to look at the picture and raise their hands to say who they can see (*a boy with a balloon and a broken leg*).
- Play the song and ask pupils to join in.
-  8.10 Play the karaoke version of the song again and encourage pupils to sing.



4 8.11 Listen and repeat.

- Display or write the questions and answers on the board. Point out or underline the red words.
- Point to each example and ask pupils to look and raise their hands to say what they see (*question with what, long answer, question with did and short yes/no answers*).



5 In pairs, ask and answer about birthdays.

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

Diversity

Challenge

- Pupils repeat the activity with the birthdays of their family members. They can also think of their own dates.

Support

- Pupils repeat the pronunciation with you and ask you the questions first, before they complete the activity in pairs.

6 Pupil A: Activity Book, page 44.

Pupil B: Activity Book, page 46.

- Assign A and B to pairs. Ask pupils to turn to the correct pages to complete the activity.

Finishing the lesson

- Using the Summative questions technique, ask *Do you like the song? Can you remember it without looking at the book?*

-  8.10 Play the karaoke version of the song again and encourage pupils to sing.

Lesson 6 Activity Book

Objectives

- Lesson aims:** to learn and use ordinal numbers for dates; to learn and use irregular Past simple questions and short answers
- Target language:** *first to thirty-first, Did the bride wear a black dress? No, she didn't. Did she get some presents? Yes, she did. / No, she didn't.*

Materials

- Activity Book page 33

1  Listen, point and repeat.

May

1 st first	2 nd second	3 rd third	4 th fourth	5 th fifth	6 th sixth	7 th seventh
8 th eighth	9 th ninth	10 th tenth	11 th eleventh	12 th twelfth	13 th thirteenth	14 th fourteenth
15 th fifteenth	16 th sixteenth	17 th seventeenth	18 th eighteenth	19 th nineteenth	20 th twentieth	21 st twenty-first
22 nd twenty-second	23 rd twenty-third	24 th twenty-fourth	25 th twenty-fifth	26 th twenty-sixth	27 th twenty-seventh	28 th twenty-eighth
29 th twenty-ninth	30 th thirtieth	31 st thirty-first				

25th May = the 25th of May2  Listen and write down the numbers you hear.

seventeenth eighth twenty-fifth third thirty-first eleventh

3   Listen and sing. Say your birthday!

When's your birthday? I know it's soon!
It was yesterday, the 2nd of June!
Did you have a family gathering?
Yes, I did! Yes, I did!
Did you eat some cake?
Yes, I did! Yes, I did!

Did you get some presents?
Yes, I did! Yes, I did!
Did you play some games?
No, I didn't! No, I didn't!
Why not?
Because I had a broken leg!

4  Listen and repeat.

What did you eat at the wedding? I ate mansaf.

Did she wear a costume?
Yes, she did. / No, she didn't.5  In pairs, ask and answer about birthdays.

When's your birthday? It's on ...

What did you do on your last birthday?
I played games.6  Pupil A: Activity Book, page 44.

Pupil B: Activity Book, page 46.

forty-three

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Global Scale of English (GSE)

- Listening:** Can recognise ordinal numbers up to 50, if spoken slowly and clearly (GSE 25).
- Speaking:** Can use ordinal numbers up to 50 (GSE 27). Can say when their birthday is (day, month) (GSE 23).
- Reading:** Can recognise ordinal numbers up to 50 written as words (GSE 29).

Boy 1: Hi. I'm Hamzah. I'm excited because it's the 30th of September today and tomorrow is a special day. It's the 1st of October, my birthday.
Girl 1: Hi, my name's Hanan. I'm planning my birthday party. It's in 6 days, on the 19th of March!
Girl 2: Hi, I'm Maha. I'm two years and two days younger than my sister. She was born on the 28th of July and my birthday is on the 30th of July.
Boy 2: Hi. My name's Faisel. My birthday's in the first month of the year. It's on the 6th of January.

Answer key Hanan 19th March, Maha 30th July, Faisal 6th January2  Look and read. When is their birthday? Write the dates in words.

- Pupils work individually and check in pairs.
-  Check feedback using the Basketball technique.

Answer key 2 seventeenth, 3 thirteenth, 4 twenty-first, 5 second

3 Complete the questions and answers.

- Pupils work individually and check in pairs.
-  Ask different pairs to read out one question and answer each.

Answer key 2 give, did; 3 see, saw; 4 eat, Yes; 5 drink, drank

Finishing the lesson

-  Use the Summative questions technique to ask pupils what they think about what they learnt today.

Starting the lesson

-  Ask a volunteer to say today's date with an ordinal number. It's the ... Ask pupils to choose other volunteers. The class use the True/False response cards technique as you say, e.g. Today is the ... Yesterday was the ... Tomorrow is the ... Last Saturday was the ... Next Friday is the ... Two weeks ago today was the ... This day next week is the ... This (name a day, e.g. Thursday) is the ...

Practice

1  8.12 Listen and match. When were they born?

- Play the audio. Point out the example answer.
- Pupils work individually.
- Place pupils in pairs to check.
-  Check answers using the Lollipop stick technique.

Culture

Objectives

- Lesson aims:** to learn about celebrations in Jordan and China; to make a festival leaflet
- Target language:** revision of vocabulary and grammar

Materials

- sheets of A4 paper, enough for each group
- coloured pencils

Global Scale of English (GSE)

- Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 21). Can recognise simple words and phrases related to familiar topics, if supported by pictures (GSE 23). Can extract factual details from a simple text (GSE 40).
- Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- Speaking:** Can talk about something they like or dislike and give reasons, if guided by questions (GSE 39).
- Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can write a simple text (e.g. an invitation to a party) containing key information, given a model (GSE 36).

Assessment for Learning

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

Starting the lesson

- Draw a lantern and a Jordanian flag on the board. Elicit pupils' ideas about which countries and celebrations they will read about.

Presentation

- ⌚ Explain that in this lesson pupils will talk about traditional celebrations in Jordan and China.

Culture notes

- Independence Day in Jordan is also known as Eid al-Istiklaal. The 25th of May 1946 is one of the most important days in the history of Jordan. It marks the date of Jordan's independence from British rule. The 25th May is a public holiday in Jordan.
- Eid al-Fitr is celebrated by Muslims around the world. It marks the end of the month of fasting of Ramadan. Eid al-Fitr is sometimes given the nickname 'Sweet Eid' because of the food that is eaten after the salat. Eid al-Fitr itself lasts for one day, but in Jordan, people are on holiday for three days.
- Chinese New Year is in February or March. The Lantern Festival or Yuan Xiao Festival happens at the end of the celebrations of the Chinese New Year.

Practice

Pupil's Book

1 Before you read What's the most important festival in Jordan?

- Ask pupils to look at the pictures on page 44. Say *These are three festivals*. Ask *What's the most important festival in Jordan?*
- 🗣 Pupils discuss the answer in pairs. Then they share their ideas with the class.

2 8.13 Listen and read.

- Play the audio for pupils to listen and follow in their Pupil's Books. Play the audio again, pausing it after each text. Ask different pupils to read the text aloud.
- Check comprehension with questions, e.g. *What date is Independence Day in Jordan? (25th May) How do people usually celebrate Independence Day in Jordan? (by decorating their homes, having family gathering, eating special food, watching firework displays) When is Eid al-Fitr celebrated? (at the end of Ramadan) What do people eat at family gathering for Eid al-Fitr? (kaak and maamoul) Where is the Lantern Festival? (in China) What do people write on the lanterns? (messages)*
- 🗣 Pupils work in pairs and say three things they have learnt, e.g. *The Lantern Festival is in February in China.*
- Ask a volunteer to read the Fun fact. Ask pupils if they think Jordanian festivals are celebrated outside of Jordan. (*Yes, in small Jordanian communities across the world.*)



Extra activity Critical thinking

- Discuss why countries celebrate with festivals.

3 After you read Activity Book, page 34.

- Pupils turn to page 34 in their Activity Books.

4 In pairs, ask and answer.

- 🗣 Ask two volunteers to read the speech bubbles. Check pupils know what to do using the Traffic light cards technique.
- 🗣 Place pupils in pairs. They can read the texts again before answering the question.
- Have pairs share their ideas with the class.

Diversity

Support

- Have pupils write down any words they haven't understood from the texts. Encourage them to ask the meaning. Explain the meaning for pupils to write it down.

Challenge

- Ask pupils to say key words from the texts connected to the topic of festivals and celebrations. Go around the class and have pupils say one sentence about a festival in their country.

Project

Viewing and presenting Make a festival leaflet. Share.



- 🗣 Divide pupils into groups of four. Give each group a piece of A4 paper and some coloured pencils.
- Explain that pupils must design a leaflet about a festival in their country. They should all contribute ideas to the leaflet.
- Display all the leaflets on the walls or make a book for pupils to see. Ask questions about the different festivals in the leaflets, e.g. *When is the festival? What is the festival about? What can you see / do at the festival?*



Let's celebrate!

Independence Day

Independence Day in Jordan is on the 25th of May. People decorate their homes with flags. They have family gatherings and eat special food, such as mansaf, the national dish of Jordan. There are beautiful firework displays and light shows. It's a big celebration!

Fun fact

Did you know that the Lantern Festival is also celebrated in Indonesia, Malaysia and Singapore?

fireworks

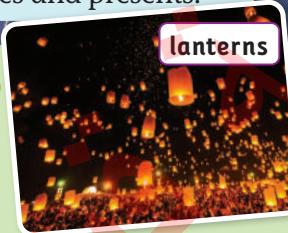


Eid al-Fitr

Eid al-Fitr is a celebration at the end of the holy month of Ramadan. People have a three day holiday. People have family gatherings and eat kaak and maamoul. They decorate their homes and hang lanterns. They go shopping and buy clothes and presents.

Lantern Festival

The Lantern Festival is in February in China. It's a special festival to celebrate the New Year.



lanterns

People write messages on paper lanterns. Then at night they light the lanterns and send them into the sky. There are thousands of lanterns and they're very beautiful.



Project

Viewing and presenting Make a festival leaflet. Share.

- 1 Before you read **What's the most important festival in Jordan?**

- 2 Listen and read.

- 3 After you read ➔ Activity Book, page 34.



- 4 In pairs, ask and answer.

Which festival do you want to go to?

I want to go to ... because ...

44 forty-four

- 1 In groups, choose a festival from your country.
- 2 Find or draw pictures of this festival. Share.
- 3 Write how you celebrate this festival.
- 4 Have a class display of your leaflets. Vote for the most popular festival.

The Madaba Mosaic Festival



The Madaba Mosaic Festival happens in October. You can see beautiful mosaics.

Activity Book

- 1 Match the words and dates to the festivals.

- Pupils complete the activity. Pupils check answers in pairs.

Answer key 1 Lantern Festival: g, i; 2 Independence Day: a, c, f; 3 Eid al-Fitr: b, e, h

- 2 After you read Read and write True or False.

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

Answer key 2 True, 3 False, 4 False, 5 False, 6 True

- 3 Correct the false sentences in Activity 2.

- Pupils correct the false answers with a partner.
 - Ask different pairs to read out their corrected False answers.
- Answer key** 3 In Jordan, the holiday for Eid al-Fitr lasts 3 days.; 4 People write messages on lanterns in China.; 5 People decorate their homes with flags for Independence Day in Jordan.

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 explain that you've lost something; to learn and practise /aʊ/
- Target language:** What's the matter? I can't find my ... When did you last see it? I had it when ...

Materials

- coloured pencils
- Resource 61

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 understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly (GSE 37).
- Speaking:** Can talk about past events or experiences, using simple language (GSE 41). Can act out a short dialogue or role play, given prompts (GSE 38). Can say simple tongue twisters and other types of playful language (GSE 27).

Assessment for Learning

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

Starting the lesson

- Hide a few possessions (e.g. a pair of glasses, a pen, etc.) around the class. Start the class by looking for them and acting concerned that you can't find them. Pupils can join in searching for the items.

Presentation

- Explain that in this lesson pupils will learn to explain that they've lost something.

Practice

Pupil's Book

- When did you last lose something? What did you lose?**
 - Refer pupils to page 45. Pupils discuss in pairs and then raise their hands to offer answers.
- 8.14 Listen and write. What can't Fawzi find?**
 - Play the audio. Pupils write their answer and then raise their hands to give feedback. Do not confirm answers yet.



8.15 Listen again, read and check.

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



Diversity

Challenge

- Ask pupils to work in pairs and write out and change elements of the dialogue in their notebooks to make it personal to them.

Support

- Pupils work in pairs to draw a cartoon to show the story of the lost bag at the funfair. Pupils can work as a class and one or two volunteers can draw it on the board.

4 In pairs, talk about a lost object.

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

Pronunciation

8.16 Listen and say the tongue twister.

- Ask pupils to say what they see in the picture. Elicit or teach *count*. Draw a clown on the board. Elicit or teach *clown*.
- Elicit the spellings and write *count* and *clown* on the board. Say the sounds and have pupils repeat. Ask pupils where the sound is in which word.
- Play the audio. Play it again, pausing after each line, and have pupils repeat. Play it a third time and have pupils say the tongue twister with the audio.
- In pairs, pupils say the tongue twister as fast as they can to their partner.



Extra activity TPR

- Place pupils in small groups. Have each Pupil take turns to hide a small personal possession (e.g. a pencil, an eraser) somewhere close, but cleverly positioned, on or around the area where they are sitting or standing. Pupils use the dialogue from Activity 3, but about the object they chose to hide.

Activity Book

1 Order the words to make sentences.

- Check answers using the Lollipop stick technique.

Answer key 2 Let's go there and look./Let's go and look there.; 3 You're welcome!; 4 When did you last see it?; 5 What's it like?

2 Complete the dialogue with the sentences in Activity 1.

- Extension** Pupils read the dialogue in pairs.

Answer key 5, 4, 2, 3

3 8.17 Colour the words with the /aʊ/ sound. Then listen and check.

- Play the audio.

Answer key /aʊ/ town, cloud, cow, loud, mouth, count



- 1 **When did you last lose something?
What did you lose?**

- 2 **8.14 Listen and write. What can't Fawzi find?
his bag**

- 3 **8.15 Listen again, read and check.**



What's the matter, Fawzi?

I can't find my bag!

What's it like?

It's blue with a picture
of a mouse on it.

OK. When did you last see it?

I don't know ... Oh, yes, I had it
when I went on the big wheel.

OK, let's go and look there.

There it is! Thanks for your help!

You're welcome!

- 4 **In pairs, talk about a lost object.**

hat football
water bottle invitation



What's the matter?
I can't find my book.
When did you last see it?
I had it when I went to school.
Let's go and look there.

Pronunciation

- 5 **8.16 Listen and say the tongue twister.**

There's a clown on my t-shirt, there's an owl on my hat,
There's a brown cow in the town. We didn't
expect that!

My dad shouts out loud, then counts to ten.
The cow moves away, and we drive south again.



forty-five

45

Extra activity Creativity

- Pupils write, draw, and communicate with the unit language by recycling words from the dialogue and chant, and those containing /aʊ/ from the lesson, i.e. *clown, owl, cow, brown, town, count, shout, loud, south*. Pupils work in small groups to produce a poster. They can choose, for example, a drawing, and label it, e.g. *a clown counting brown cows out loud in the town*.
- Alternatively, rework part of the functional language, to create short 2–4 line dialogues. Pupils can perform this with gestures, memorising the lines they create.

Finishing the lesson

- Using the Thought-provoking questions technique, ask *Have you ever lost anything? What did you do?* and elicit answers.
- Play *Hangman* with words from this lesson.

Skills

Objectives

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

Materials

- a ball
- Resource 53

Global Scale of English (GSE)

- Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can understand some details in short, simple dialogues on familiar every day topics, if supported by pictures (GSE 30). Can understand short, simple dialogues related to everyday situations, if guided by questions (GSE 34).

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 dialogue from the last lesson by eliciting what pupils remember about the structure of the lost bag conversation. Write *What's the matter?* on the board. Have pupils raise their hands to offer suggestions about how the conversation can go on. Accept all reasonable, grammatically correct words.

Presentation

- Explain that in this lesson pupils will read an interview about a family gathering in a school newspaper.

Diversity

Challenge

- Ask pupils extra questions, e.g. *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

Reading

1 Before you read Look at the title and the picture. What do you think happened at the family gathering?

- Refer pupils to page 46. Tell pupils to look at the invitation, title and picture. Pupils discuss in pairs first. Using the Lollipop stick technique, ask pupils for answers.



2 8.18 Listen and read. Were you right?

- Play the audio.

Extra activity Critical thinking

- Pupils read the text again and find all the verbs in the Past simple. They write the verbs in their notebooks and make a text containing them all.

3 After you read Read and tick (✓). Which summary mentions all the important things in the story?

- Pupils discuss the best answer in pairs.
- Ask for feedback using the Lollipop stick technique.
- Check more detailed comprehension with questions, e.g. *What date was the family gathering? (6th of July), What day of the week was the gathering? (Saturday), What time did the gathering start? (one o'clock), How many people were invited? (fifty), What were they celebrating at the gathering? (Samia's sister's exam results), Where was the gathering? (in the park), Where were the guests? (at Samia's house), Why did they go to the wrong place? (the place wasn't on the invite!).*
- Extension** Assign an invitation to each pair. Pupils write an invitation to any event using their imagination. They swap invitations with another pair and add a line to say what the activities or food there will be there.

Extra activity TPR

- Divide pupils into groups of two or three pairs. They read and choose one invitation to attend and act out the event. Set a time limit for one or two minutes. The class should watch all the groups. Pupils work out and say what they think the invitation was to (e.g. a birthday, wedding, carnival, etc.).

Activity Book

1 After you read Answer the questions.

- Give pupils five minutes to complete the activity. They compare answers with a partner.

Answer key 2 They were celebrating Samia's sister's exam results.; 3 It started at 1 o'clock.; 4 It finished at 3 o'clock.; 5 Fifty people were invited.; 6 The gathering was in the park.; 7 Samia's mum phoned her mum/Samia's grandma.; 8 Samia's family and friends were at her/Samia's house.; 9 People thought the mistake was funny.; 10 They played games and ate all the food.

Extra activity Critical thinking

- Ask pupils to think about a time when they made a mistake and what happened. Do not ask them to share with the class, but to reflect quietly. Ask pupils how they felt when they made a mistake. Ask pupils what they would say to Samia about the mistake. Explain that good mistakes help us learn. A growth mindset helps us to see the value in mistakes and feel happy and confident.

2 Order the events in the story.

- Ask pupils to check answers using the Basketball technique.

Answer key 2 They put the food on long tables.; 3 Samia's dad put up some decorations.; 4 They waited for their family and friends.; 5 Samia's mum phoned her grandma.; 6 Everyone came to the park.; 7 They laughed about the mistake.; 8 They played games and ate all the food.

Reading

1

Before you read

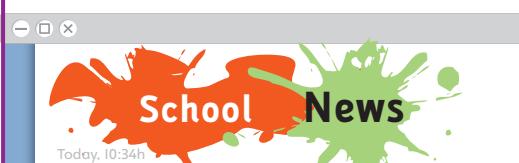
Look at the title and the picture. What do you think happened at the family gathering?

Samia's family forgot to put the place of the gathering on the invitation.

2



8:18 Listen and read. Were you right?



An unusual family gathering!

Something funny happened at Samia Alqassab's family gathering at the weekend! We asked her all about it.

Invitation

Come to our family gathering!
When: Saturday 6th July, 1–3pm
Where:



Interviewer: Hi, Samia! Tell us what happened at the weekend!

Samia: Well, we planned a big gathering in the park to celebrate my sister's exam results. My mum made a lot of delicious food. We put the food on long tables. Then my dad put up some decorations. We waited for our family and friends. We sent out 50 invitations. But we forgot to put the place on. People didn't know where we were!

Interviewer: Oh no! What happened next?

Samia: My mum phoned my grandma. She was at my house with all of our family and friends! My mum told them that the celebration wasn't at our house. It was in the park!

Interviewer: Did everyone come to the park?

Samia: Yes, they did. We all laughed about the mistake. We played games and ate all the food. It was great!

3

After you read Read and tick (✓). Which summary mentions all the important things in the story?

- 1 It was a gathering for Samia's sister. There was a lot of delicious food. Samia's family and friends ate all the food and played games.
- 2 Samia forgot to put the place of the gathering on the invitation. Her family and friends went to the wrong place. Samia's mum phoned her grandma and told her about the mistake. Everyone came to the park and had a great time.

46 forty-six

Extra activity Fast finishers

- Pupils modify the options in Activity 2 to write a text about a celebration (e.g. if applicable, an event they wrote an invitation for earlier in the lesson). Pupils write in their notebooks.

Finishing the lesson

- Using the Thought-provoking questions technique, ask pupils to close their books. Ask questions about the text and have pupils raise their hands to say what they remember about the different invitations from today's lesson.

Skills

Objectives

- Lesson aims:** to understand a listening task; to talk about a celebration you went to; to write an invitation to a celebration
- Target language:** revision of vocabulary and grammar

Materials

- a ball
- sheets of A4 paper, enough for each pupil
- coloured pencils
- Resource 57

Global Scale of English (GSE)

- Listening:** Can understand short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or pictures (GSE 39).
- Reading:** Can identify the main information for an event (e.g. day, time, place) (GSE 29).
- Speaking:** Can talk about past events or experiences, using simple language (GSE 41).
- Writing:** Can write a simple text (e.g. an invitation to a party) containing key information, given a model (GSE 36).

Assessment for Learning

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

Starting the lesson

- 8.9 Play the song from Lesson 5 and encourage pupils to join in.

Presentation

- Explain that in this lesson pupils will listen to children talking about celebrations, speak about a celebration they went to, read an invitation, and write an invitation.
- Using the Basketball technique, ask pupils to say the celebration words that they remember.

Practice

Pupil's Book

Listening

- 1 8.19 Look at the pictures. Listen and match. What celebration did each child go to?

- Refer pupils to page 47 and tell them to look at the pictures carefully before they listen so they know what to listen for.
- Play the audio.



- Adult:** Farid and his friends Laith and Kareem are talking about a busy weekend. What celebration did each child go to?
- Boy 1:** Hi, Laith. Hi, Kareem!
- Boy 2:** Hi, Farid! How was your weekend?
- Boy 1:** It was good, thanks! I went to a great family gathering!
- Boy 2:** Great! Was it someone's birthday?
- Boy 1:** Yes, it was. It was my cousin's ninth birthday. There was a cake with a candle on it, and there were games.
- Boy 2:** How about you, Laith? What did you do?
- Boy 3:** I went to a wedding. It was my auntie's wedding. It was great.
- Boy 1:** What about you, Kareem?
- Boy 2:** Well, I didn't go to a family gathering or a wedding. I went to a funfair! It was fantastic. I went on the big wheel and the rollercoaster!

Diversity

Challenge

- Ask more comprehension questions: *Did Farid enjoy his weekend? (yes), Whose birthday was it? (His/Farid's cousin), Which of Laith's family members got married? (his aunt), Did Kareem go to a party? (no), What did Kareem do at the funfair? (went on a rollercoaster and the big wheel).*

Support

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

Speaking

- 2 Talk about a celebration you went to.

- Pupils work in pairs.
- Walk around the room monitoring pairs.
- Ask different pairs to tell the class their ideas.

Writing

- 3 Read the invitation. When is Imad's graduation celebration?

- Give pupils a minute to read the invitation and find the answer.
- Check comprehension with questions, e.g. *What time does Imad's celebration finish? (1 pm), Who is the invitation for? (Omar), How should Omar tell Imad he can come? (email), What is the date to reply before? (10th April), How do you know that you should reply? (RSVP), What does RSVP mean? (tell pupils this comes from French – Répondez s'il vous plaît).*

Extra activity TPR

- Using the Thumbs up/down technique, pupils respond to your questions, e.g. *Do you know how to write an invitation like this? Are you ready to write your invitation? Do you know which celebration you are going to write an invitation for? Are you going to write a plan first?*

- 4 Write an invitation to a celebration.

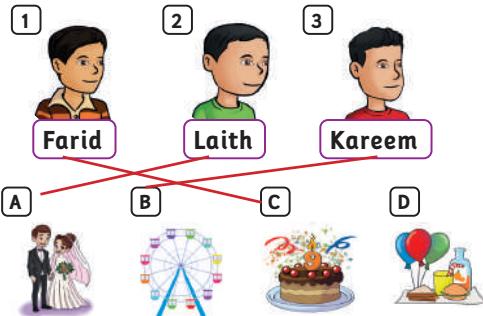
- Read the Writing tip to pupils. Explain that *am* stands for *ante meridiem*, which means 'before midday' and covers the time from midnight to noon. Explain that *pm* stands for *post meridiem*, which means 'after midday' and covers the time from noon to midnight. Note that we don't need to use *am* or *pm* if we are using the 24-hour clock, or military time (e.g., 17:00 or 5pm).
- Read the plan to pupils. Pupils turn to their Activity Books.

Extra activity Creativity

- When pupils have written and checked their invitations, they copy them onto paper and decorate their work with drawings or photos to display on the classroom wall.

Listening

- 1 8.19 Look at the pictures. Listen and match. What celebration did each child go to?



Speaking

- 2 Talk about a celebration you went to.

I went to my uncle's wedding. He got married in ... We ate delicious food and ...



Writing

Saturday 15th April

- 3 Read the invitation. When is Imad's graduation celebration?

GRADUATION CELEBRATION

To: Omar

Come to Imad's graduation celebration!

When: Saturday 15th April, 10 am–1 pm

Where: Ahl Al Bait Street, Amman

RSVP by 10th April to imad456@gmail.com

See you there!

tip Writing

When you write the time, use *am*/*pm*.
10 *am* = in the morning. 10 *pm* = in the evening.
RSVP means *please reply*.

- 4 Write an invitation to a celebration.

1 Plan

- Who are you inviting?
- When is your celebration?
- Where is it?
- RSVP by? To an email or phone number?

2 Write

To: Where:
Come to ... RSVP by ... to ...
When:

3 Check your work

- *am* and *pm*?
- RSVP?

» Activity Book, page 37

forty-seven

47

Activity Book

- 1 Complete for yourself. Write the time. Use *am* or *pm*.

- Pupils complete the activity.

- 2 Write an invitation to a celebration.

- Plan: Give pupils one minute to complete their notes.
- Write: Pupils work individually to complete the card.
- Check your work: Pupils evaluate their own work.
- Using the Two stars and a wish technique, pupils read and check each other's work.

- 3 Create your own invitations and display them in class.

- Place pupils in groups. They read each other's work and compare.

- Have pupils use the Two stars and a wish technique and report back to the class.

Finishing the lesson

- Pupils write down what they achieved in their Learning diary: *Today I listened to ... I talked about ... and I wrote ...*

Extra activity Communication

- Ask pupils to bring in photographs from celebrations they have been part of, or find photographs of Jordanian celebrations to display. In pairs, have pupils discuss the similarities and differences between celebrations, using the vocabulary and grammar they have learnt in Unit 8. Encourage pupils to ask and answer questions, e.g., *What was the celebration for? When was the celebration? What did you do at the celebration?*

Objectives

- Lesson aims:** to consolidate and extend vocabulary and grammar from Units 5–8
- Target language:** everyday activities: *get dressed, put on, take off, invite, lose*

Assessment for Learning

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

Materials

- timer or stopwatch

Global Scale of English (GSE)

- Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 21). Can understand basic factual statements relating to pictures or simple texts (GSE 30).
- Speaking:** Can talk about habits or daily routines in a simple way, given prompts or a model (GSE 32).
- Writing:** Can write a few simple sentences about someone's routines or habits, given prompts or a model (GSE 38).

Mapping

Scope and Sequence Matrix	<p>Listening: understanding and responding to questions in presented oral material; using textbook illustrations and pictionaries to understand unfamiliar words</p> <p>Speaking: using the simple past to answer simple questions and partake in dialogues; connecting sentences using <i>or, so, because</i> and <i>when</i></p> <p>Reading: reading texts (up to half a page)</p>
Learning Outcomes and Performance Indicators	<p>Listening: understanding and responding to questions in presented oral material; using textbook illustrations and pictionaries to understand unfamiliar words</p> <p>Speaking: using the simple past to answer simple questions and partake in dialogues; connecting sentences using <i>or, so, because</i> and <i>when</i></p> <p>Reading: reading texts (up to half a page)</p>

Starting the lesson

- Draw the following items on the board and elicit what they are: *coat, shoes, gloves, bed*

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to everyday activities and routines.

Practice

Pupil's Book

1 ⏱ How many everyday activities can you say?

- Elicit some verbs by mime. Ask for volunteers to come to the front and mime.
- Set a timer to one minute and have pupils say as many everyday activities as possible. Go around the class and count as they say them. Then say the total number the class as a whole has said.

2 🔊 LB2.1 Listen and read. Say the words.

- Pupils look at the pictures. Ask them if they know any of the verbs in the pictures.
- Play the audio. Pupils repeat the words as they hear them.
- Pupils say complete sentences about the pictures, e.g. a – *The boy gets dressed in the morning.* b – *The girl puts on her coat.* c – *The girl takes off her boots.* d – *The boy invites his friend to a celebration.* e – *The woman loses her phone.*



3 Look at the pictures in Activity 2. Match.

- Ask pupils to look at Activity 2 again. Ask a volunteer to read the everyday activities.
- Read the first item in Activity 3 aloud. Show pupils the matching line to the end of the sentence. Make sure pupils know what to do using the Traffic light cards technique.
- Pupils complete the activity in pairs. They practise reading the complete sentences. Check as a class.

Diversity

Challenge

- Have pupils match the beginning of the sentences to the pictures in Activity 2 before doing Activity 3: 1 – c, 2 – b, 3 – e, 4 – d, 5 – a

Support

- Pupils write their own endings to the sentences in their notebooks.

Language booster 2

1 ⏳ How many everyday activities can you say?

2 LB2.1 Listen and read. Say the words.



get
dressed



put on



take off



invite



lose

3 Look at the pictures in Activity 2. Match.

- | | | |
|--------------------------|----|---------------------------|
| 1 I put on my coat | —→ | a her phone. |
| 2 I take off my shoes | —→ | b when I get home. |
| 3 My cousin invited me | —→ | c every morning. |
| 4 I get dressed | —→ | d before I eat breakfast. |
| 5 My mum sometimes loses | —→ | e to a family gathering. |

4 In pairs, ask and answer the questions.



When do you put on your gloves?

When do you take off your shoes?

When do your friends invite you to?

When do you sometimes lose?

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4 In pairs, ask and answer the questions.

- Ask pupils to look at the speech bubbles. Have two volunteers read them aloud.
- Ask for volunteers to answer a question of their choice.
- In pairs, pupils take turns to ask and answer all the questions. Monitor pupils' responses.
- Extension** Compile a list of answers for the four questions. Ask *What answer have we got for 'When do you put on your gloves?'* (Possible answers: when it's cold, when it's raining, when I go out, when I go to school). Continue with the other questions.

3 Complete the sentences for you.

- Write *morning* and *evening* on the board. Draw a sun and an arrow pointing upwards for *morning* and a sun with an arrow pointing downwards for *evening*.
- Tell pupils to write sentences about their day. Pupils complete the activity individually.
- Check answers as a class. Have pupils read the sentences aloud.

Answer key Pupils' own answers

Activity Book

1 Complete the words. Then number the pictures.

- Ask pupils to look at the pictures and say what they are.
- Pupils complete the activity individually. Check as a class.

Answer key 2 put on, e; 3 take off, b; 4 lose, c; 5 invite, a

2 Look, read and circle.

- Ask pupils to look at the photo and describe what they can see.
- Ask pupils to complete the activity individually. Check answers in pairs. Then ask pupils to read out the correct sentences.

Answer key 1 get dressed; 2 lose; take off; 4 invite; 5 put on

Extra activity Communication

- Pupils work in pairs and say silly/impossible sentences. Then they share them with the class, e.g. *I get dressed when I get to school. My fish invited me to his family gathering. I put on my pyjamas to go swimming.*

Finishing the lesson

- Have pupils tell you one new thing they learnt today.
- Use the Summative questions technique to ask pupils what they think about what they learnt today.

Language booster 2

Objectives

- Lesson aims:** to consolidate and extend vocabulary and grammar from Units 5–8; to say and write sentences with the Past simple
- Target language:** sentences with *when* and the actions that follow

Materials

- sheets of A4 paper, enough for each pupil

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: Traffic lights cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

Starting the lesson

- Ask pupils to tell you the everyday activities from the previous lesson. Then ask them to put them into the Past simple to talk about yesterday, e.g. *get dressed* – *Yesterday I got dressed at half past six.*

Presentation

- Explain that in this lesson pupils will learn more vocabulary related to everyday activities, routines and the Past simple.

Practice

Pupil's Book

5 LB2.2 Listen. Number the pictures in order.

- Ask pupils to look at the pictures. Ask questions, e.g. *How many girls can you see? Where are they? What are they doing?*
- Pupils look at the pictures and silently think about the order of the story.
- Play the audio and pupils look at the pictures. Play the audio again for pupils to number the pictures. Check answers as a class.
- **Extension** Ask pupils to say a sentence from the audio for each picture.



Girl: Oh no! Where's my necklace? I had it yesterday at Nadia's house.

Woman: Oh dear! Did you lose it?

What did you do when you got to Nadia's house?

Girl: When I got to Nadia's house, we played computer games.

When we finished playing computer games, we went to the sports centre to play tennis.

Before we played tennis, I took off my necklace.

Woman: And where did you put it?

Girl: Um ... I know! When I took off the necklace, I put it in my bag!

Woman: Is it in your bag now?

Girl: Yes, look it's here! I didn't lose it!

Woman: Great!

6 LB2.3 Think about the story in Activity 5. Read and circle. Then listen and check.

- Ask pupils to look at the three sentence beginnings and options. Read them aloud and check comprehension.
- In pairs, read and choose the correct answers. Check as a class.



7 LB2.4 Listen and repeat.

- Pupils look at the grammar box. Play the audio and pupils repeat.
- Point out how *lose*, *put* and *take* are formed in the Past simple (*lost*, *put*, *took*). Ask pupils to repeat the verbs.



8 What did you do when you got home from school yesterday? Tell a partner.

- Read the instructions. Pupils answer the question for themselves.
- In pairs, pupils read the speech bubbles. They compare their own answers by using the model.

Show what you know

- Pupils answer the questions in pairs.
- Then they read and complete the Bo Reflection Box individually. Praise pupils and tell them to add the relevant sticker from their sticker sheet in the Pupil's Book.
- **Extension** Use games in the Games Bank to review any new words.

Activity Book

4 Look at the pictures. Match to the sentences.

- Pupils look at the pictures. Ask questions, e.g. *How many people can you see? Where are they? What are they doing? What are they wearing?*
- Point out that the pictures are in order, but the sentences aren't, noting that the sentences are in the first person form. Draw pupils' attention to the example, explaining that picture a matches to sentence 5 (*We put on our football boots.*), and so the letter *a* has been written in the box.
- In pairs, pupils decide the order of the story and write letters next to the sentences. When they have completed the activity, they practise reading the story.

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

5 Complete the sentences about the story in Activity 4.

- Pupils look at the story in Activity 4 again. Ask a pupil to read the sentences or tell the story from memory.
- Pupils complete the sentences in Activity 5 individually. Check as a class.

Answer key 2 put on our football boots, 3 took off our football boots, 4 took off our dirty boots, put on clean clothes and watched TV

6 Complete the sentences for you and then draw.

- Read the half sentences from Activity 6 aloud. Use the Traffic lights cards technique to check pupils know what to do.
- Pupils complete the sentences and choose one answer to illustrate. They draw it in the box.
- **Extension** Pupils illustrate their other answers in their notebooks.

5  **LB2.2 Listen.** Number the pictures in order.



6  **LB2.3 Think about the story in Activity 5. Read and circle.**
Then listen and check.



- 1 When I got to Nadia's house,
a we played computer games. b we got dressed.
- 2 When we finished playing computer games,
a we invited her friend to play. b we went to the sports centre.
- 3 When I took off my necklace,
a I put it in my bag. b I put on my shoes.

7  **LB2.4 Listen and repeat.**

When I got home, I did my homework.

When I finished my homework, I went to the park.



lose → lost put → put
take → took

8  **What did you do when you got home from school yesterday? Tell a partner.**

When I got home, I watched TV.

When I got home, I did my homework.

Show what you know

Can you say verbs for everyday activities?

Can you use the verbs in the past form?

Can you talk about what you did when you got home from school yesterday?

Well done!



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Finishing the lesson

-  Use the Summative questions technique to ask pupils what they think about what they learnt today.

What was transport like 100 years ago?

Objectives

- Lesson aims:** to learn about transport in the past
- Target language:** camel caravan, motorbike, ox and cart, road crossing, steam train, traffic lights

Materials

- coloured pencils
- sheets of A4 paper, enough for each pair

Global Scale of English (GSE)

- Reading:** Can understand basic phrases in short, simple texts (GSE 24). 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; Key question technique
- Monitoring pupils' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions; Summative questions

Starting the lesson

- Write *Transport* on the board. Ask pupils to raise their hands and name any types of transport they know. Tell pupils they will learn about town transport 100 years ago. Elicit the date a century ago and write it on the board. Ask pupils to say which family members were alive then (*their grandparents' grandparents*).

Presentation

- Explain that in this lesson pupils will learn about what transport was like 100 years ago.

Practice

Pupil's Book

1 Think What do you know about transport?

- Refer pupils to page 50. 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: *transport 100 years ago*

2 Learn LB2.5 Listen and read.

- Before pupils read, draw their attention to the pictures. Read out the words, have pupils point to the correct picture and repeat. Explain meanings if necessary.
- Play the audio.
- Check comprehension with questions. Ask *Was transport the same 100 years ago? (no, very different)*, *Did most people drive cars? (no, only very rich people had cars)*, *How did most people travel from town to town? (on camels)*, *How did people travel to market? (ox and cart)*, *Were trains very fast? (no)*, *When were steam trains slow? (going up hills)*.



Diversity

Challenge

- Ask pupils thought-provoking questions: *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in? If not, where can you find their meanings?*

Support

- Tell pupils not to worry about understanding all the words in a text if they can understand the general idea, but remind them to learn key words. Ask pupils to write the words in bold in the text in their notebooks. 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. Ask for feedback from pairs, using the Lollipop stick technique.

Extra activity Critical thinking

- Pupils work in pairs. Hand a sheet of A4 paper to each pair. They write three more sentences with different options from the text. They use the ones in 3 as a model. They swap work with another pair and choose the correct words.

4 Look at Activity 2 again.

- Place pupils in small groups and give them time to discuss the questions.
- Ask different pairs to tell the class their ideas.
- Extension** Internet search key words: *history of transport in (name of city)*

Extra activity Fast finishers

- Have pupils find the words relating to transport in the text and illustrate and write the words in their notebook.

Finishing the lesson

- Ask pupils to tell you all the forms of transport in towns and cities 100 years ago and today. Write these on the board using a graphic organiser such as a Venn diagram.
- Ask *What new information did you learn in this lesson?*



Social Studies

What was transport like 100 years ago?

Think

Learn

- 1 What do you know about transport?

- 2 LB2.5 Listen and read.



camel caravan



ox and cart



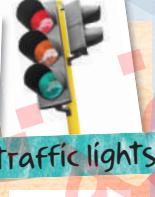
motorbike



steam train



road crossing



traffic lights

What was transport like 100 years ago?

One hundred years ago, transport was very different. Many people used **camel caravans** to go from town to town. Camels were slow and stopped a lot. Some people used **ox and cart** to get things to market. Some people used cars, but they were big and very expensive. Roads weren't safe because there were no **traffic lights** and no **road crossings**. You can see lots of old **cars** and **motorbikes** at the Royal Automobile Museum in Amman, Jordan. There were **steam trains** on the Hejaz Railway 100 years ago. Steam trains were loud and dirty. Sometimes steam trains were very slow when they went up hills!



check

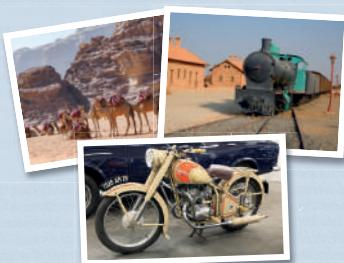
- 3 Circle the correct word.

- Some people used an ox and **car** / **cart**.
- Camels were **fast** / **slow**.
- Buses** / **Cars** were big and very expensive.
- Roads **were** / **weren't** safe because there were no traffic lights.
- One hundred years ago, trains were loud and **dirtu** / **clean**.

50 fifty

- 4 Look at Activity 2 again.

Which vehicle do you think was exciting? Which type of transport do you think was dangerous?



What was transport like 100 years ago?

Objectives

- **Lesson aims:** to learn about vehicles
- **Target language:** review of adjectives to describe vehicles

Materials

- a ball
- sheets of black A4 paper/card, enough for each group
- white coloured pencils, glue and scissors, enough for each group, lollipop sticks (or pencils)
- pictures or printouts of different types of transportation from 75–100 years ago

Global Scale of English (GSE)

- **Writing:** Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model (GSE 28).
- **Speaking:** Can give simple reasons to explain preferences, given a model (GSE 35).

Assessment for Learning

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

Starting the lesson

- Write vehicles on the board. Tell pupils *cars, buses and ambulances* are all vehicles. Ask *Can you think of any other kinds of vehicle?*

Presentation

- Explain that in this lesson pupils will learn about what old vehicles were like and make a shadow theatre about transport from 100 years ago.

Practice

Pupil's Book

1 Let's practise! What can you write about the vehicles in these photos?

- Refer pupils to page 51. Read the question and the photo headings to pupils. Ask pupils to say one difference they can see between the vehicles in the now and then pictures.
- Pupils discuss in pairs. Ask for feedback using the Lollipop stick technique.
- Have volunteers write their ideas in sentence form on the board for pupils to see.

2 Copy the table into your notebook. Complete the sentences.

- Draw pupils' attention to the adjectives in the circles.
- Pupils complete the activity individually. They go on to work in pairs.
- Ask for feedback using the Lollipop stick technique.

3 Which old vehicle would you like to drive? Tell a partner.

- Pupils work in pairs to complete the activity and discuss.
- Ask for feedback using the Lollipop stick technique.

Diversity

Challenge

- Ask pupils to repeat the activity with a new partner giving a different reason.

Support

- Allow time for pupils to write their answers in their notebooks first.

Show what you know

Make a shadow theatre about transport.

- Place pupils in groups to complete the activity. Hand each group a sheet of paper, some lollipop sticks (or pencils), white coloured pencils, scissors, glue and pictures.
- Have pupils write a script if necessary.
- Ask pupils to practise for their presentation first. Ask pupils to sit under a table, and hold their sticks up, so the audience only sees the shadow puppets.
- Alternatively, cut out the front of a large box, so it looks like a TV screen, and make slits in the bottom for pupils to put their sticks in and move along.
- Ask pupils to be the audience for each other's TV shows.
- Pupils look at each other's work and vote for their favourite one.

Extra activity TPR

- Ask pupils to work in groups of four or five. Call out the names of the different transport types from this and the previous lesson. As you call them out, pupils form their vehicle collaboratively and move around the room in the role of that vehicle.

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 from Lessons 1 and 2.
- Ask *Do you think we are safer today with modern vehicles? Why? Why not?* Finally, ask pupils *What things did you find difficult about this lesson? What things did you find easy?*

Let's practise!

- 1 What can you write about the vehicles in these photos?

then



now



- 2 Copy the table into your notebook. Complete the sentences.

then	now
It's ... and ...	It's ... and ...
There are ...	There are ...
I think it was ...	I think it was ...

- 3 Which old vehicle would you like to drive? Tell a partner.

I'd like to drive a ... because ...

Show what you know

Make a shadow theatre about transport.

- 1 Draw with a white pencil on black paper the outline of bus, car or train from 100 years ago.
- 2 Cut out the drawing.
- 3 Glue the drawing onto one or two sticks.
- 4 Be ready to present and describe your old vehicles.



World Wildlife Day

Objectives

- **Lesson aims:** to learn about World Wildlife Day
- **Target language:** nature, birds, mammals, lizards, endangered

Materials

- pictures of wild animals (birds, mammals, lizards)
- A3 paper/card, enough for each pupil
- coloured pencils

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Speaking:** Can briefly say what they like or dislike about a simple story (GSE 32). Can give simple reasons to explain preferences, given a model (GSE 35).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light card technique; Yes/No response cards technique; Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique; Summative questions technique

Starting the lesson

- Write *World Wildlife Day* on the board. Ask pupils to look at the pictures of wild animals you hold up and raise their hands to name them. Use the Key questions technique to ask pupils whether the animals are birds, mammals or lizards. Write the names of the animals under each heading on the board for later in the lesson. Make sure to include the animals seen on page 52 (Arabian oryx, Egyptian spiny-tailed lizard, Sinai rosefinch).

Presentation

- Explain that in this lesson pupils will learn World Wildlife Day. Check that pupils understand the difference between pets and wild animals.

Practice

Pupil's Book

1 F1.1 Listen and read.

- Refer pupils to page 52. Read Jameela's speech bubble.
- Play the audio. Ask pupils to track the words with their fingers as they read along with the audio.
- Check comprehension with questions, e.g. *Where does Jameela sometimes go on World Wildlife Day with her family? (the nature reserve) How many types of mammals are there in Jordan? (more than 80) Are there birds and lizards in Jordan? (yes)*



Diversity

Challenge

- Ask pupils thought-provoking questions, e.g. *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in?*

Support

- Tell pupils not to worry about understanding all the words in a text if they can understand the general idea, but remind them to learn key words. Ask pupils to write the words in bold in the text in their notebooks. Write definitions or translations on the board for pupils to copy.

2 Read the sentences and say **True or False**. Then say why.

- Have pupils read 1–4. Pupils work individually to complete the activity. Correct the answers as a class.
- Check answers as a class.
- **Extension** Pupils work in pairs. They write three unfinished sentences on paper from the text. Then they swap with their partner who completes the sentences.

3 What's your favourite wild animal?

-  Pupils discuss in pairs. Then have pupils raise their hands to offer ideas.
- **Extension** Internet search key words: *wild animals in (country), endangered animals in (country), IUCN Red List*

4 Viewing and presenting Make an information poster about a wild animal from your country.

- Explain that pupils are going to make an information poster about their favourite wild animal.
- Use the Traffic light cards technique to make sure they understand what they have to do.
- Give out the A3 paper and coloured pencils. Pupils make their posters, adding information about the animal's appearance and habitat, and noting whether or not it is endangered according to the IUCN Red List.
- Monitor and help where necessary.
- Ask pupils to present their posters to the class.



Extra activity TPR

-  Using their Yes/No response cards, pupils answer these questions and any others you might want to add *Is World Wildlife Day in spring/summer? Do people think about ideas for looking after wildlife and helping the environment? Why do you think animals become endangered?*

Extra activity 21st Century Skills

- Pupils work in pairs using a child-friendly search engine (e.g. *kiddle, swiggle, kidrex, safesearch kids*) to research the Arabian oryx, which was once considered to be extinct in the wild, but was reclassified by the IUCN as first endangered (1986), then vulnerable (2011).

World Wildlife Day

1 Listen and read.



Hi, I'm Jameela!
I love celebrating
World Wildlife Day.



People around the world celebrate World Wildlife Day on the 3rd of March. On this day, we celebrate the world's wild animals with our family and friends. Sometimes, we go to a **nature** reserve to learn about the animals that live there. There are lots of amazing wild animals in Jordan, including more than 80 different types of **mammals**. You can see more than 30 types of **lizards** and 120 types of **birds** in Wadi Rum!

On World Wildlife Day, we think about how we can look after wildlife and the environment. Some wild animals are **endangered**. This means that there aren't many of them left in the wild.

2 Read the sentences and say **True** or **False**. Then say why.

- 1 We celebrate the world's wild animals on World Wildlife Day. **True**
- 2 There are more than 80 different types of mammals in Jordan. **True**
- 3 You can't see lizards and birds in Wadi Rum.
- 4 No wild animals are endangered.

3 What's your favourite wild animal?

My favourite wild animal is the desert hedgehog.

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False. You can see more than 30 types of lizards and 120 types of birds in Wadi Rum!

4 Viewing and presenting Make an information poster about a wild animal from your country.

- 1 In groups, answer the questions.
 - What type of animal is it?
 - Where does it live?
 - What does it look like?
 - Is it endangered?
- 2 Write the answers on pieces of paper and stick them on the poster.
- 3 Find or draw pictures of the animal.
- 4 Have a class display of your posters.



Activity Book

1 Look at pupil's book page 52 and complete the sentences.

- Pupils complete the activity individually, then compare answers in pairs.
-  Ask for feedback using the Lollipop stick technique.

Answer key 2 nature; 3 birds; 4 endangered

2 Order the letters and write. Then match.

- Pupils complete the activity individually, then compare answers in pairs.
- Have pupils raise their hands to read out complete sentences.

Answer key 1 c; 2 a bird; 3 b mammal

3 How can you look after wildlife and the environment? Write your ideas.

- Pupils work individually to complete the activity.

Finishing the lesson

-  Using the Summative questions technique, ask *What new things did you learn in this lesson? Did you enjoy the poster activity? Why/Why not?*

Objectives

- **Lesson aims:** to learn about Eid al-Adha
- **Target language:** kind, helpful, share, give

Materials

- sheets of A4 paper, enough for each group
- sheets of A4 card, enough for each pupil
- coloured pencils

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Speaking:** Can give simple reasons to explain preferences, given a model (GSE 35).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33).

Assessment for Learning

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

Starting the lesson

- Write *Eid al-Adha* on the board. Have pupils raise their hands and say the word. If you have a picture of you and your family celebrating Eid al-Adha, show the class and ask them to say what they can see.

Presentation

- Explain that in this lesson pupils will learn about Eid al-Adha. Ask pupils to share what they already know.

Practice

Pupil's Book

1 F2.1 Listen and read.

- Refer pupils to page 53. Read Samer's speech bubble.
- Play the audio. Ask pupils to read the text aloud. Check comprehension with questions, e.g. *When is Eid al-Adha celebrated? (10th of Dhū al-Hijjah), Do you come to school on Eid al-Adha? (no), What do we say to our friends? (Eid Mubarak).*
- **Extension** Place pupils in pairs. They discuss when they have been kind and helpful to someone in need, and how that made them and the person they helped feel. They share their ideas with the class.



Diversity

Challenge

- In pairs, have pupils talk to each other about their own family traditions. Do they celebrate different things? Do they celebrate the same things in different ways?

Support

- Have pupils write down and illustrate key words from the text to help them remember them.
-  In pairs, have pupils read alternate lines with their partner.

2 Answer the questions.

- Pupils work individually to complete the activity, then compare answers in pairs. Ask for feedback from pairs using the Lollipop stick technique.

Extra activity Critical Thinking

-  Pupils work in groups of four. Hand a sheet of A4 paper to each group. They write three more questions based on the text. They swap work with another group and answer each other's questions.

3 What's your favourite celebration? Why?

- Ask pupils to read the speech bubble aloud. Check comprehension. Ask *What do you and your family celebrate? Do you celebrate Eid al-Adha?*
-  Pupils discuss in pairs. Then have pupils raise their hands to offer ideas.
- **Extension** Internet search key words: *celebrations in (country), special days in (country)*

4 Think about ways that you can be kind and helpful. Write your ideas.

- Pupils look at the instructions. Elicit an example for each category.
- Use the Traffic light cards technique to make sure they understand what they have to do.
-  Have pupils get into pairs. Give each pair a sheet of A4 paper and ask them to divide it into four by folding it, then write the headings from the activity at the top of each section. Pupils work together to add ideas to each section, then swap with another pair to read and review their ideas.
- Have pupils highlight one idea from each section to try that week and report back.



Activity Book

1 Find and circle the words. Write.

- Point to the pictures and elicit what they are representing.
- Pupils find the words in the puzzle, then write the words under the pictures.

Answer key 2 food, 3 helpful, 4 presents, 5 decorations

2 Find the hidden message in Activity 1.

- Pupils write the letters that haven't been circled in the puzzle, reading from top to bottom, left to right, to find the hidden message.

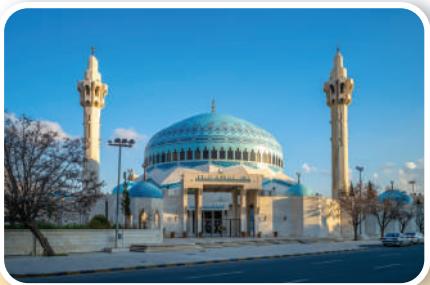
Answer key Eid mubarak

3 Make a celebration card for a friend. Write. Who is it for? What does it look like?

- Give out the A4 card and coloured pencils. Pupils make a card for the friend they discussed celebrations with in Activity 3 on page 53 of the Pupil's Book.
- Pupils complete the activity individually.

Eid al-Adha

1 Listen and read.



Hi, I'm Samer! Eid al-Adha is my favourite celebration!



In Jordan, we celebrate Eid al-Adha on the 10th of Dhū al-Hijjah. We don't go to school. We get dressed in smart clothes to offer special prayers at the mosque. We say 'Eid Mubarak' to our friends. Then we celebrate at home with our families. We put up colourful decorations and eat delicious food, like mansaf and knafeh. Sometimes we go shopping at the market to buy new clothes.

At Eid al-Adha, we think about how we can be **kind** and **helpful**. We **share** food and **give** presents to people in need.

2 Answer the questions.

- When is Eid al-Adha celebrated in Jordan?
on the 10th of Dhū al-Hijjah
- What food does Samer eat to celebrate Eid al-Adha?
mansaf and knafeh
- How does Samer help others at Eid al-Adha?
He shares food and gives presents to people in need.



3 What's your favourite celebration? Why?

My favourite celebration is Eid al-Adha. I like it because I like helping people.

4 Think about ways that you can be kind and helpful. Write your ideas.



Think about how you can help:

your family your friends
your teacher your community

fifty-three 53

Extra activity TPR

- Make a post box out of a cardboard box. Cover it with colourful paper and make a slit to post the letters. When pupils have finished, they post their cards in the box. When everyone has finished, open the post box and hand out the cards.

Finishing the lesson

- Use the Thought-provoking questions technique to discuss with pupils what they liked about today's lesson and what they didn't like. Ask *What new things did you learn in this lesson? Did you enjoy making a celebration card? Why/Why not?*

International Literacy Day

Objectives

- **Lesson aims:** to learn about International Literacy Day
- **Target language:** literacy, assembly, author, stories, poems

Materials

- sheets of A4 paper, enough for each group
- favourite books and/or poems
- examples of acrostic poems for children

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 27).
- **Speaking:** Can briefly say what they like or dislike about a simple story (GSE 32). Can give simple reasons to explain preferences, given a model (GSE 35).
- **Writing:** Can write two or three related sentences on a familiar topic (GSE 33).

Assessment for Learning

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

Starting the lesson

- Write *literacy* on the board. Have pupils raise their hands and say the word. Elicit any ideas for what this word means (*being able to read and write*).

Presentation

- Explain that in this lesson pupils will learn about International Literacy Day. Ask pupils why they think we celebrate International Literacy Day. Explain that while literacy rates in Jordan are very high, this is not the case everywhere.

Practice

Pupil's Book

1 F3.1 Listen and read.

- Refer pupils to page 54. Read Hala's speech bubble.
- Play the audio. Ask pupils to track the words with their fingers as they read along with the audio.
- Check comprehension with questions, e.g. *When is International Literacy Day? (8th September), Who talks to the children about books? (teachers; authors) Can everyone in the world read and write? (no)*.



Diversity

Challenge

-  Ask pupils thought-provoking questions, e.g. *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in?*

Support

- Tell pupils not to worry about understanding all the words in a text if they can understand the general idea, but remind them to learn key words. Ask pupils to write the words in bold in the text in their notebooks. Write definitions or translations on the board for pupils to copy.

2 Choose and write the correct words to complete the summary.

- Check pupils understand the words in the box.
-  Pupils work individually to complete the activity. Tell pupils to read the whole summary first. They then compare answers in pairs. Ask for feedback from pairs using the Lollipop stick technique.

Extra activity Critical thinking

-  Place pupils in pairs. They discuss why they think it is important to be able to read and write. Why is life more difficult if you can't read or write? What can't you do?

3 What's your favourite story or poem?

- Ask pupils to read the speech bubble aloud. Check comprehension. Ask *What stories have you read recently? Have you read any poems? What's the difference between a story and a poem?*
-  Pupils discuss in pairs. Then have pupils raise their hands to offer ideas.
- **Extension** Internet search key words: *children's books age 9–12; children's poems*



4 Write about your favourite story or poem. Share.

- Pupils look at the instructions and read the questions.
- Pupils complete the activity individually, thinking about what they need to write to convince someone else to read their favourite story or poem.
- Have pupils get into pairs to discuss their answers with a partner.
- Ask pupils questions for them to respond with their Yes/No cards. Ask *Would you like to read your partner's favourite story or poem?* Then ask *Why/Why not?* and invite pupils to answer.

Extra activity Critical thinking

-  Pupils work in groups. Have them make a list of what makes a good story or poem. The groups share their ideas with the class.
- Write them on the board. Does everyone agree? Do we all like the same things?

Activity Book

1 Remember Pupil's Book page 54. Read and tick (✓).

- Pupils complete the activity individually, then compare answers in pairs.
- Have pupils raise their hands to read out complete sentences.

Answer key listens to an author; brings her favourite books to school; goes to the library

International Literacy Day

1 Listen and read.



My name's Hala. I love writing stories on International Literacy Day!

We celebrate International Literacy Day on the 8th of September. We have a special **assembly** and listen to our teachers talk about their favourite books. Sometimes an **author** comes to school to talk to us about their books. We talk about how important it is to be able to read and write. I can read and write well, but in some countries around the world, people don't learn how to read and write. When you can't read or write, life is very difficult.

We bring our favourite books to school and talk about them with our friends. Then we work together to write **stories** and **poems**. After school, I go to the library with my family for more International Literacy Day activities!

2 Choose and write the correct words to complete the summary.

assembly library important poems September author

International Literacy Day is in (1) September. There is a special (2) assembly at Hala's school. Sometimes an (3) author comes to the school. It's very (4) important to be able to read and write. The children talk about their favourite books, then they write stories and (5) poems. Hala goes to the (6) library after school.

3 What's your favourite story or poem?

My favourite story is *The Sandwich Swap* by Queen Rania of Jordan.

54 fifty-four

4 Write about your favourite story or poem. Share.

- What's it called?
- Who is the author?
- What's it about?
- Why do you like it?
- Why should your friend read it?



2 Write a poem for International Literacy Day. Make the first letter of each line spell the word LITERACY.

- Explain to pupils that they will write a poem where the first letter of each line spells the word *literacy*. This is called an *acrostic* poem.
- Give pupils time to write their poem. Encourage them to look at examples of acrostic poetry.
- Write an example on the board for pupils who may find writing a poem difficult. Remind pupils that their poem doesn't need to rhyme.

Learning to read and write is fun,
It helps you every day,
To learn in school and travel the world,
Eat in restaurants and go out to play.
Reading is my favourite thing to do,
And I like writing stories too,
Come on! Let's go to the library now!
You can never be bored with a book!

- Pupils complete the activity individually or in pairs.

3 Present your poem to the class.

- Invite confident pupils to present their poem to the class.
- Alternatively have pupils get into pairs and share their poem with their partner.

Extra activity Critical thinking

- Pupils work in groups of four. Hand a sheet of A4 paper to each group. They discuss and plan their own celebration day for the class/school. They should make a spider diagram of things to consider, what pupils can do to celebrate, how to decorate the school/classroom, what to include in their parade and assembly, and why it is important and fun.

Finishing the lesson

- Use the Thought-provoking questions technique to discuss with pupils what they liked about today's lesson and what they didn't like. Ask *What new things did you learn in this lesson? Did you enjoy writing a poem? Why/Why not?*

Grammar reference

Unit 5

I **can** go sailing.

I **can't** play board games.

Can you **sew**? Yes, I **can**. / No, I **can't**.

easy → **easily**

quick → **quickly**

good → **well**

I can't knit **easily**.

I can't dress up **quickly**.

I can write **well**.

Unit 6

She **was** at the zoo **a week ago**.

They **were** at the market **yesterday**.

Were you at the museum **last night**?

Yes, I **was**. / No, I **wasn't**.

Where **were** you **yesterday morning**?

I **was** at the shopping centre.

There was an expensive shop.

There weren't a lot of noisy roads.

Was there a restaurant?

Yes, **there was**. / No, **there wasn't**.

Unit 7

People in the past **used** clay to make things. They **didn't use** plastic.

I **played** football yesterday. I **didn't play** tennis.

When **did you visit** the museum?

We **visited** the museum on Monday.

Did people in the past **live** in houses?

Yes, they **did**. / No, they **didn't**.

Unit 8

I **wore** this dress at our wedding.

We **didn't see** the ring again.

What **did you eat** at the wedding?

I **ate** mansaf.

Did she **wear** a costume?

Yes, she **did**. / No, she **didn't**.

Jordan **TEAM** **Together** Grade 4 Semester 2

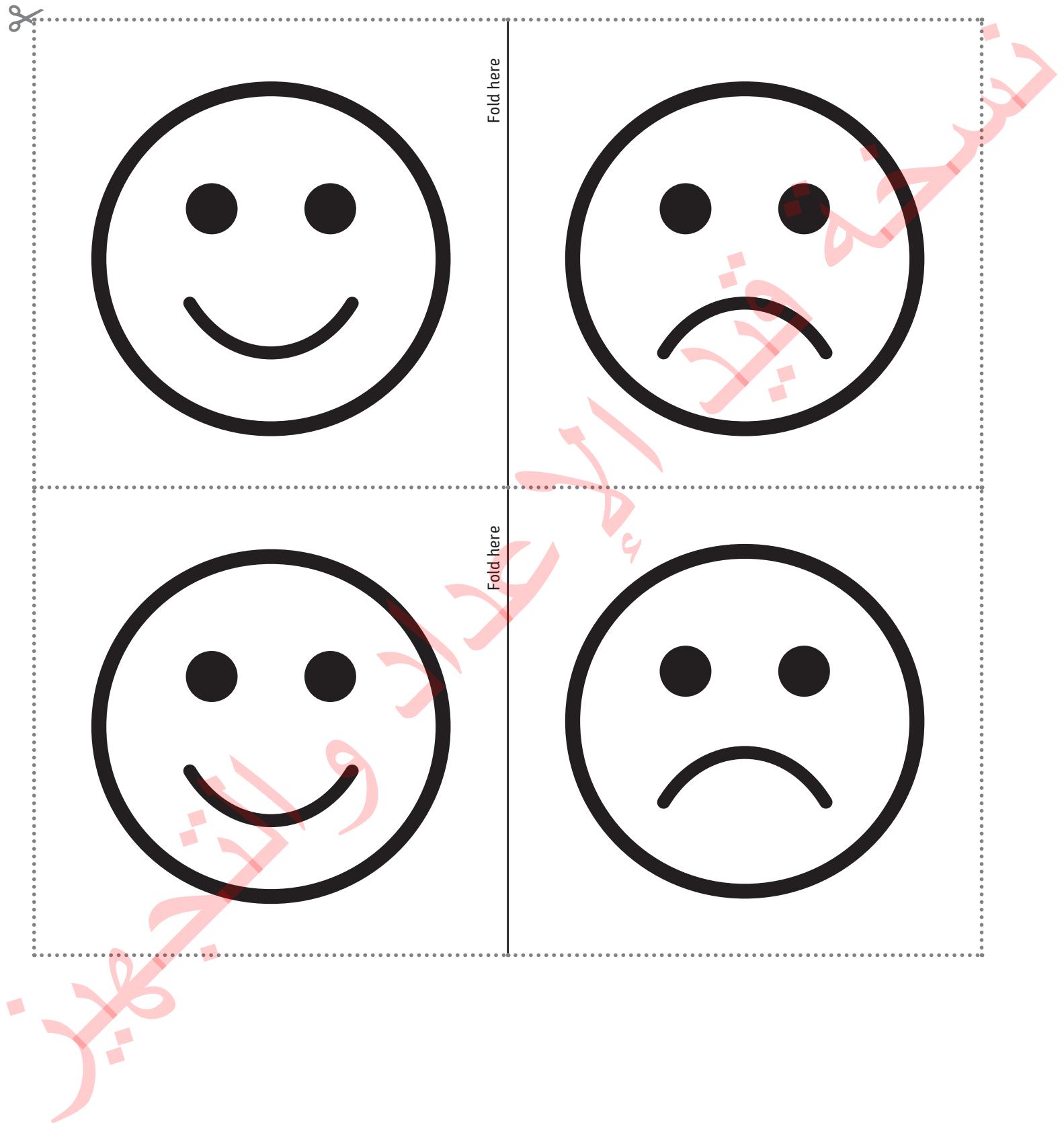
Extra resources

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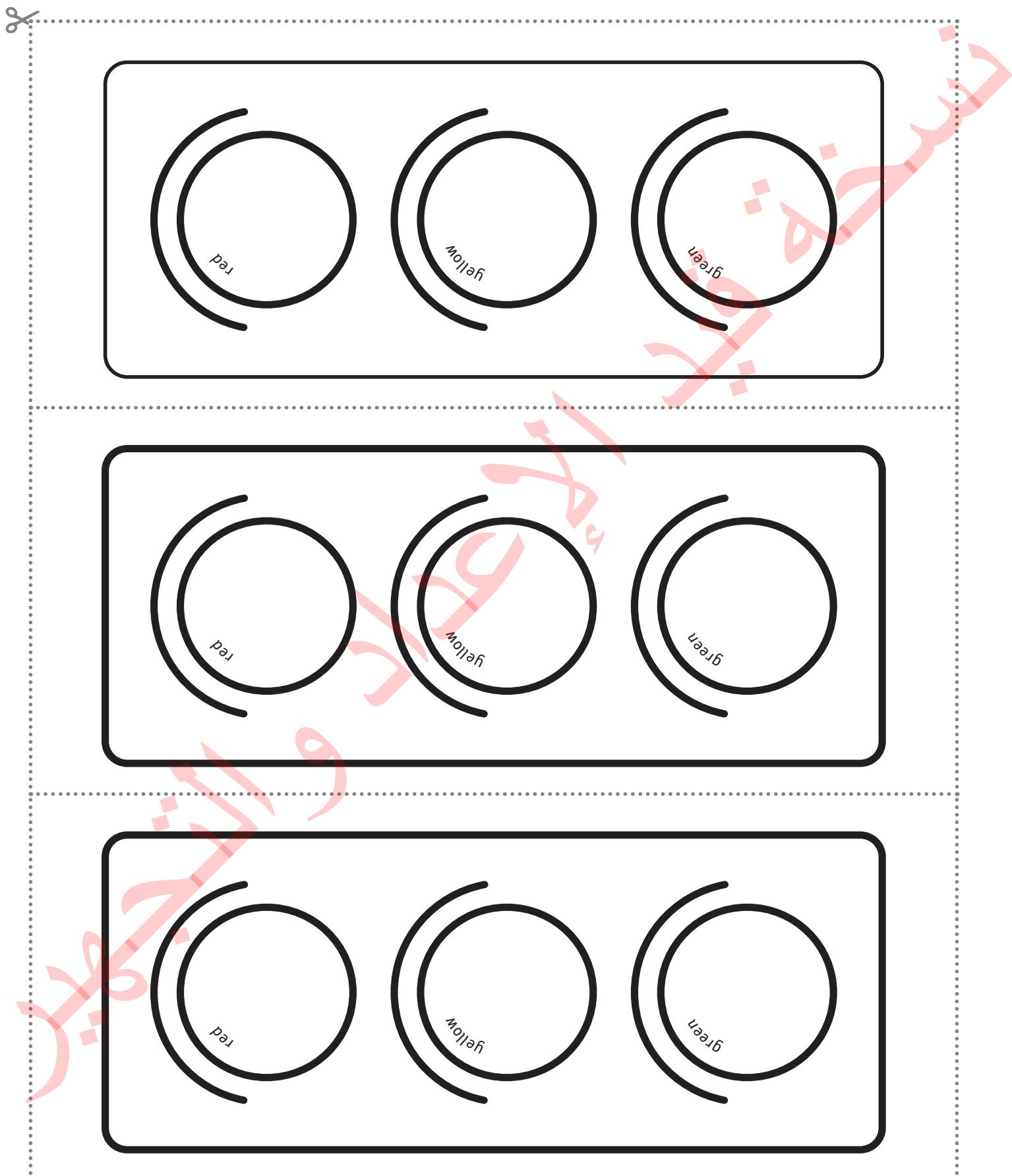
Happy/sad face cards

Cut out, fold and stick.



Traffic light cards

Cut out and colour.



Blank storyboard

Draw and write your story!

Story title:

1

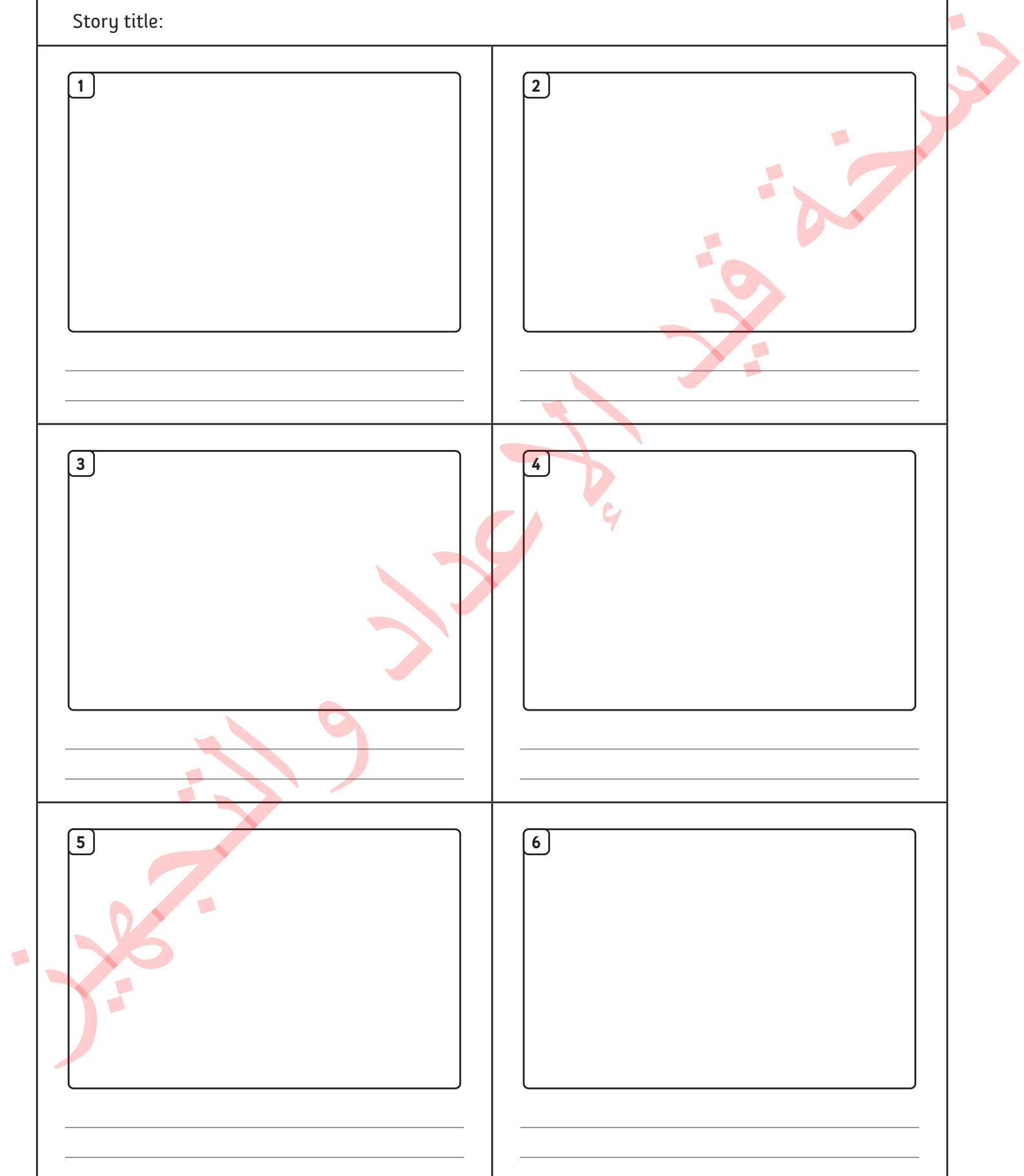
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Notes

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